AN ANALYSIS OF SERVICE QUALITY MEASUREMENTS IN TERTIARY COLLEGES IN KENYA. A CASE STUDY OF ZETECH COLLEGE.

BY

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DECLARATION

This project is my original work and to the best of my knowledge it has not been presented for a degree in any University or any other award.

Mputhia Muthomi Raphael   Sign:……………………...

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SUPERVISOR'S APPROVAL.

I confirm that the work in this project was carried out by the candidate under my supervision.

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This research project has been submitted for examination with my approval as a Departmental chairman.

Dr.   Stephen Muathe.   Sign…………..…………..

Chairman, Department of Business Administration   Date………………………

DEDICATION

To my parents Justus Mputhia and Beatrice Muthoni for investing in my knowledge. My beloved wife Juliet and daughters Peace and Kate.

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It would not have been possible to do this work without the support and encouragement of many people. Because of space, I cannot mention the names of all those who helped me. However, I highly thank and appreciate the professional support and guidance of my Supervisor Mrs. Esther Gitonga who has continuously guided me in developing this work.

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ACRONYMS

JKUAT: Jomo Kenyatta University of Agriculture and Technology.

ABE: Association of Business Executives.

KNE: Kenya National Examination Council.

ICM: Institute of Commercial Management.

KASNEB: Kenya Accountants and Secretaries National Examinations Board.

IATA: International Air Travel Association

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DEFINATION OF TERMS

Expectations: Are the performance anticipated or expected by the customer. They are formed by word of mouth, advertisement and past experiences. They form the baseline against which products or services performance is compared.

Perception: Is the customer's judgment about the service encounter.

Service: Any activity that is offered to a customer that is consumed simultaneously as it is produced it encompasses the process, delivery and outcome of the activity.

Service quality: Is the customer perception of the level of success or failure in meeting expectation. It is a measure of how well service level delivered marches customer expectation on a consistent basis.

SERVQUAL: Stands for SERViceQUALity

SERVQUAL dimensions: Refers to Tangibility, Reliability, Responsiveness, Communication, Credibility, Security, Competence, Courtesy, Understanding and knowing the customer and, Aces.

Tertiary college: Refers to institutions of higher learning offering post secondary education. For the purpose of this study the term refers to middle level colleges.

ABSTRACT

The role of service quality in tertiary education institutions has received increasing attention during the last two decades. Tertiary education institutions should ensure that all services encounters are managed to enhance students' perceived service quality. While there is consensus on the importance of service quality, its measurement is a challenge that tertiary education providers who aim to gain a better understanding of the quality issues of students' experiences face. In fact, the use of the most appropriate measurement tools would help managers to assess service quality provided by their institution, thus having the ability to use the results to better design service delivery. In an effort to increase students' satisfaction, it is imperative that tertiary education institutions measure the quality of services they provide to be able to improve on them. Students' perceptions of the quality of services experiences against actual service received should be assessed. In a competitive higher education market place, the quality of services delivered separates an institution from its competitors. Therefore the results from service quality measurement can be used to position a tertiary education institution strategically in the market. Zetech College is one of the leading private tertiary education providers in Kenya. There has been an urgent need to measure service quality recently due to increased students complains on service delivery even with the existence of a very nicely articulated customer service charter. The aim of this study was to measure service quality in tertiary education institutions in Kenya. A case study of Zetech College was conducted. The study highlighted the students' expectations about the quality of tertiary education services they are receiving at Zetech College. It also examined the current service quality levels and determined the size and direction of the gap between students' perceived service quality and service expectations. The information from this study is expected to be very useful to all tertiary education providers in Kenya. The study was carried out on the basis that the sampled students were able and willing to make an evaluation and assessment of services received. The study was a case study of Zetech College. The ex-post facto research design was used. Stratified random sampling was used to select one hundred and twenty two (122) students out of five thousand one hundred and twenty four (5124) Zetech college students taking course for seven (7) examination bodies. Descriptive statistics was used for final analysis and results. The researcher found out that there was an 85.5% students' expectations' on service quality, with 62.5% of services offered being below what students expected in terms of service quality. There was negative 2.41/7 deviation in service quality from the students' service quality expectations.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter provides the background on which the research was based on, the objectives of the research, the significance and limitations of the study.

1.1 Background of the study.

Service industries are playing an increasingly important role in the economy of many nations. In today's world of global competition, rendering quality service is key for success and many experts concurs that most powerful competitive trends currently shaping business strategy is service quality. Service quality is important to all organizations as it is regarded as the driver of corporate marketing and financial performance (Buttle, 1996). It has also been put forward as a critical determinant of competitiveness and a source of lasting competitive advantage through service differentiation. (Lewis, 2001)

According to Wambui et al. (2010) service quality is a pervasive strategic force and a key strategic issue in any organization. It is not surprising that practitioners and academics alike are keen on accurately measuring and understanding issues affecting service quality delivery and ultimately establish methods for improving quality to achieve competitive advantage and build customer royalty. The pressure driving successful organizations towards top quality services make the measurement of

service quality and its subsequent management of utmost importance. Interest in the measurement of service quality is thus understandably high. However the problem inherent in the implementation of service quality has been compounded by the elusive nature of service quality constructs, rendering it extremely difficult to define and measure. Although researchers have devoted a great deal of attention to service quality, there are still unresolved issues that need to be addressed and the most controversial one refers to the service quality measurement and what constitute service quality.

With these challenges, service organizations seek to provide valuable services to their end customers. According to Brown (2009), in the critical moment of truth, only those organizations which will be in a position to enhance quality in their end products and services will sustain and maintain their positions. Nowadays, quality has changed from a complementary to a single corporate strategy. Taking into consideration the claims of Robinson (1999), that "quality is in the eyes of the beholder", its proper measurement is demanded. Yang (2003) and Sinclair et al (1999) have emphasized the importance of service quality measurement as it judges not only the external perception but also the internal effectiveness of an organization's operations. Edvardsen et al. (1994) asserts that the starting point in service quality improvements is its measurement and analysis. He argues that there is a need to measure service quality to enable management to identify high quality and to determine where problems exist. It is important to measure service quality to

identify quality related problems, to allow for comparison before and after a service change, and to establish standards of service delivery (Brysland et al 2001)

According to Plank et al (1997) it is likely that students base their continued enrollment in tertiary colleges and universities, in part, on how well an institution's programs and services meets their expectations. When students are dissatisfied with an institution's services they are likely to defect to competitive institutions (Plank et al.1997). Smith et al. (1989) has noted that some academicians have suggested that institutions efforts to measure service quality and students' satisfaction have fallen short.

In an effort to stem possible students' defection, it is imperative that colleges and universities measure the quality of services they provide in an effort to improve them. Many a times institutions measure things that may not be important to their primary customers, the students. Different authors agree that each time a student experiences some occurrence of institution's services, that service is judged against expectations. Parasuraman, (1985), Zeithamal, (2006) and Berry et al. (1991). In an increasingly competitive higher education arena, research indicates that service quality is an important determinant of students' satisfaction (Yound et al (1997)).

Zetech College has been credited as one of the fastest growing tertiary college in Kenya. The college is currently in transition to become a private university by September 2014. The college has experienced immense growth in terms of student's

population, number of campuses, number of academic programs and human resource. The head office is located at Ruiru in Kiambu County with branches in the central business district of Nairobi city. Due to declining service level standards and increasing students' complaints on service quality, the leadership team deemed it necessary to produce a clearly stated service policy to be followed by the College's service providers to eliminate these problems. The charter was launched in January 2012. However for the last two (2) years, since this charter was launched, students' complains on service quality still remain high. Across check on the complain books showed that there was an average of five complains received every day in each of the six (6) campuses. The process of preparing the service charter did not include the service quality levels and expectations of the students who are the main service recipients in Zetech College. A survey across all campuses showed that there was increasing service quality complains despite existence of a service charter. Consequently there was a serious need by the college to measure service quality level from the standpoint of the students who are the College's key external customers.

