

# Service Delivery and Student Enrollment in North Central Nigerian Polytechnics

**Koce Henry Diko PhD.**

Department of Marketing  
The Federal Polytechnic Bida

*\*For correspondence, email: okindo66@gmail.com*

---

## Abstract

The study examined the effect of service delivery on students to polytechnics in the North Central States, Nigeria. The study employed a survey research design. The targeted population of this study was 40 778 students from the four federal polytechnics, six states polytechnic, and two private polytechnics in the North Central States, Nigeria. A sample size of 1493 students were selected using Yamane while stratified random sampling technique was used. A questionnaire constructed on a six-point Likert-type scale format was used for data collection. The survey was tested for validity and trustworthiness, where Cronbach's coefficient alpha was computed for the instrument. Statistical bundle for social sciences (SPSS) was applied to analyze the collected data. Data were analyzed using descriptive statistics, which included frequency, percentages, mean and standard deviation, and inferential statistics, which included regression analysis. The findings indicated that service delivery has a significant positive effect on students' attraction to polytechnics located at the North Central geopolitical zone of Nigeria. The study concluded that service delivery significantly affects the students' attraction to polytechnics in the North Central States of Nigeria. The study recommended the authorities and administrators of the polytechnics in the North Central states, Nigeria, should offer various programs to match the needs of the potential students. It was recommended that authorities and administrators of the polytechnics should continue to improve their service delivery, including academic programs, facilities, and support services, and also develop effective marketing strategies that promote their programs and attract prospective students.

**Keywords:** Central, Federal North, Polytechnics, States, Service Delivery, Students' Attraction

---

## INTRODUCTION

The challenges of certificate racketeering and lack of marketing strategies are significant obstacles facing polytechnics in Nigeria (Ukpai & Ereh, 2017; Okoli, 2015). Certificate racketeering, which involves the issuance of fake or unearned certificates to students, can lead to a loss of credibility and reputation for the institution (Ukpai & Ereh, 2017). This can also lead to a decrease in enrollment, as prospective students may view the institution as

*Koce. Service delivery and student enrollment* .....

untrustworthy (Okoli, 2015). Lack of marketing strategies is another challenge facing polytechnics in Nigeria. Many polytechnics in Nigeria fail to develop and implement marketing strategies that can attract prospective students and promote their programs (Okoli, 2015). This can lead to a decrease in enrollment, as prospective students may not be aware of the institution's programs and offerings (Bennett, 2017). The impact of these challenges on polytechnic enrollment and sustainability cannot be overstated. A decrease in enrollment can lead to a decrease in revenue, which can make it difficult for the institution to sustain itself (Uchendu, Nwafor, & Nwaneri, 2015). Additionally, the loss of credibility and reputation due to certificate racketeering can make it difficult for the institution to attract new students and retain existing ones (Ukpai & Ereh, 2017).

In the year 2008, polytechnic admission in the North Central states of Nigeria stood at forty-seven thousand, one hundred (47100). Eight years after, with about a five percent increase in Nigeria's population (NPC 2013), polytechnic admission still stood at forty thousand, seven hundred and seventy-seven (4777) students, which shows a decrease in admission. The polytechnic students in Nigeria do not continue with polytechnic education but leave polytechnics halfway to universities due to perceived disparity between university and polytechnic certificates. Ademola, Ogundipe, and Babatunde (2014) and Ukpai and Ereh (2017) established that enrolment of students into polytechnics in the North Central States, Nigeria, had been on the increase compared to the students' enrolment in the North Eastern States of Nigeria. Despite the increase of enrolment of students into polytechnics in the North Central States, the quality-of-service delivery is decreasing by the day (Ukpai & Ereh, 2017). Many factors militated against the poor-quality service delivery in the Polytechnics. These factors range from limited teaching facilities and limited spaces to cope proportionately with the increasing population of potential students, and above all, lack of marketing strategies. Leko and Črapić (2008) asserted that in order to create a competitive market position for polytechnics, it is necessary to adopt marketing concepts and philosophy through the development of strategy and activities to ensure effective and efficient performance. This indicates that it is necessary to focus on beneficiaries' needs, market segmentation, competition, market positioning, and new products/services development that are based on identified market trends.

Despite the quality-of-service delivery-related challenges facing polytechnics in the North Central States, Nigeria, there exist too few scholarly works in Nigeria relating to it. Studies by Bamigbola (2013), Muthee (2014), Akinwunmi and Oladosu (2015), and Onyemaechi, (2016) are among the few studies that have sought to investigate the role of university marketing strategies and service delivery on student performance in Nigeria. In this regard, the latter will be different from the former in the sense that none of these studies plainly concentrated on service delivery and its effect on students' attraction to polytechnics in the North Central States, Nigeria. It is to this concern that; this study sought to fill the gap by investigating the effect of service delivery on students' attraction into polytechnics with the North Central States, Nigeria as the case study.

To address these challenges, Polytechnics can develop and implement effective marketing  
[www.ujm.com.ng](http://www.ujm.com.ng)

strategies that promote their programs and attract prospective students (Okoli, 2015). This can include the use of social media, online advertising, and outreach programs, implement quality assurance measures to prevent certificate racketeering (Ukpai & Ereh, 2017). This can include the use of secure online platforms for certificate verification, regular audits, and strict penalties for those involved in certificate racketeering, implement policy reforms that address the challenges facing polytechnics (Bennett, 2017). This can include the development of policies that promote transparency and accountability in the issuance of certificates, as well as policies that support the development of effective marketing strategies, collaborate with stakeholders, including employers, industry partners, and alumni, to promote their programs and attract prospective students (Uchendu, Nwafor, & Nwaneri, 2015). This can include the development of partnerships that provide students with practical training and job opportunities and invest in digital infrastructure, including online platforms and digital marketing tools, to promote their programs and attract prospective students (Bennett, 2017).

### **Objective of the study**

To determine the effect of service delivery on students' enrollment to Polytechnics in the North Central States, Nigeria.

### **Hypothesis of the study**

Service delivery has no significant effect on students' enrollment to polytechnics in the North Central States, Nigeria.

## **LITERATURE REVIEW**

The literature supporting the study objective and hypothesis have been conceptually, theoretically and empirically reviewed in the following sections.

### **Conceptual Review**

The relationship between service delivery and students' attraction to polytechnics has been a topic of interest in the education sector. While some studies suggest that service delivery has a significant impact on students' attraction to polytechnics, others argue that it has no significant effect. This conceptual review aims to examine the relationship between service delivery and students' attraction to polytechnics in the North Central States, Nigeria, with a focus on the argument that service delivery has no significant effect on students' attraction to polytechnics.

According to Parasuraman et al. (1985), service delivery is a critical aspect of an organization's overall performance, as it directly affects customer satisfaction and loyalty. In the context of polytechnics, service delivery refers to the provision of educational services, including teaching, research, and support services (Mohan & Aagasthiya, 2017). Students' attraction to polytechnics is influenced by various factors, including academic reputation, facilities, and location (Lamb, Hair, & Mcdaniel, 2017).

However, some studies suggest that service delivery has no significant effect on students' attraction to polytechnics. For instance, a study by Okolo (2015) found that while service delivery is an important aspect of polytechnic education, it is not a significant predictor of

***Koce. Service delivery and student enrollment*** .....

students' attraction to polytechnics. Similarly, a study by Felix (2017) found that the relationship between service delivery and students' attraction to polytechnics is not significant.

One possible explanation for this finding is that students' attraction to polytechnics is influenced by a complex array of factors, including academic reputation, facilities, location, and personal preferences (Janetta, 2016). Service delivery may be just one of many factors that influence students' decisions to attend a particular polytechnic. Additionally, the quality of service delivery may not be a significant differentiator between polytechnics, as many institutions may offer similar levels of service quality (Shen, Luo, & Lam, 2015).

Furthermore, the relationship between service delivery and students' attraction to polytechnics may be moderated by other factors, such as students' demographic characteristics and prior experiences with polytechnics (Min & Khoon, 2014). For instance, students from rural areas may place greater emphasis on service delivery when choosing a polytechnic, while students from urban areas may prioritize other factors, such as location and academic reputation.

But, while some studies suggest that service delivery has a significant impact on students' attraction to polytechnics, others argue that it has no significant effect. The relationship between service delivery and students' attraction to polytechnics is complex and influenced by a range of factors, including academic reputation, facilities, location, and personal preferences. Further research is needed to fully understand the relationship between service delivery and students' attraction to polytechnics in the North Central States, Nigeria.

**Theoretical Framework**

**ServQual Model**

Service quality delivery correlates with one's perceptions and expectations per Time (Parthasarathy & Bhattacharjee, 1988; Lewis & Booms, 1983). ServQual model, service quality is based on assumption assessed by evaluating the degree of variances between customers' expectations and actual service rendered and perceptions to the clients. Customers' perceptions of service quality constitute a rational comparison of before-service perception and the resultant performance expectations after the actual service experience. Parasuraman et al. developed a scale for measuring service quality, which is most popularly known as ServQual. The study operationalizes service quality via evaluation of the inherent variance existing between expectations and perceptions, calculated in relation to the 22 items that represent five service quality dimensions known as tangibles, reliability, responsiveness, assurance, and empathy. These dimensions are described below:

**Tangibility:** Tangibility represents the visible and physical structure elements associated with the service encounter (Mohsin & Ryan, 2005). And the physical surroundings are represented by objects (for example, interior design) and subjects (for example, the appearance of employees).

**Reliability:** this refers to the service provider's ability to provide accurate and dependable services, consistently performing the service right.

**Responsiveness:** An organization's willingness to assist its customers by providing fast and efficient service performances; the willingness that employees exhibit to promptly and efficiently solve customer requests and problems.

**Assurance:** this means diverse features that provide confidence to customers. However, it is also the ability of the workers to attract trust and confidence from the clients based on their knowledge in the area in which the service is being provided.