1.2 Statement of the problem.

The subject of service quality has recently aroused considerable interest among business people, buyers and academics (Kelso 2008). This interest largely rotates around service quality measurement. Conceptualizing the quality of service is more complex than for goods. The first aim of this research was to review a conceptual framework for evaluating and measuring service quality from the perspective of customers. The work of Zeithmal et al (2006) suggest that one of the prime issues of

poor performance in service organizations is not knowing customers' service quality expectations. Thus tertiary education institutions and other institutions of higher learning are bound to fail if they do not have an accurate understanding of what students expect of them. It is against this background that this research wanted to find out what constitutes service quality at Zetech College from the perspective of students as the primary external customers and service recipients.

1.3 Objectives of the study.

The general objective of this study was to determine components of measuring service quality in tertiary colleges in Kenya using Zetech College case study.

The study was guided by the following specific objectives.

i)   To determine students' expectations about the quality of tertiary educational services at Zetech College.

ii)   To find out the current service quality level at Zetech College.

iii)   To examine the size and direction of any gap found between students' perceived service quality and service quality expectations.

iv)   To determine the customer service training requirements for the direct service providers at Zetech College in order to be able to provide services that match the students' expectations of quality services.

1.3 Research Questions.

The study addressed the following questions:

i)   What are the students' expectations about the quality of services at Zetech College?

ii)   What is the current level of service quality at Zetech College?

iii)   What is the size and direction of the gap between students' perceived

Service quality and service quality expectations on the services received at

Zetech College?

iv)   What are the customer service training requirements for the direct service

provider at Zetech College in order to be able to provide services that match the

students' expectations of quality services?

1.4 **Significance of the study**.

Commonly, the measurement of institution's quality in higher education is defined

predominantly by the institutions rather than by the students. Consequently, measure

of quality in higher education often focus on areas that contribute to institutional

prestige and stature like the prestigious courses offered, state of the art facilities,

employability of the graduates, level of research expenditures, high qualification of

faculty members among others. Many of this institutional measure of quality may be

of limited importance to students. Owuor, (2012) concurs that in spheres of higher

education counting these (prestigious courses offered, state of the art facilities,

employability of the graduates, level of research expenditures, high qualification of

faculty members) as quality continues to be contested. Students come into contact in

variety of ways, each time forming impressions about the services encountered. There

is limited literature on measurement of service quality in tertiary colleges on specific

students' variables.

Therefore this study will contribute valuable information on service quality measurement in tertiary colleges and in particular the dimensions of tertiary colleges service quality. This study will help Zetech College achieve strategic competitive advantage by incorporating the students' expectation on service quality and by trying to narrow the gap between the students' service quality expectations and the current college service level. It will also help Zetech College in training the service delivery team in line with the students' expectations on service quality standards. Finally, Zetech College will find the results of this study helpful in revising her service charter in future.

Future entrepreneurs venturing the tertiary education sub sector will find this study of immense benefit as a reference point in determining quality standards that they should offer to their students. It will also equip these entrepreneurs with prior knowledge of what students expect and perceive as quality educational services. Above all, this study will contribute immense knowledge in the field service quality measurement in tertiary education in Kenya being amongst the first study to be conducted in Kenyan tertiary education institution.

1.5 Scope of the study.

The study will be a case study of Zetech College. The college has a current students' population of five thousand one hundred and twenty four students. The college is accredited to train students by seven examination bodies which are: Kenya National Examination Council, Jomo Kenyatta University of Agriculture and Technology,

Association of Business Executives, Institute of Commercial Management, Chartered Institute of Marketing, Kenya Accountants and Secretaries National Examination Board and International Air Travel Association. Students from each examination body were proportionately represented in the sample.

1.6 Limitations of the study.

The study was conducted only in Zetech College Nairobi City Central Business District Campuses. The findings of this study will therefore be generalized to other tertiary educational institutions in almost similar environmental setting. The data for this study was collected using take away survey questionnaire and the participants had the option choose to participate or not participate in the questionnaire.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter provides the theoretical basis for the study supported by relevant

literature, concept and measurement instruments of service quality in tertiary

education.

2.1 Quality as a strategy.

According to Hardie and Walsh, (1993), quality has many different definitions and

there is no universally accepted definition of quality. This, he claims, it is because of

the elusive nature of the concept from different perspectives and orientations and the

measures applied in particular context by the person defining it. Negi (2009) concurs

that the variations in the definition of quality is caused by the intangible nature of its

components since it makes it very difficult to evaluate and define quality uniformly

across various manufacturing and service industries.

According to Juran (1999), quality is product performance which results in customer

satisfaction and free from product deficiencies which avoids customer dissatisfaction.

The German Standard DIN 55350 defines quality as the totality of characteristics and

features of a product or process, which facilitate realization of a given requirement.

According to the definition by the International Standards Organization (ISO),

Quality is the totality of features and characteristics in a product that bears on its ability to satisfy states or implied needs. The American National Standard Institute has also upheld the ISO definition of quality. Garvin (1984) presents five different approaches to defining quality. These are:

The transcendent view: According to this view, quality cannot be defined precisely; instead, quality is a simple, un analyzable property we learn to recognize through experience. The product based view: This view holds that quality is a precise and a measurable variable and that differences in quality reflects differences in quality of some ingredients or attributes possessed by the product. According to Abbott (1955), this view of quality considers it as the units of goodness packed into a product or service and thus a higher quality product or service is considered to be containing more units of goodness than a lower quality product or service. The manufacturing based view: According to this view, quality is defined as the conformance to requirements' (Crossby 1984). The Value based view: This view defines quality in terms of costs and prices. It defines a quality product as one that provides performance or conformance at an acceptable price or cost. This view point considers quality as a cost to the producer and a price to the customer. The user based view: user based definition is based on the premise that quality lies in the eyes of the beholder. Quality is the fitness for use. The definition of quality in this view takes the approach that lies on the organization to determine customers' requirements and then meet these requirements. This study adopted the user based view of quality. The relevance of this definition to this study is that quality is more if not equally

important to the customer and this therefore means that service providers must consider the needs, wants and desires of customers in order to design services that satisfy them. According to Schneider and White (2004), the user based view of quality is particularly useful in trying to define the quality in the domain of service.

According to Schuler (2007) commitment to continuous quality improvement is the new way of doing business. According to Oakland (1994) the reputation enjoyed by an organization is built by quality, reliability, delivery and price. Quality is the most important of these competitive weapons. Schuler (2007) has notes that increasingly, battles for competitive superiority are being won by achieving outstanding quality. Foster (2007) notes that quality is strategic and it is the foundation for achieving competitive advantage. According to Ghylin et al. (2008) since company managers believe that the power of quality guarantees high profits in business, companies try to understand how to keep the quality level high at every point within production, manufacturing and even providing services. From the above discussion and according to Chingang et al., (2010), there are two forms of quality: The product quality and the Service quality

2.2 Service Quality

According to Ghylin et al. (2008) Service quality is considered as an important tool for firms struggling to differentiate themselves from their competitors. The relevance of service quality to companies is that it offers a competitive advantage to companies that strive to improve it and hence bring customer satisfaction. Definitions of service

quality revolve around the idea that quality has to be judged on the assessment of the user or the consumer of the service. According to Eshghi et al., (2008), service quality is defined as the overall assessment of service by the customer. Ghylin (2008) points out that, by defining service quality, companies will be able to deliver services with higher quality level resulting in increased customer satisfaction.

According to Parasuraman et al., (1985) and Ladhari (2008), understanding service quality must involve acknowledging the characteristics of service which are intangibility, heterogeneity and inseparability. This way service quality will be easily measured. According to George et al. (1996) definition of service quality must focus on meeting customers' needs and requirements, and how well the service delivered marches the customers' expectations of it. In this study, service quality can be defined as the difference between customers' expectations for service performance prior to the service encounter and their perception of service received. Valarie (2003) has noted that customers' expectation serves as the foundation for evaluating service quality because service quality is high when performance exceeds expectations and service quality is low when performance does not meet their expectations.

2.3 Service quality versus Customer expectation and Perception.

Perception and expectation of the service by customers has been identified by Valarie et al. (2003) as the essential factor that defines the quality of service. In particular Gronroos (1984) points out that it is reasonable to state that the perceived quality of a given service is the outcome of an evaluation process where consumers compare their

expectations   with the service they perceive they have got, that is, they put the perceived service against the expected service. In this sense, a product or firm image depends solely upon the consumer perception. Parasuraman et al (1985) concludes that service quality as perceived by consumer's results from a comparison of perceived service with expected service. According to Valarie (2003), customer's expectations are beliefs about service delivery that functions as standards or reference points against which performance is judged. Her argument is that, customers compares their perceptions of performance with these reference points when evaluating service quality and therefore thorough knowledge about customer expectation is critical to service providers.