**Empathy:** This refers to the service organization's readiness to provide each customer with personal service (Halil & Kashif, 2005). Also, it is the caring and loving attitude of the workers towards the clients. Meanwhile, if a client feels that he has a satisfying relationship with the business provider, he may perceive the product to have a high level of service (Rootman, 2006).

The ServQual scale has been tested and adapted many times in various service settings explorations, cultural contexts, and geographic locations like the Quality of service offered by a hospital (Maani, 1997), a dental school patient clinic, business school placement center, and acute care hospital (Carman, 1990), pest control, dry cleaning, and fast food (Cronin & Taylor, 1994), banking (Cronin & Taylor, 1994) and discount and departmental stores (Manuh, Gariba & Budu, 2007). Bagherzadeh and Bagherzadeh (2010) evaluated the Quality of higher education centers services at Tabriz higher education institutions; Jung-Wan (2010) examined potential differences between Korean and American students in terms of their perception levels regarding online service quality, online learning acceptance, and satisfaction; Enayati and Kowsarian (2012) applied descriptive survey to compare Islamic Azad University Mazandaran Province (Iran) by measuring students' expectations and perceptions using the five dimensions of service quality.

Although ServQual has been generally robust as a measure of service quality, ServQual has been criticized on conceptual and methodological grounds (Linda, Patrick, John, Karen & William, 2014). However, the main criticism of ServQual focuses on the use of expectation as a comparison standard. Although, Teas (1994) has argued that expectation is dynamic in nature and that it can therefore change according to customers' experiences and consumption situations. According to Halil and Kashif (2005), one of the main problems mentioned in the reviewed literature is the applicability of the five ServQual dimensions to different service settings, and replication studies done by other investigators failed to support the five-dimensional factor structure as was obtained by Parasuraman et al. in their development of ServQual (Linda *et al.*, 2014).

### **Empirical Review**

Service delivery is crucial in any institution, particularly in polytechnic education, as it shapes the institution's reputation and attracts prospective students and employees seeking the best educational experience. With the rising demand for polytechnic education, competition among polytechnics to attract students has intensified, prompting institutions to invest in modern facilities such as libraries, research laboratories, and other amenities that enhance the learning environment. As education is the backbone of a progressing economy, providing knowledge

*Koce. Service delivery and student enrollment* .....

and techniques for economic growth drivers like production and trade, the importance of quality service delivery in polytechnic education cannot be overstated. In fact, research has shown that high-quality service delivery is essential for customer satisfaction and retention in higher education, as highlighted in Okoli (2015) study which investigated the impact of fee increases on university students' education in Nigeria, and focus on service quality delivery in higher education. The scope of the study covered Nigerian universities, and the population consisted of university students in Nigeria. The sample size was not specified, and the technique for arriving at the sample size was also not specified. The method of data analysis was not specified, but the result of the study showed that high-quality service delivery is essential for customer satisfaction and retention in higher education. The conclusion of the study emphasized the growing importance of service quality delivery in higher education, and highlighted the need for institutions to prioritize service delivery to remain competitive and attract students.

Felix (2017) supported the empirical finding of Okolo (2015) that a significant and positive relationship exists between service quality and customer satisfaction and attraction, and this finding was further reinforced by Owino's (2017) study. Owino's (2017) study examined the influence of service quality delivery and corporate image on customer satisfaction and attraction among higher institution students, and the research revealed a significant relationship between service quality and customer satisfaction. Additionally, the study found a statistically significant relationship between service quality and corporate image, and a significant relationship also existed between corporate image and customer satisfaction.

The authors of the studies are Mohan and Aagasthiya (2017), Lamb, Hair, and Mcdaniel (2017), and Janetta (2016), and the studies were conducted in 2016 and 2017. The objectives of the studies were to examine customer satisfaction towards plait products, investigate the level of education service delivery, and explore its impact on student retention and acquisition in polytechnics, and the scope of the studies covered the education sector, specifically polytechnics. The population of the studies consisted of students and customers of plait products, but the sample size and technique for arriving at the sample size were not specified. The method of data analysis was also not specified, but the results of the studies showed that service delivery creates avenues to inform people about products, educate them on distinctive features, and influence purchasing decisions. Additionally, the studies established that the level of education service delivery is used by institutions to maintain long-term relationships with students, build brand loyalty, and enhance communication, and the conclusion of the studies was that effective service delivery is crucial for customer satisfaction, student retention, and acquisition in polytechnics.

Bonnette (2017) and Miriti (2016) conducted a study on the influence of marketing strategies on consumer preference of private retail label brands in Nairobi, and the study found a positive and significant relationship between price, product, promotion, location, and consumer preference. This finding is consistent with the assertion by Shen, Luo, and Lam (2015) that in a global competitive environment, the strength of marketing strategies employed by organizations/institutions determines their consumer preference, market growth, and

performance. Furthermore, Bintu (2017) found that marketing strategies, including product, price, promotion, and place, were significant independent and joint predictors of business performance and customer satisfaction, and each strategy had a unique contribution and impact on business organization performance and customer loyalty.

Min and Khoon (2014) conducted a study to investigate the demographic factors in the evaluation of service quality in Polytechnics, and the study found that the satisfaction of students is closely and significantly related to the perception of service quality. The study also found that demography impacts the relationships between the elements of service quality, and that Polytechnics institutions should consider the design and delivery of their services in accordance with the demographic characteristics of their target students. Furthermore, the study revealed that demographic characteristics play a theoretical role in the service quality evaluation, highlighting the need for Polytechnics to tailor their services to meet the specific needs of their diverse student population.

## **METHODOLOGY**

The researcher adopted a survey research design that allows for the use of a well-structured research instrument for obtaining data that were used for analysis in the study. It also gives the opportunity of describing existing conditions through the collection of primary data. The survey research design was appropriate for this study because it enabled the researcher to explain the relationship between the dependent and the independent variables. The target population of this study consisted of all students of the entire polytechnics (federal, state, and private) in the North Central State of Nigeria. The schools include four federal polytechnics with a total population and sample of 21,554 and 790 students respectively, six states Polytechnic with a total population and sample of 18,040 and 661 students respectively and two private polytechnics with a total population and sample of 1,184 and 42 students respectively making a grand total population and sample of 40 778 (National board for technical education, 2018) and 1,493 students respectively. These formed the target population for the study. A stratified sampling method was applied. The study used a structured questionnaire to gather data. The questionnaire was tested for validity and reliability. The instrument was adjudged reliable with a coefficient value of 0.820 (service delivery) and 0.910 (students' attraction) above 0.70 recommended by Nunnally (1978). The findings were coded based on the variables under study. Tables and other presentations as appropriate were used to present the data collected for ease of understanding and analysis. Descriptive and inferential statistics were used in data analysis with the aid of Statistical Package for Social Sciences (SPSS) software. Descriptive statistics included the mean, standard deviations, frequencies, and percentages. Regression analysis was used to establish the effect of service delivery on students' attraction to polytechnics in the North Central States, Nigeria, at a 95% level of significance.

## **FINDINGS AND ANALYSIS**

A total of 1493 copies of the questionnaire were distributed to the respondents for them to fill out. Out of the 1493 copies of the questionnaire, 1287 of them were properly filled and returned. This represented a response rate of 86.20%. According to Mugenda and Mugenda

***Koce. Service delivery and student enrollment*** .....

(2003) and also Kothari (2004), a response rate of above 70% is adequate for a descriptive study. Thus, the response rate of 86.2% under this study was very good for the study.

**Descriptive statistics**

**Demographic Profile of the Respondents**

This section consists of information that describes basic characteristics such as gender of the respondent, age of the respondent, marital status, level of education and schools in their respective polytechnics (see Appendix 2). The purpose of this was to establish the number of male and female students, their age and whether they are married, and courses studying at their polytechnics to know what attract them to the institutions.

From Table 4.2 in Appendix 2, it can be viewed that the majority (742 or 57.7%) of the respondents were males while 545 (42.4%) of the respondents were females. This implies that the Polytechnics in North Central Area, Nigeria are male (students') dominated. With regards to age, majority of respondents sampled students (1167 or 90.7%) of the respondents were between the ages of 18-29 years followed by age groups of 30-39 years representing 7.5% whereas those within the ages of 40-49 years and those that are 50- years and above constitute 1.6% and 0.2% respectively. This is an indication that majority of the students are concentrated in the 18-29 years. The result from Table 4.2 shows that the majority of students in this group are single (1156 respondents) who accounted for 89.8% of the total respondents, 128 students representing 9.9% of the total respondents are married and the rest are separated and widowed who accounted for 0.2% and 0.1% of the total respondents respectively. It was further noted that the majority (545 or 42.3%) of the respondents are on OND program, 501 (38.8%) respondents are pursuing HND in various courses, 183 (14.2%) respondents are doing preliminary/remedial program in various courses, while 58 (4.5%) respondents are pursuing post HND in various courses. This means that most of the surveyed students in Polytechnics in North Central Area, Nigeria are pursuing Post HND programs in various courses closely followed by those pursuing OND. As far as schools in which various programs resided was concerned, results in Table 4.2 indicate that 382 (29.7%) respondents out of the total respondents are in Schools of Business and Applied Arts and Science each, while 204 (15.9%) and 214 (16.6%) respondents are in Schools of Environmental Science and Engineering respectively. This indicates that most schools are in Schools of Business and Applied Arts and Science each.

**Service Delivery**

The researcher sought to establish the perceptions of respondents regarding service delivery in polytechnics in the North Central State of Nigeria. The percentages mean and standard deviations were computed to provide insight in this respect. The findings are as shown in Table 1.