According to Valarie (2003), knowing what the customer expects is the first and most critical step in delivering quality service. She asserts that being wrong about what customers want can mean losing a customer business when another company hits the target exactly. Being wrong can also mean spending resources, money and time on things that don't matter to customers. Cadotte et al (1988) investigated the key factors in guest satisfaction in the hotel industry focusing on complaints and compliments. They found out that there are service quality feature which they labeled "dissatisfies" which earn complaints if presents, but no compliments if absent and "satisfiers" which earn compliment if present but no complaints if absent. They believe that it is vital for organizations to identify elements of service which are potential satisfiers and or dissatisfies. A study by Parasuraman et al.(1985) suggest that customers do not perceive service quality in un dimensional way but rather they

judge service quality on multiple factors relevant to the service context. They have offered the most widely reported set of service quality dimensions that are important in molding customers' expectations and perceptions of delivered services. These are: Tangibility, Reliability, Responsiveness, Communication, Credibility, Security, Competence, Courtesy, Understanding and knowing the customer and, Access.

These ten dimensions were subsequently collapsed into five generic service quality dimensions as follows:

1. Reliability-The ability to perform the promised service dependably and accurately.

2. Responsiveness-The willingness to help customers and provide prompt services.

3. Assurance- The service provider's knowledge and courtesy and their ability to inspire trust and confidence.

4. Empathy- Caring and individualized attention given to customers.

5. Tangibles- The appearance of physical facilities, equipment, personnel and written materials. According to Topiero (2001), these dimensions represent how consumers organize information about service quality in their minds. On the basis of exploratory study By Topiero (1996), these five dimensions were found relevant for banking, insurance, education, security brokerage, retail, telephone services and cross many other service business. He also found that sometimes customers will use all of the dimensions to determine service quality perceptions and other times not.

2.4 Dimensions of Quality in Tertiary Education

In today's environment of ever increasing global competition, providing quality services is a key to the survival and success of many organizations and many experts speculates that delivering superior service quality is the most powerful competitive

trend shaping present day strategy. According to Mazzarol (1998), Tertiary education institutions can be classified as service organizations.

According to Kelso (2008) the definition of service quality in the tertiary education sector is no less elusive than that in business world. "Service quality is like beauty it lies in the eyes of the beholder; in other words, it is person dependent and has different meanings for different people". Galloway and Wean (1998). According to Sahney, (2004) most definitions of quality when applied to services are customer-centric. However the ambiguous nature of service indicates that the search for a universal definition of quality has been unsuccessful. Despite the lack of a specific definition, according to Sahney et al. (2004) quality in tertiary education follows the definition of quality in general.

Quality in tertiary education has been defined as "excellence in education and Value addition in education" (Feigenbaum, (1951); "fitness of education outcome and experience for use" Juran et al (1998); "Conformance of education output to planned goals, specifications and requirements" Phipps (2001) "Defect avoidance in the education process" Crosby (1979) and "meeting or exceeding customer expectations of education" Parasuraman et al., (1985).

Zemsky (2005), in his contribution to educational quality entitled "Remaking the American University: Market Smart and Mission Centered ,"describes tertiary education quality as "calibrated in terms of endowment and expenditure per student, class sizes, faculty-student radio, and the quality of freshman class as measured by

test scores, high school ranks, and grade-point average. He indicates that the faculty response to the definition of quality might likely be the same, with the additional caveat that "what really counts research and scholarship-the hiring of and retaining of a research productive faculty which drive both prestige and educational quality.

According to Zemsky (2005) tertiary education quality as seen from the vantage point of an outside observer is bewildering. Upbeat images of record numbers of students crowding college campuses have, in outsider view means quality. Most colleges care about service quality less passionately that they care about knowledge creation. He concludes that the definition of quality in Colleges and Universities is therefore multifaceted and diverse. According to Sahney (2004), regardless of quality definition in the tertiary education, it most certainly encompasses more than solely a service component. It includes within its ambit the quality of inputs, in the form of students, faculty, support staff and infrastructure; the quality of processes in the form of learning and teaching activities: and the quality of output in the form of the enlightened students that moves out of the system. He further concurs that the array of potential services and service characteristics can include a wide range of measures, including the institution's emphasis on teaching students well, faculty availability for students' consultations, library services, class sizes, information system, feedback, recreation and classroom facilities.

Tertiary education has a number of complimentary and contradictory "customers". Being mindful of the large number of stakeholders the education system serve, this

study will measure the service quality dimensions exclusively from the students perspective – with the students deemed the primary external customers of the education system. According to Seymour (1993) institutions of higher learning serve students, and may well be considered service organizations similar in characteristics to other service industries. According to Hill (1995) students are considered to be the primary customers of the Colleges and universities, and being the direct recipients of services provided, students' perceived service quality has turned out to be extremely important issues in Colleges and Universities management. Sureshchandar et al., (2002) has noted that in today's highly competitive world, the key to sustainable competitive advantage lies in delivering high quality service that will, in turn, lead to satisfied customers. Analogous to their business contemporaries, many tertiary education institutions are becoming more attuned to the critical factors impacting service quality and customer satisfaction. Like their other product business cousins, long standing emphasis on service quality and customer satisfaction, a growing number of Colleges and universities have adopted measures in an effort to exceed their students' expectations. However, according to Lewis et al (1994), a number of tertiary education institutions are very hesitant to consider themselves as customer driven entities. They have observed that every college and university has mission, but very few fully identifies who they serve.

Lewis et al (2001) have also noted that Academia is inundated with academicians and administrators that do not acknowledge that they serve customers and according to Keller (1983), some are offended at the comparison with competitive business

enterprises. In institutions that do admit that they have customers; there is a general agreement that business, government agencies and the society at large are their customers, Lewis et al (2001). Specifically, tertiary institutions typically serve a consortium of internal customers (students, faculty and administrators) and external customers (government, community, sponsors, alumni, and accredited agencies). It is important that institutions identify who their customers are.

Lewis et al (2001) suggests that the students be identified as the customers of tertiary education. However, they have several important differences from the archetypal business customer, for example: Colleges and universities often admit students selectively based on certain academic standards and requirements. Business usually doesn't do that. In fact they do not ordinarily prevent prospective customers from buying their products and services. Also in tertiary education, students do not fully pay for their tuition and other fees. These expenses are sometimes covered by the payments from parents, state subsidies, bursaries and students loans. In business customers generally pay for the goods and services with their own funds. Another difference is that once students are admitted, they are continually tested and graded to determine how well they have learned. They must maintain good academic standing in order to be able to take more advanced courses and complete their program of study. Businesses do not do that to their customers. Despite these differences, students are generally acknowledged to be the primary customers of tertiary education institutions (Hill, 1995). Without students, there will be no business for tertiary education institutions, no research to conduct or service to provide.

2.5 The service quality Models.

2.5.1 The Nordic Model

Early conceptualization of service quality was formed by Gronroos(1984). He defined service quality by technical or outcome (what consumer receive) and functional or process related (how consumer receive the service) dimensions. According to Gronroos (1984), image builds up by technical and functional quality and effect of some other factors (marketing, communication, word of mouth, tradition, ideology, customer needs and pricing). Nordic model is based on comparing perceived performance and expected service. This was the first attempt to measure service quality. Gronroos model was general and without offering any technique on measuring technical and functional quality. However, Rust et al., (1994) tried to refine the Nordic model by the Three Component Model. They suggested addition of three components to this model. Service products, that are the technical quality, service delivery that is the functional quality and service environment.