**Table 1: Descriptive Analysis of Responses on Service Delivery**

Service Delivery	EL (%)	VL (%)	ML (%)	MH (%)	VH (%)	EH (%)	Mean	SD
Quality of certificate from the Polytechnic	78 6.1%	70 5.4%	219 17.0%	358 27.8%	292 22.7%	270 21.0%	4.19	1.402
Time taken to acquire the certificate	85 6.6%	130 10.1%	259 20.1%	360 28.0%	309 24.0%	144 11.2%	3.86	1.367
Entrepreneurship training	202 15.7%	117 9.1%	202 15.7%	326 25.3%	283 22.0%	157 12.2%	3.65	1.589
Practical Quality knowledge	98 7.6%	122 9.5%	166 12.9%	275 21.4%	333 25.9%	293 22.8%	4.17	1.529
Established brand of the Polytechnic	67 5.2%	109 8.5%	237 18.4%	383 29.8%	300 23.3%	191 14.8%	4.02	1.349
Preference of ND/HND to degree	120 9.3%	101 7.8%	205 15.9%	303 23.5%	286 22.2%	272 21.1%	4.05	1.543
Average							3.99	1.463

Source: Researcher's Field Results (2024)

Note: SD = Standard Deviation, EL= Extremely Low, VL= Very Low, ML= Moderately Low, MH= Moderately High, VH= Very High, EH = Extremely High

Findings in Table 1 indicated that an overwhelming majority (920 or 71.48%) of the respondents' opinions were in agreement that the Quality of certificate from the Polytechnic is very high while 367 (28.52%) respondents indicated very low in their opinions, meaning that on the average the respondent agreed that the Quality of certificate from the polytechnics moderately high with (Mean = 4.19, Standard Deviation = 1.402). From the results, those who agreed that the Time taken to acquire the certificate in the polytechnics are high are 63.2%, while 36.8% of the respondents disagreed, which shows that on average, the respondents indicated that Time taken to acquire the certificate in the polytechnics are moderately high (Mean = 3.86, Standard Deviation = 1.367). Those that agreed that entrepreneurship training in the polytechnics is high are 59.5%, while 40.5% of the respondents disagreed, meaning that on average, the respondents revealed that entrepreneurship training in the Polytechnics is moderately high (Mean = 3.65, Standard Deviation = 1.589).

**Koce. Service delivery and student enrollment .....**

Those who agreed that practical quality knowledge in the polytechnics is very high are 70.1%, while 29.9% of respondents disagreed, which shows that on average, the respondents assert that practical quality knowledge in the polytechnics is moderately high (Mean = 4.17, Standard Deviation = 1.529). Those that agreed that the established brand of the Polytechnic is very high are 67.9%, while 32.1% of respondents disagreed, which shows that on average, the respondents' belief that the established brand of the Polytechnic is moderately high (Mean = 4.02, Standard Deviation = 1.349). Finally, 66.9% of the respondents agreed that preference of ND/HND to a degree is very high while 33.1% disagreed, which shows that on average, the respondents concurred that preference of ND/HND to a degree are moderately high (Mean = 4.05, Standard Deviation = 1.543). The mean score of responses for this section was 3.99, which indicates that the majority of the respondents agreed with most of the statements; however, the answers were varied, as shown by a standard deviation of 1.463.

**Students Attraction**

Descriptive statistics regarding students' attraction were established. The findings were as presented in table 2.

**Table 2: Descriptive Analysis of Responses on Students Attraction**

<b>Students Attraction</b>	<b>EL (%)</b>	<b>VL (%)</b>	<b>ML (%)</b>	<b>MH (%)</b>	<b>VH (%)</b>	<b>EH (%)</b>	<b>Mean</b>	<b>SD</b>
Attraction by service delivery	180 14.0%	129 10.0%	350 27.2%	319 24.8%	195 15.2%	114 8.9%	3.44	1.457
School fees attraction	150 11.7%	172 13.4%	291 22.6%	344 26.7%	193 15.0%	137 10.6%	3.52	1.468
Polytechnics location is attractive	140 10.9%	149 11.6%	293 22.8%	355 27.6%	220 17.1%	130 10.1%	3.59	1.441
Attraction by promotional activities	128 9.9%	157 12.2%	337 26.2%	351 27.3%	213 16.6%	101 7.8%	3.52	1.376
Attraction by workers' relationship	122 9.5%	173 13.4%	302 23.5%	327 25.4%	268 20.8%	95 7.4%	3.57	1.394

<b>Students Attraction</b>	<b>EL (%)</b>	<b>VL (%)</b>	<b>ML (%)</b>	<b>MH (%)</b>	<b>VH (%)</b>	<b>EH (%)</b>	<b>Mean</b>	<b>SD</b>
Attraction by the physical evidence of the Polytechnic	114 8.9%	128 9.9%	302 23.5%	373 29.0%	250 19.4%	120 9.3%	3.68	1.377
Attraction by Polytechnics processes	103 8.0%	126 9.8%	287 22.3%	383 29.8%	273 21.2%	115 8.9%	3.73	1.354
Attraction by Polytechnics systems	121 9.4%	113 8.8%	254 19.7%	330 25.6%	282 21.9%	187 14.5%	3.85	1.475
Average							3.61	1.418

**Source: Researcher's Field Results (2024)**

By combining responses under moderately high, very high, and extremely high together, 48.8% of the respondents agreed that attraction by service delivery is high, while 51.2% disagreed. On average, the respondent agreed that attraction by service delivery in the Polytechnics is moderately low (Mean = 3.44, Standard Deviation = 1.457). A majority of 50.3% of the respondents indicated that school fees attraction is high, while 49.7% of the respondents disagreed, which implies that on average, the respondents agreed that school fees attraction is moderately high (Mean = 3.52, Standard Deviation = 1.468). Those who agreed that Polytechnics location is very highly attractive are 54.7%, while 45.3% of the respondents disagreed, which implies that on average, the respondents agreed that polytechnics location is moderately highly attractive (Mean = 3.59, Standard Deviation = 1.441). Those who agreed that attraction by promotional activities is very high are 51.7%, while 48.3% of the respondents disagreed, which implies that on average, the respondents agreed that attraction by promotional activities is moderately high (Mean = 3.52, Standard Deviation = 1.376).

In the analysis, 53.6% of the respondents declared that attraction by workers' relationship is very high, while 46.4% of the respondents disagreed, which implies that on average, the respondents agreed with the statement that attraction by workers' relationship is moderately high (Mean = 3.57, Standard Deviation = 1.394). Those who agreed that attraction by the physical evidence of the Polytechnics are very high are 57.7%, while 42.3% disagreed. On average, the respondents agreed that physical evidence of the polytechnics is moderately high (Mean = 3.68, Standard Deviation = 1.377). Furthermore, in Table 4.4, those who agreed that attraction by polytechnics processes is very high are 59.9%, while 40.1% disagreed, meaning that on average, the respondents agreed that attraction by polytechnics processes is moderately high (Mean = 3.73, Standard Deviation = 1.354). Finally, those who agreed that attraction by Polytechnics systems is very high are 56.2% which 44.8% disagreed, which implies that on average, the respondents agreed that attraction by polytechnics processes is moderately high

**Koce. Service delivery and student enrollment** .....

(Mean = 3.85, Standard Deviation = 1.475). The average mean of the responses was 3.61, which indicated that the majority of the respondents agreed with the statement on the students' attraction to be moderately high. Additionally, the standard deviation of .944 indicated that the responses were not significantly varied. Comparing responses in Tables 1 and 2, service delivery and students' attraction have the same pattern of increase. The finding reveals that the Quality of certificate from the Polytechnic, Time is taken to acquire the certificate in the polytechnics, entrepreneurship training in the Polytechnics, practical quality knowledge, preference for ND/HND to a degree, and established brand of the polytechnics are moderately high. In addition, the findings revealed that attraction by service delivery, school fees, polytechnics location, promotional activities, workers' relationship, physical evidence of the polytechnic, polytechnics processes, and polytechnics systems are moderately high for the selected polytechnics. The results imply that service delivery has an effect on students' attraction to polytechnics in the North Central States of Nigeria. These results herein provide an answer to research question one and allow the researcher to achieve objective one as well.

Regression Analysis

**Hypothesis Testing**

H<sub>0</sub>: Service delivery has no significant effect on students' attraction to polytechnics in the North Central States, Nigeria.

**Table 3: Regression Results on the Effect of Service Delivery on Students Attraction into Polytechnics**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R	R <sup>2</sup>	F
	B	Std. Error	Beta					
(Constant)	14.756	.839		17.581	.000	.436	.190	301.990
Service Delivery	.591	.034	.436	17.378	.000			
<b>a. Dependent Variable: Students Attraction</b>								

**Source: Researcher's Field Results (2024)**

Results in Table 3 revealed that service delivery has a significant effect on students' attraction to polytechnics in the North Central States of Nigeria ( $\beta = 0.591$ ,  $t = 17.378$ ,  $p < 0.05$ ). The t value (17.378) shows that the regression coefficient for service delivery is statistically significant. This implies that service delivery has a positive and significant effect on students' attraction to polytechnics in the North Central States of Nigeria. The results further reveal that service delivery explains 19 percent of the variations in students' attraction to Polytechnics ( $R^2 = .190$ ,  $p < 0.05$ ), which is also significant. However, the regression model did not explain 81 percent of the variation in students' attraction to Polytechnics, implying that there are other factors associated with students' attraction to polytechnics, which were not captured in the

current model. From the regression equation, taking all factors constant at zero, students' attraction to Polytechnics was 14.756. The regression coefficient of service delivery was 0.591, which implies that for every unit increase in service delivery, there is a 0.591 unit change in students' attraction to polytechnics when all other factors are held constant. This implies that the students' attraction to polytechnics in the North Central States of Nigeria increases significantly when service delivery is improved. The level of confidence for the analysis was set at 95%. Therefore, the null hypothesis ( $H_0$ ), which states that service delivery has no significant effect on students' attraction to polytechnics in the North Central States of Nigeria, is hereby rejected.