Figure 1: The Nordic Model

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┌──────────────────────┐                    ┌──────────────────────┐
│   Expected service   │◄────────┬─────────►│   Perceived service  │
└──────────────────────┘         │          └──────────────────────┘
                                 │
                       ┌─────────┴─────────┐
                       │       Image       │
                       └───▲──────────▲────┘
                           │          │
              ┌────────────┴──┐  ┌────┴──────────┐
              │   Technical   │  │   Functional  │
              │    quality    │  │    quality    │
              └───────────────┘  └───────────────┘
                     What?             How?
```
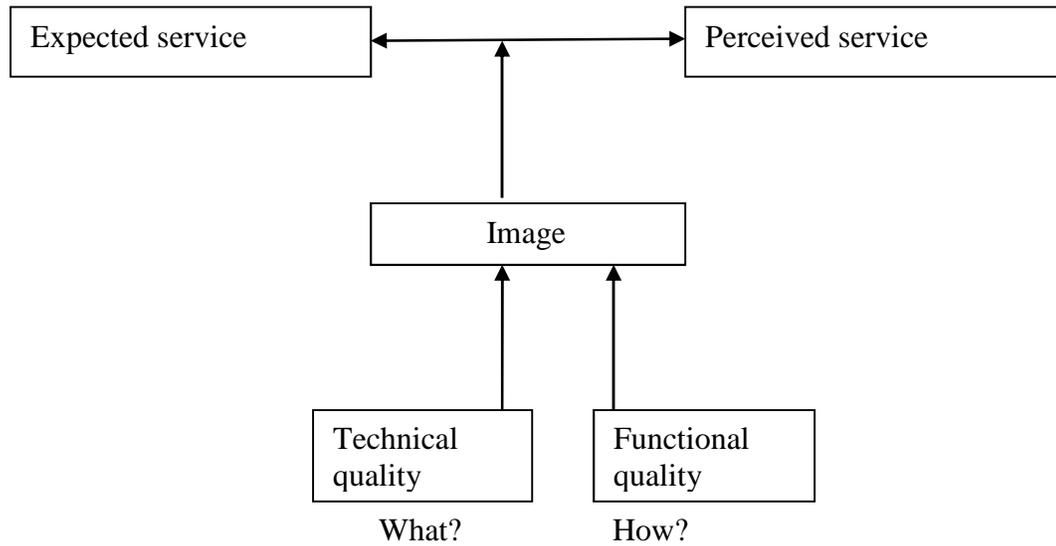
Source: Gronroos (1984).

2.5.2 The Gap model.

This model holds that service quality is a function of the difference between expectation and performance along the quality dimensions. Unlike goods quality which can easily be measured objectively in terms of number of defects and durability, service quality is an elusive construct that may be difficult to measure (Parasuraman et al, 1988). Parasuraman et al (1985) research revealed that service quality stems from comparison of customer expectation or desire from the service provider with their perception of the actual service performance.

Based on their findings they developed service quality model based on Gap Analysis.

Figure 2: Gap Model

| Word of mouth communication | Personal needs | Word of mouth communication |

Expected service

Gap 5 Overall Gap

Perceived service

Consumer

Service provider

External communication to the consumer

Service delivery
 (including pre and post contacts)

Gap 4

The communication gap

Gap 3 The delivery Gap

Translation of perception into service quality specifications

Gap 1 Knowledge gap

Gap 2 The standard Gap

Management perception of the nconsumer expectations

Source: Parasuraman et al (1985)

According to the Gap Model, the knowledge gap is the difference between the customers' expectation and the management perception of those expectations. The standard gap is the difference between management's perception of customer's expectations and service quality specifications, that is, improper quality standard service. The delivery gap is the difference between service quality specifications and service actual delivery, that is, service performance gap. The communication gap is the difference between service delivery and communication to customers about service deliver, that is, whether promised service quality meets delivered service quality, and finally, the overall gap is the difference between customer expectations and perceived service quality. This gap depends on the direction of the four previously mentioned gaps associated with the delivery of the service on the service provider's side.

Parasuraman et al (1985) argues that perceived service quality is the degree of the direction of discrepancy between consumer perception and expectation. The first four gaps are identified as functions of the way in which the service is delivered , whereas the overall gap pertain to the customer and as such is considered to be the true measure of service quality. SERVQUAL MODEL is based on the Overall Gap. However this does not explain the measures necessary to disclose these gaps.

2.6 Measuring service quality in Tertiary education colleges.

According to Asuboneng et al., (1996) due to intense competition and hostility of environmental factors, service quality has become a cornerstone strategy for almost all organizations whose core business is providing services. This means that service based companies are being compelled to provide excellent services to their customers

in order to have a sustainable competitive advantage. Asuboneng et al. (1996) asserts that there is a need for these organizations to understand what service quality is in order to attain their objectives. According to Bitner (2003), a key strategy for customer focused firms is to measure and monitor customer satisfaction and service quality. Such measurement and evaluations are needed to track trends, to diagnose problems and to link to other customer focused strategies. Mohanty et al (2008) concurs that there is a need for service quality measurement at various levels in the organization. He has also noted that measurement of service quality is an important aspect in the quality improvement process because it provides feedback about the type of service provided and the extent to which it meets customer needs. He further explain that measuring service quality can have the benefits of creating a basis for assessing the degree of customer satisfactions so that necessary actions can be initiated to improve the process through which service is offered and that measuring service quality provide the right motivation for better performance by suppliers, vendors, departments and organization units. He concludes that the effectiveness of service quality program depends upon the extent to which an organization is successful in measuring it. Lewis et al (1983) have suggested a need for educational institutions to monitor the quality of their services to students in order to commit themselves to continuous improvement. Institutions that are committed to serving students are often focused on continuous improvement of the students' experiences. They strive to understand students' expectations and anticipate their future requirements. To accomplish these tasks, these educational institutions strive to listen to their students and gather their feedback regarding items such as academics,

admissions, rules, policies, facilities, and registrations, to name a few. It is essential to measure students' perceived satisfaction with tertiary education services in order to continually institutions study programs, teaching and facilities. Over time, this continuous measurement provides vital information necessary for effective decision making, monitoring performance, and effectively allocating resources.

Common among the institutions of higher learning is a department or an office to measure and monitor service quality and in many cases implement policies meant to promote service quality. According to Martensen,et al. (2000), service quality has spread from business to education and many institutions of higher learning have been stimulated and influenced by total quality framework for both teaching and administrative support functions. Kelso R.S (2008) has noted that many institutions have instituted programs to measure the quality of services that they provide to students. As part of these measurement efforts, student's characteristics and demographics are often collected for analysis and comparison.

The objective of this service quality measurement is to measure student's satisfaction with instructional programs, student's services and other aspects of the college experiences in an effort to diagnose opportunities to improve or enhance that experience.

Many universities and tertiary colleges in Kenya have a department of quality assurance whose part of their role is to collect and analyze students opinions relating to institutional services provided. Unfortunately the published results of these