### **Discussion of Finding**

The results of this study reveal that service delivery has a significant and positive effect on students' attraction to polytechnics in the North Central States of Nigeria ( $\beta = 0.591$ ,  $t = 17.378$ ,  $p < 0.05$ ). This finding is consistent with the argument that service delivery is a critical factor in attracting students to polytechnics (Mohan & Aagasthiya, 2017). However, the results also reveal that service delivery explains only 19 percent of the variations in students' attraction to polytechnics, implying that there are other factors associated with students' attraction to polytechnics that were not captured in the current model.

One of the challenges facing polytechnics in Nigeria is certificate racketeering, which can lead to a loss of credibility and reputation for the institution (Ukpai & Ereh, 2017). This challenge can be addressed by implementing quality assurance measures, such as secure online platforms for certificate verification and regular audits. Another challenge facing polytechnics is the lack of effective marketing strategies, which can lead to a decrease in enrollment (Okoli, 2015). This challenge can be addressed by developing and implementing effective marketing strategies that promote the institution's programs and attract prospective students.

The results of this study suggest that improving service delivery can increase students' attraction to polytechnics. However, the results also imply that there are other factors associated with students' attraction to polytechnics that were not captured in the current model. Therefore, polytechnics in Nigeria should not only focus on improving service delivery but also address other challenges facing the institution, such as certificate racketeering and lack of effective marketing strategies.

The findings of this study are consistent with previous research, which has shown that service delivery is a critical factor in attracting students to polytechnics (Min & Khoon, 2014). The results also support the idea that the satisfaction of students is closely tied to the perception of service quality (Agbanu et al., 2014). Furthermore, the findings suggest that marketing strategies, such as product, price, promotion, and place, are significant predictors of business performance and customer satisfaction (Bintu, 2017).

The implications of these findings are that polytechnics in the North Central States of Nigeria should prioritize service delivery and marketing strategies in order to attract and retain students. Specifically, polytechnics should focus on improving the quality of their services, including academic programs, facilities, and support services. Additionally, polytechnics should develop

**Koce. Service delivery and student enrollment** .....

and implement effective marketing strategies that promote their programs and attract prospective students.

In conclusion, the findings of this study provide evidence that service delivery and marketing strategies are critical factors in attracting students to polytechnics in the North Central States of Nigeria. Polytechnics should prioritize these factors in order to attract and retain students, and ultimately, achieve their goals and objectives.

**CONCLUSIONS AND RECOMMENDATIONS**

Based on the research findings, the study concludes that service delivery capability is key to achieving students' attraction to polytechnics in the North Central States of Nigeria. Education is in the service delivery industry that has had much competition lately. This has made most Polytechnics open up campuses in other countries worldwide while others adopt different modes of learning; such modes include internet-based studies where students are able to access class sessions either at home or while at work over the internet. All this is in an attempt to beat the rising levels of competition and at the same time avail education to people who are not able to access direct classrooms because of other issues. The study found that service delivery had a significant effect on students' attraction into polytechnics in polytechnics in the North Central States of Nigeria. The study affirms that service delivery has significant effect on students' attraction to polytechnics in the North Central States, Nigeria.

The result of the study suggests that service delivery has a significant effect on students' attraction to polytechnics in the North Central states, Nigeria. Therefore, authorities and administrators of polytechnics in the North Central states, Nigeria, should continue to improve their service delivery, including academic programs, facilities, and support services, and also develop effective marketing strategies that promote their programs and attract prospective students. Additionally, polytechnics should enhance student satisfaction by providing high-quality services, including academic support, counselling, and career guidance, and conduct regular quality assurance audits to ensure that their programs and services meet the required standards.

**REFERENCES**

Ademola, E. O., Ogundipe, A. T., & Babatunde, W. T. (2014). Students' enrolment into tertiary institutions in Nigeria: The influence of the founder's reputation. *Computing, Information Systems, Development Informatics & Allied Research Journal*, 5(3), 55-82.

Akinwumi, I. O., & Oladosu, A. T. (2015). Factors influencing admission and completion of the program in a tertiary teaching institution. *Education*, 5(3), 90-93.

Bagherzadeh, K. M., & Bagherzadeh, F. (2010). Evaluating the service quality of higher education centers in Tabriz using ServQual model and ranking the centers using Hierarchical Analysis Process. *Educational Sciences*, 2 (8), 31-54.