researches are very limited and typically not available for public consumption but rather held very closely by the institutions for the purpose of their own internal planning and service quality improvements efforts. According to Martensen, et al. (2000), quite a number of higher education institutions' research departments have been collecting and analyzing students' opinions relating to the institutional services provided. As service quality has spread from business to education, many tertiary colleges and universities have been stimulated and influenced by total quality framework for both teaching and administrative support functions. Martensen, et al. (2000) observed that a wide variety of tertiary colleges and universities have been measuring service quality as a centerpiece of their institutional effectiveness efforts over a considerable amount of time. However, Joseph et al.(2005) has noted that research on service quality has relied too strongly on the input from academic insiders while excluding the input from the students themselves. He suggests that academic administrators should focus on understanding the needs of their students, who are the specific and primary target audience.

Researches related to this study have been carried out by few tertiary colleges and universities internationally and locally. The state university of New York is one of the largest Universities in the world, with approximately 413,000 students attending the university, its colleges and other affiliated community colleges in New York. It has four university centers in Albany, Binghamton, Buffalo, and Stony Brook, each with their respective quality measurement and assurance offices. Though it has not applies SERVQUAL model in measuring service quality, it has implemented a customized

version of the Student opinion survey, typically surveying students every three years to measure students satisfaction with college services and facilities, class room experiences, financial aid debt, and other aspects of quality of campus services, programs, and environment. Overtime these surveys have consistently been showing that several factors shows overriding importance in this university, including intellectually stimulating class materials, having a sense of belonging and satisfaction with academic advising services. In general the university has found out that lecturer's preparedness, which has a well known relationship to student's performance and achievement, emerges as a principle determinant of the university service quality satisfaction. The survey also found out that campus services and facilities have limited effects in determining their service quality satisfaction.

In the Northwestern state university in USA, as part of their quality enhancement plan studying academic and career engagement in this University, the department quality control focused mainly on academic components of the students opinion survey to measure their service quality satisfaction. The grading system, lecturer's availability outside of class and class size relative to type of course. This measurement found that the university has significant disparity and below the National (USA) norms. Satisfaction with library services and facilities, class sizes relative to the type of course recreational and intramural programs and services, and computer services were ranked high in student's service quality satisfaction. They also perceived various areas negatively such as parking facilities and services, purpose for which students activity fees are used, availability of units at a time you can take them and student

voice in college policies. To establish rise in students service quality satisfaction levels in these areas, these results have been established as benchmark against which future improvements will be measured.

Locally, in a survey of customer (students) satisfaction conducted by Kenya Forest service at Kenya Forest College, various factors were ranked as per how they contribute to students' service quality satisfaction. Quality and delivery of teaching, students focus, continued improvement and quality and delivery of examinations were ranked highest in determining student's service quality satisfaction. Adequacy of facilities and utilities and communication were ranked least in service quality satisfaction.(Customer satisfaction survey 2012).

Chuka University College commissioned Peak network and consulting limited in May 2011 to undertake a customer (students) satisfaction survey to determine level of satisfaction of services provided by the university. The survey was designed to measure satisfaction on a broad range of issues considered to be important to the university customers such as communication of Chuka University College vision, mission and core values, customer focus and continued improvement, lectures and examinations management, commutation, registration, general satisfaction and suggestions (proposed areas of improvements). Satisfaction was highest in lectures and examination management as well as in customers focus and continued improvement. However, communication was ranked least at 39% in level of students' satisfaction. A key highlight from the survey is the level of reported satisfaction with the staff responsible for the front line delivery of services. They are perceived as

courteous, knowledgeable, helpful, efficient and clear in explaining raised concerns. A key driver analysis of importance reveals that while staff attribute received the highest reported satisfaction, it is the service attributes such as adequacy of services that are driving satisfaction.

Tsinidou et al, (2010) did a study on factors determining quality in higher education in Greece among Business and Economics students. The main variables or factors of importance were academic staff, administrative services, library services, curriculum structure, location, facilities and career prospects. The findings indicated that on academic staff, students rated communication skills as the most important; on administrative services, clear guidelines and advice was the most ranked; on library services, students wanted availability of text books and journals; on curriculum structure, students valued practical or hands on experience and on location, an important factor was cost of transportation. Wambui et al. (2010) in a study on comparative analysis of Business students perception of service quality offered in Kenyan universities identified a number of factors important in students' perception of service quality in universities. The most important factors arranged in order of importance were identified as administrative quality, academic quality, program quality, students support and availability of resources in that order. The study shows that students highly look at administrative and academic quality in shaping their perceptions on service quality perception in university education.

2.7 Gaps to be filled by the study.

A lot has been researched on service quality but no research that has been carried out specifically to measure service quality levels in tertiary education institutions in Kenya and at Zetech College. Commonly, the measurement of institutional quality in tertiary education defined predominantly by the institutions management rather than by students. As a result, there seem to be a gap on what organizations state to be their service quality standards and what exactly customers receive and expect and perceive as the best service quality. The current study aim at introducing the concept of using students to measure service quality in tertiary education institutions and to set service quality standards from the students, perspective to close this gap.

2.8 Conceptual framework.

The conceptual framework explains the underlying process, which is applied to guide this study. The SERVQUAL model is suitable for measuring service quality and customer satisfaction in tertiary colleges offering educational services using the service quality dimensions modified to fit into the tertiary education. We use the same dimensions to measure both service quality and customer's satisfaction because both are related (Parasuraman et al. 1988) and customer satisfaction is an antecedent of service quality (Negi, 2009). The SERVQUAL approach integrates the two constructs and suggest that perceived service quality is an antecedent to satisfaction (Negi, 2009) '

In this research, the SERVQUAL model was modified and additional items included measuring the service quality and customer satisfaction in Zetech College.

Figure 3: Diagrammatical representation of conceptual framework.

Independent variables   dependent variables
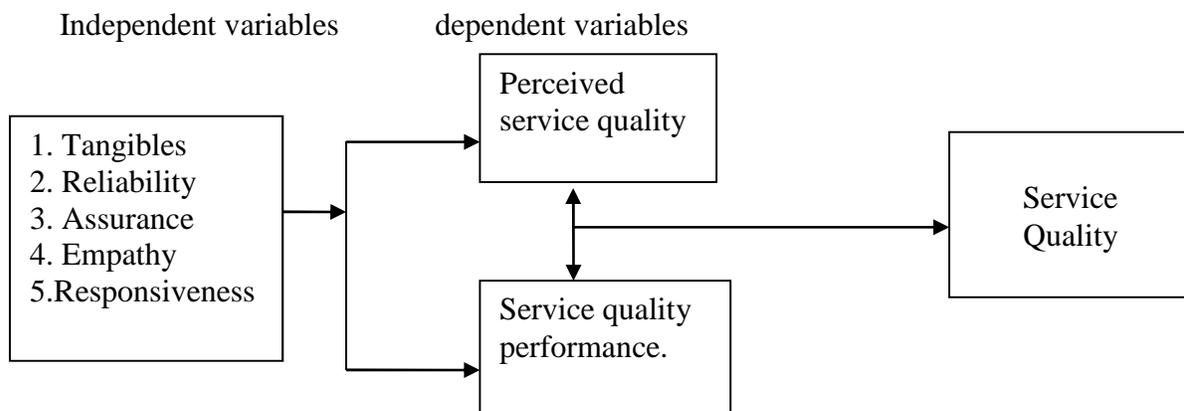
Source: Kelso (2008)

Based on the revision by parasuraman, (2004) a modified SERVQUAL model, will be adopted to this study inorder to identify the most important dimensions that matters most to customers and that bring them satisafaction. According to Grapentine,(1998) several approaches are available to capture the quality of the service delivered, inclung tradituional satisfaction surveys, tracking customer complaints and market and employees surveys. These methods are supplimented with other approaches such as mystery shoppers, focus groups and customer advisory panels.

In their ground breaking research on service quality, Parasuraman, Zeithmal, and Berry (1985) employed the "Gap Analysis"to provisioning of service quality. They offered a framework for measuring service quality whereby it is defined as the gap

between customer expectations versus their perceptions of how the service is performed. According to Kumar et al.(2009), the difference between expectations and perceptions is called the gap which is the determinant of customers' perception of service quality. The goal of any service organization is to close these gaps, which could lead to service quality deficiencies percieved by customers. These gaps are:

2.8.1 Service expectation gap.

Service organizations may not always understand what features a service must must have in order to meet consumer needs and what levels of performance on those features are needed to deliver high quality service. This results in affecting the way consumers evaluate service quality.

2.8.2 Service quality specification gap.

This gap arises when the service provider identifies what the consumer want but the means to deliver the expectation does not exist. Some factors that leads to this gap could be resource constraints, market conditions and management indiference. These could affect service quality perceptions of the consumer.

2.8.3 Service delivery gap.

Service prividers could have guidelines for performing service well and treating consumers correctly but these do not mean high qaulity performance is assured. Employees play an important role in assuring good service quality and their

performance cannot be standardised. This affect the delivery of service which has an impact on the way consumers percieve servivice qaulity.

2.8.4 External communication gap.

External communication from the organization to customers affects not only the customers expectation of service quality but also the customers perceptions of the delivery of quality service. Companies can neglect to inform consumers of special efforts to assure quality that are not visible to them and this could influence the service quality perceptions by the consumers.

2.8.5 Percieved service gap.

The key to ensuring good service quality is meeting or exceeding what customers expect from the service and that judgement of high and low service quality depend on how consumers percieve the actual performance in the context of what they expected. This research focused on this gap, the mesuarement of the differences between Zetech College's students service quality expectations and the service quality perception.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

This chapter describes the research procedures to be followed in conducting the study. This will include the research design, location of the study, population, instruments, validity, reliability and data analysis procedure.

3.1 Research Design

A descriptive design was used to gain insight into the customers perceived service quality offered by Zetech College with respect to five (5) dimensions of the modified SERVQUAL scale. According to Mugenda et al. (2003) this type of research attempts to describe such things as possible behavior, values, attitudes and characteristics. Descriptive research describes data and characteristics about the population being studied and is often collected using statistical surveys. Descriptive research answers the question of who, what, where, when and how, (Gay, 2005). The expost facto research design was therefore used in this study.

3.2 Target population

As suggested by Deming, (2000) customers determine quality; consequently, service quality should be researched and measured by studying customer's expectations, preferences, needs and perceptions. The population of this study was five thousand one hundred and twenty four (5124) Zetech College students taking courses for seven

(7) examination bodies. The population was targeted purely at Zetech College premises.

Table 1. Distribution of Zetech College students as per the different examination bodies.

EXAMINATION BODY	NUMBER OF STUDENTS
Kenya National Examination Council	2046
Institute of Commercial Management	804
Association of Business Executives	900
City and Guilds	702
Jomo Kenyatta University of Agriculture and Technology	322
International Air Travel Association	220
Kenya Accountants and Secretaries Examination Board	130
TOTAL NUMBER OF STUDENTS	**5124**

3.3 Sample and Sampling Techniques.

3.3.1 Sample size

According to Airly (1972) in descriptive studies, a sample of 10-12% is acceptable

Mark Saunders (2009) asserts that a sample size of 30 or more will usually result in a sampling distribution for the mean that is very close to a normal distribution but he advises that it's important that a sample size is large enough to provide the necessary

confidence in the data. Stutely (2003) advice of a minimum of thirty (30) as a rule of thumb for the smallest number in a sample.

According to Mulusa (1990), many researchers suggest thirty (30) cases as the minimum number to work with to enable each case an equal chance to be represented in the sample. In this study, the researcher used a sample of one hundred and twenty two (122) students. This sample size was far above the recommended minimum for the simple reason that some respondent may fail to return back the questionnaires.

3.3.2 Sampling procedure.