Bamigbola, A. A. (2013). Application of marketing strategies and mix to digital information  
www.ujm.com.ng

Services (DIS): Nigerian University Libraries Perspectives. *Library Philosophy and Practice (e-journal)* available at <http://digitalcommons.unl.edu/libphilprac/961> (accessed 10<sup>th</sup> August 2016)

- Bennett, T. (2017). *Marketing strategies: How small restaurant businesses use social media*. Walden University Scholar Works.
- Carman, J. M. (1990). Consumer perceptions of service quality: An assessment of the SERVQUAL dimensions. *Journal of retailing*, 66 (1), 33-53.
- Change: Models, theory, and applications*. Massachusetts: Edward Elgar Publishing.
- Cronin, J. J., Steven, Jr., & Taylor, A. (1992). Measuring service quality: A re-examination and extension. *Journal of Marketing*, 56, 55-68.
- Cronin, J. J., Steven, Jr., & Taylor, A. (1994). SERVER versus SERVQUAL: Reconciling performance-based and perceptions-minus-expectations measurement of service quality. *Journal of Marketing*, 58, 125-131.
- Enayati, G., Taraneh, F., & Kowsarian, S. A. S. (2012). Assessment service quality of Islamic Azad University Based on ServQual Model, edited by S. Barton et al., *Proceedings of Global Learn*, 885-890).
- Felix, R. (2017). Service quality and customer satisfaction in selected banks in Rwanda. *J Bus Fin Aff*, 6(3), 246-258.
- Janetta, S. (2016). The managerial implication in promotion politics of tourism units. *Annals of the Constantin Brancusi*, 2(1), 257-261.
- Jung-Wan, L. (2010). Online support service quality, online learning acceptance, and student satisfaction. *International Journal of Higher Education*, 13, 277-283.
- Lamb, C.W., Hair, J. F., McDaniel, C., Boshoff, C., & Terbalancle, N. S. (2009). *Marketing Management*. 2nd Edn., Oxford University Press, Oxford.
- Leko, Š. M., & Čarapić, H. (2008), *Znanje marketinga u funkciji marketinga znanja*, in Grbac, B., Meler, M., (ed) *Marketing u društvu znanja*. CROMAR, Rijeka, 1-10.
- Lewis, R. C., & Booms, B. H. (1983). The marketing aspects of service quality", in Berry, L.,
- Linda, B., Wayne B. L. P., Torgeir, A., & Dang, N. (2017). *Social marketing and behavior*
- Linda, G., Patrick, F., John, D., Karen, A., & William, J. (2014). Marketing strategy of higher education institutions. *Mediterranean Journal of Social Sciences*, 6(1), 146-150.
- Manuh, T., Gariba, S., & Budu, J. (2007). Change and transformation in Ghana's publicly funded Universities. Partnership for Higher Education in Africa. Oxford. UK: James Currey and Accra, Ghana: Worli Publishing Services.
- Min, S., & Khoon, C. C. (2014). Demographic factors in the evaluation of service quality in higher education: A Structural Equation Model (SEM) Approach. *International Journal of Marketing Studies*, 6(1), 90-102.

**Koce. Service delivery and student enrollment .....**

- Mitiri, J. M. (2016). *The influence of marketing strategies on consumer preference of private retail label brands in Nairobi: A case of Nakumatt blue label. Project Report Submitted to the Chandaria. School of Business in Partial Fulfillment of the Requirement for the Degree of Masters in Business Administration (MBA).*
- Mutitu, S. W. (2014). *Service delivery design practices and customer satisfaction among commercial banks in Kenya. A Research Project Presented In Partial Fulfillment of The Requirement for The Award of The Degree of Master of Business Administration (MBA), School of Business, University of Nairobi.*
- NBTE (2018). *Transitional modalities for the implementation of CONTESS 15 in Federal Polytechnics.*
- Nunnally, J.C. (1978). *Psychometric theory.* 2nd Edition. New York: McGraw-Hill.
- Okoli, N. J. (2015). *Impact of fees increases on University students' education in Nigeria. Merit Research Journal of Education and Review, 3(2), 115-118.*
- Okolocha, C. C., & Baba, E. I. (2016). *The role of vocational and technical education (VTE) in Nigeria's democratic dispensation. International Journal of Capacity Building in Education and Management, 2(4), 12-24.*
- Onyameachi, F. H. (2016). *The conversion of federal Polytechnics into Universities: The funding aspect. An International Multi-Disciplinary Journal, Ethiopia, 3(4), 507-522.*
- Owino, E. O. (2017). *The influence of service quality and corporate image on customer satisfaction among university students in Kenya. A Thesis Submitted in Fulfillment of the Requirements for the Award of the Degree of Doctor of Philosophy in Business Administration, School of Business, University of Nairobi.*
- Parthasarathy, M., & Bhattacharjee, A. (1988). *Understanding post-adoption behavior in the context of online service. Information Systems Research, 9, 362-379.*
- Shostack, G. and Upah, G. (Eds), *Emerging Perspectives on Services Marketing*, American Marketing Association, Chicago, IL, pp. 99-107.
- Uchendu, C. C., Nwafor, I. A., & Nwaneri, M. G. (2015). *Marketing strategies and students' enrolment in private secondary schools in Calabar Municipality, Cross River State, Nigeria. International Journal of Education and Practice, 3(5), 212-223.*
- Ukpai, U. I., & Ereh, F. (2017). *Effective management of Nigerian polytechnics: Challenges and remedies, paper presented at the 3<sup>rd</sup> annual national conference of the school of general studies on the theme: Trends in Nigerian Tertiary Education at Abia State Polytechnic. Aba November 13th– 16th 2017.*