The researcher used stratified random sample. A sample of one hundred and twenty two (122) respondents was drawn from the seven (7) examination bodies represented in the Zetech College. From each examination body, respondents were picked randomly to be part of the sample of the study. The total number of respondents picked from each examination body was proportionate to the examination body's students to the total college population. A list of all students from each of the examination body represented in the college was prepared. A table of random numbers was used to select respondents from each examination body to be in the sample of one hundred and twenty two (122) who formed the sample of the study. There was no gender or age consideration in the sample selection.

Table 2. Summary of sample size

EXAMINATION BODY	NUMBER OF STUDENTS	SAMPLE SIZE
Kenya National Examination Council	2046	48
Institute of Commercial Management	804	19
Association of Business Executives	900	21
City and Guilds	702	17
Jomo Kenyatta University of Agriculture and Technology	322	8
International Air Travel Association	220	5
Kenya Accountants and Secretaries Examination Board	130	4
TOTAL NUMBER OF STUDENTS	**5124**	**122**

3.4 Data Collection

In relation to this study there is a reality that can be apprehended or perceived; customer satisfaction and service quality do exist. It is a clear fact that companies strive hard to improve service quality and customer satisfaction. The measurement of service quality and customer satisfaction can be captured by trying to find out how customers perceive service quality thus resulting to customer satisfaction.

3.4.1 The instruments.

The instruments used in the study were structured items. Bell,(1993) suggests that whatever procedure for collecting data is selected, it should always be examined critically to see the reliability. Structured questionnaire was developed from modified

SERVQUAL model in which respondents choose their answers in some questions, and other questions were open and respondents were required to give their own responses. The questions in the questionnaire were derived from SERVQUAL model which is based on perception gap between the perceived service quality and the expected service quality.

Originally ten (10) dimension of service quality were proposed –reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding the customer and tangibles. However the researcher reduced these dimensions and concentrated the study on five (5) dimensions namely: Tangibility, Assurance, Reliability, Responsiveness and Empathy.

According to Parasuraman et al, (1985) SERVQUAL instrument has been the predominant method used to measure service quality by comparing customers expectation before a service encounter and their perception of actual service delivered. The purpose of SERVQUAL was to serve as a diagnostic methodology for uncovering wide area of an organization's service quality weaknesses and strength. The SERVQUAL instrument is designed for use in any kind of service business and provides a basic skeleton through its expectation/perception format, encompassing statements of each of the dimension under consideration (Parasureman et al, 1988). A SERVQUAL instrument was formulated to measure service quality across the five (5) dimensions.

3.4.2 Administration of the Questionnaire.

The data was collected by means of structured questionnaires comprising of three (3) sections namely A, B, and C. Section A contained questions pertaining to respondents and College profile while section B required respondents to evaluate the service components of Zetech College as per service quality dimensions. Specifically, each item of Section B was measured on the basis of responses statements that measure (1) the general expectations of the students concerning Zetech College services and (2) the current perception of the students regarding the level of service quality provided at Zetech College. These were measured using likert scale. This section consisted of perception questions extracted from SERVIQUAL and modified to fit into tertiary education context. Each question contained part (a) asking information on service quality expectation, (b) asking the respondent to rate the current service level and (c) asking the respondent to explain the deviation between (a) and (b).

In section C respondents were asked to provide overall rating of the college service quality and satisfaction of various service offering. In addition, this section contained open ended questions that allowed respondents to give their view on how various aspects of the college services could be improved.

3.5 Data Collection Procedure.

Through the use of research assistants, the questionnaire was issued to the sampled respondents directly. The respondents were given two (2) hours to fill the questionnaire appropriately after which they were collected back with the help of research assistant and kept for further data processing and analysis.

3.6 Data Analysis.

Since the study involves descriptive design, the analysis of the data collected was through use of descriptive data analysis whereby characteristics and other attributes of service quality at Zetech College were analyzed. First the data was processed through coding and classification as per the five (5) SERVQUAL dimensions. There after analysis of the processed data was done using various statistical indices such as percentages and central tendency measures. The analyses data was presented using tables and pie charts.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 Overview

This chapter seeks to present a discussion on research results. The discusion adresses the following areas of study:

i) Students' expectations about the quality of tertiary educational services at Zetech College.

ii) The current service quality level at Zetech College.

iii) The size and direction of the gap between students' perceived service quality and service quality expectations.

iv) The customer service training requirements for the direct service providers at Zetech College.

4.1 Demographic Information.

4.1.1 Characteristics of respondents in the sample

The respondents were one hundred and twenty two (122) students representing the seven (7) examination bodies represented in the Zetech College. Of the one hundred and twenty two, 48 were from the Kenya National Examination Council, 19 were from the Institute of Commercial Management, 21 were from Association of Business Executives, 17 were from City and Guilds, 8 were from Jomo Kenyatta University, 5 were from International Air Travel Association and 4 were from Kenya Accountants and Secretaries National Examination Board. Of the one hundred and twenty two (122) questionnaires issued one hundred and seven (107) were returned back and used for the analysis.

Table 3. Students in the sample.

S/No	Exam body	Students	Percentage.
1	KNEC	48	39%
2	ICM	19	16%
3	ABE	21	17%
4	City and Guild	17	14%
5	JKUAT	8	7%
6	IATA	5	4%
7	KASNEB	4	3%
	Total	**122**	**100%**

Figure 4: Students in the sample.
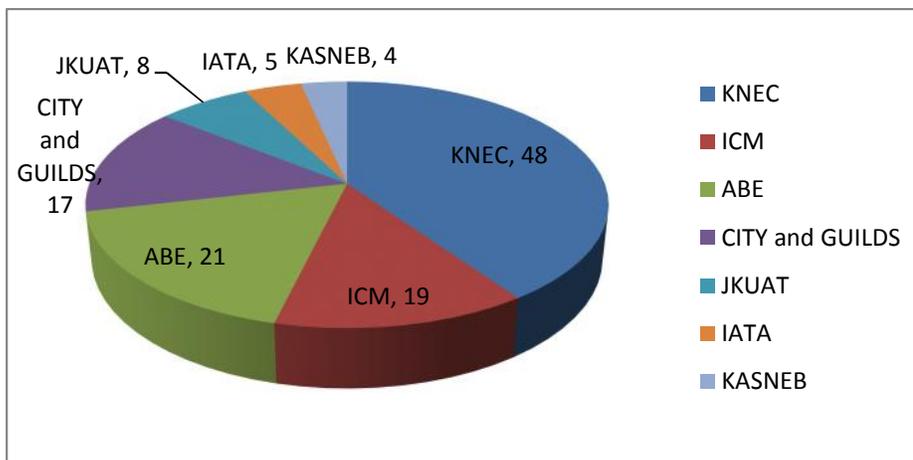
4.1.2 The respondents purpose of enrolling at Zetech College.

Respondents were asked to indicate their purpose for which they have enrolled for their courses and the following table shows the responses.

Table 4. Respondents purpose for enrolling in the course.

Purpose for enrolling	Frequency	Percentage
No definite purpose in mind	Nil	Nil %
To fulfill sponsor's desire	9	8 %
Take a job related course	48	45 %
Take a course for self improvement	38	36 %
Take a course to transfer credits to another college.	10	9 %
Any other reason	2	2 %
Total	**107**	**100%**

The respondents are shown in the table above. Of the 107 who responded, 9 enrolled to fulfill their sponsors' desires, 48 enrolled to take a job related course, 38 enrolled to take a course for self improvement, 10 enrolled to acquire credits to transfer to other colleges for further studies and 2 had other reasons not listed above. No respondent was in Zetech College without any definite reason.

4.1.3 The respondents' mode of study.

There being only two modes of study at Zetech College, 70 respondents were taking their studies on full time basis while 37 were part time students.

Table 5. The respondents' mode of study

Mode of study	students	percentage
Full time	70	65 %
Part time	37	35 %

Figure 5: Respondents mode of study
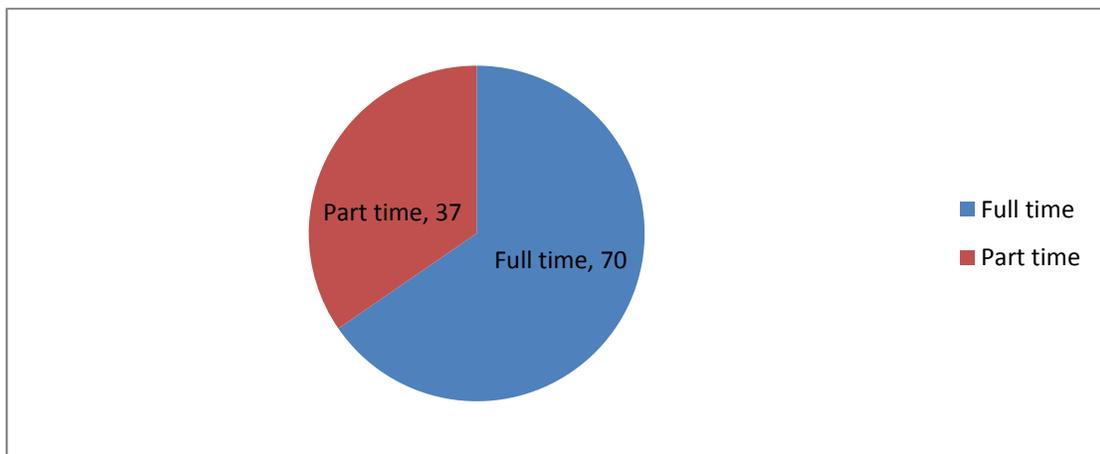
4.1.4 The respondents' mode paying for their studies.

Some of the respondents did not indicate how they pay for their studies. However, for those who responded, 72 respondents were sponsored by parents/guardians, 19 were self sponsored, 3 respondents were sponsored by Government agencies and 5 were sponsored by Non Government Organizations.

Figure 6:Respondents' mode of paying school fees.
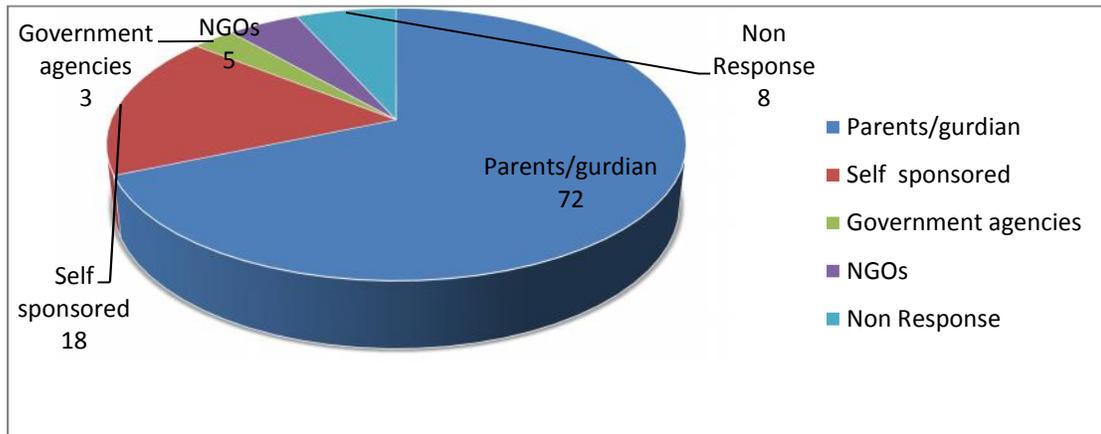
4.2 Students expectations on service quality at Zetech College.

One of the objectives of this study was to find out the students expectation on the service quality in Zetech College. The main areas looked at were categorized in terms of five key service quality dimensions: Reliability dimension looked at registration process, keeping and accuracy of students' records, lecturers' attendance to classes, capability and proficiency of lecturers, college adequacy of facilities and utilities, and capability and proficiency of non teaching staff. Assurance dimension looked at staff friendliness and courtesy, college staff willingness and capability to solve students' problems and security measures put in place to protect students. Tangibility looked at cleanliness of college offices and classrooms, quality of Zetech College facilities and quality of teaching at Zetech college teaching. Empathy looked at staff willingness to give individualized attention to students, staff involvement in supporting and meeting students' needs and convenience of accessing college facilities and classes. Finally responsiveness looked at staff willingness to assist students in their problems, availability of staff to serve students, Zetech College staff response speed to students

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needs and problems. The respondents were asked to rate various service delivery attributes first for expectation and then for the current service level as assessed by the service consumer.

4.2.1 Reliability.

According to Parasuraman et al. (1988) measuring service quality requires customers to respond to the current state of the service being provided as well as their service quality expectation all based on the five dimension of service quality: reliability, tangibility, responsiveness, assurance and empathy.

4.2.2 Reliability of admission and registration procedures.

Registration at Zetech College is conducted at the front office level. A prospective student is required to visit any of Zetech College's front office to make inquiries on courses offered and apply for a course of his or her choice.

Of the one hundred and seven respondents (107) ninety one (91) expected the registration and admission process to be very good, eleven (11) to be extremely good, four (4) to be good and one (1) respondent expected the registration and admission process to be slightly good. There was an average expectation of 5.05/7. This is shown in table 6 in the next page.

Table 6. Expectation on reliability of admission and registration procedure.

Response	No of respondents	Percentage
Excellent	Nil	Nil %
Extremely good	11	10%
Very good	91	85%
Good	4	4%
Slightly good	1	1 %
Fair	Nil	Nil%
Poor	Nil	Nil %
Total	107	100%

Figure 7: Expectation on reliability of admission and registration procedure.
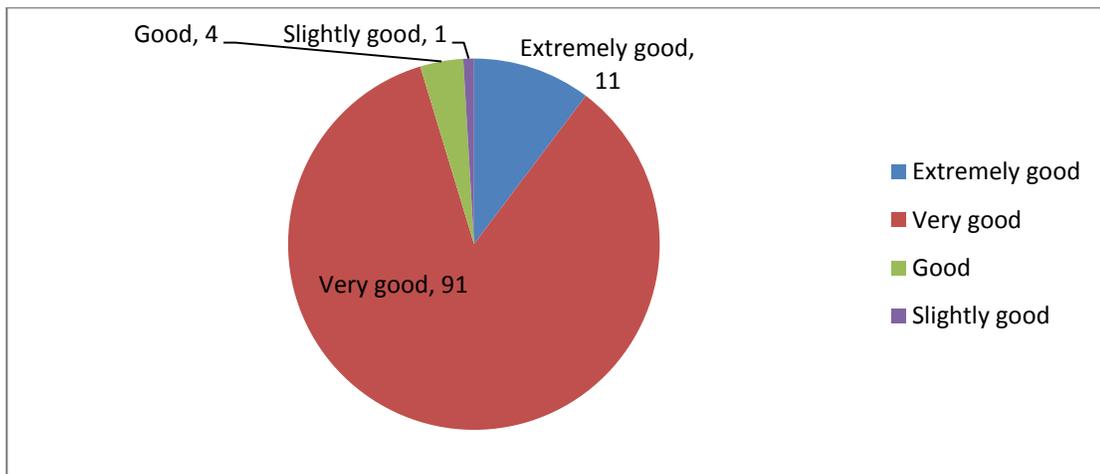
The rating of the current service level on reliability of admission shows an average rating of 4.87/7 as follows: Eighty seven (87) of the respondents rated the admission

and registration process as very good, Fifteen (15) of the respondents said that admission process was good with five (5) respondents and two (2) respondents rating the service as extremely good and slightly good respectively.

Table 7. Rating of current level of admission and registration procedure.

Response	Respondents	Percentage
poor	Nil	Nil %
Fair	Nil	Nil %
Slightly good	2	2 %
Good	15	14 %
Very good	85	79.3 %
Extremely good	5	4.7 %
Excellent	Nil	Nil %
Total	107	100 %

Figure 8: Rating of current level of admission and registration procedure.
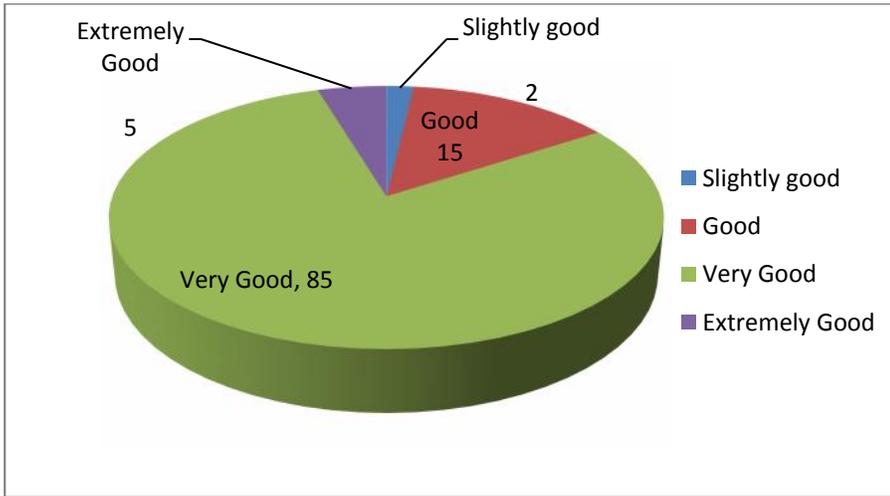
4.2.3 Reliability of records keeping at Zetech College.

The aspect of record keeping received quite high expectation as well as a high negative variation in terms of expectation and current students' perception on level of accuracy and record keeping. Six (6) respondents expected records keeping and accuracy to be excellent, 77 respondents expected the same to be extremely good against 22 respondents and 2 respondents who expected the same service to be very good and slightly good respectively.

On similar aspect of reliability of records keeping at Zetech College, the current highest rating was at 70 respondents who felt accuracy and keeping of records was very good, 11 felt that this service was extremely good with only 5 students rated it as excellent. Generally there was 5.81/7 expectations on record keeping and accuracy at Zetech College, and a current rating of record keeping and accuracy at 4.94/7. This is summarized in the tables below.

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Table 8: Expectation on reliability of records keeping at Zetech College.

Response	Respondents	Percentage
Excellent	6	5 %
Extremely good	77	72 %
Very good	22	21 %
Good	2	2 %
Slightly good	Nil	Nil
Fair	Nil	Nil
Poor	Nil	Nil
Total	107	100 %

Figure 9: Expectation on reliability of records keeping at Zetech College.
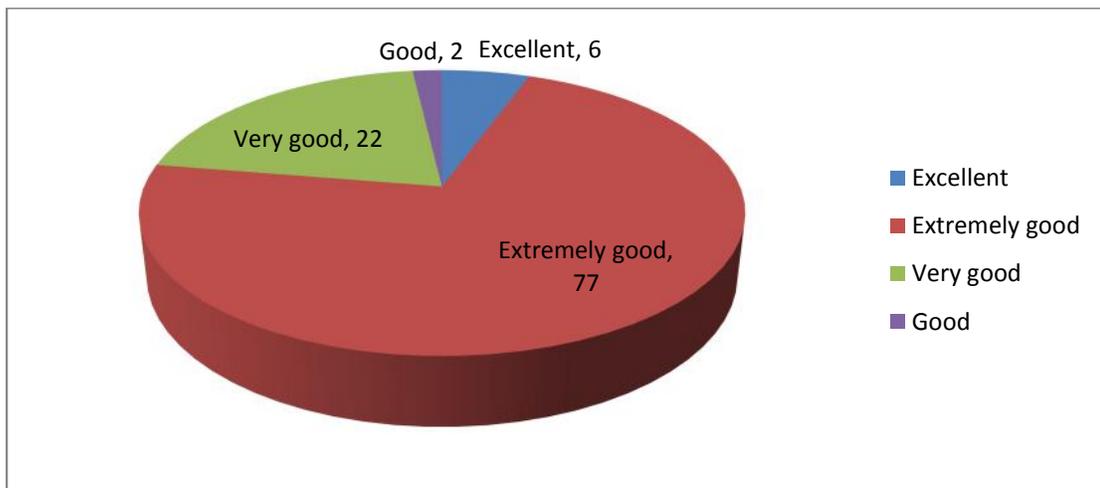
Table 9: Current rating on reliability of records keeping at Zetech College.

Response	Respondents	Percentage
Poor	Nil -	Nil
Fair	Nil	Nil
Slightly good	6	6 %
Good	15	14 %
Very good	70	65 %
Extremely good	11	10 %
Excellent	5	5 %
Total	**107**	**100 %**

Figure 10: Current rating on reliability of records keeping at Zetech College.
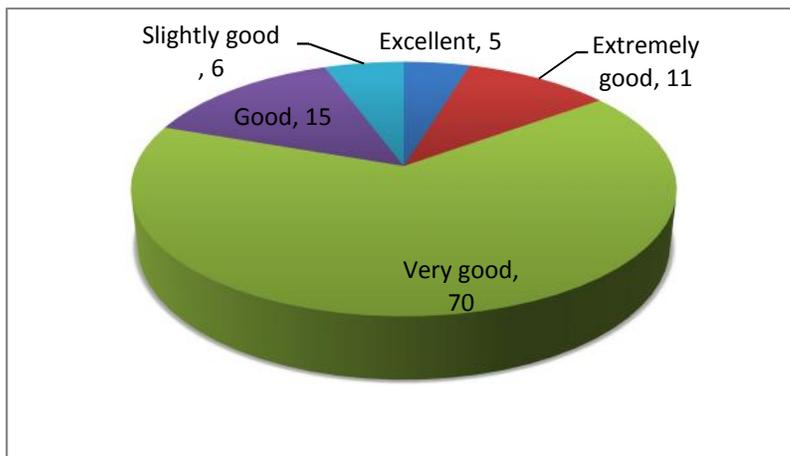
4.2.4 Students' expectations on reliability of lecturers in attending to classes.

On all other elements of reliability, students highly expected lecturers to attend to classes as time tabled and on time at 6.64/7 as shown in table10 below.

Table 10: Students' expectations on reliability of lecturers in attending classes at Zetech College.

Response	Respondents	Percentage
Excellent	73	68%
Extremely good	31	29%
Very good	2	2%
Good	1	1%
Slightly good	Nil	Nil
Fair	Nil	Nil
Poor	Nil	Nil
Total	**107**	**100 %**

Figure 11: Students' expectations on reliability of lecturers in attending classes at Zetech College.
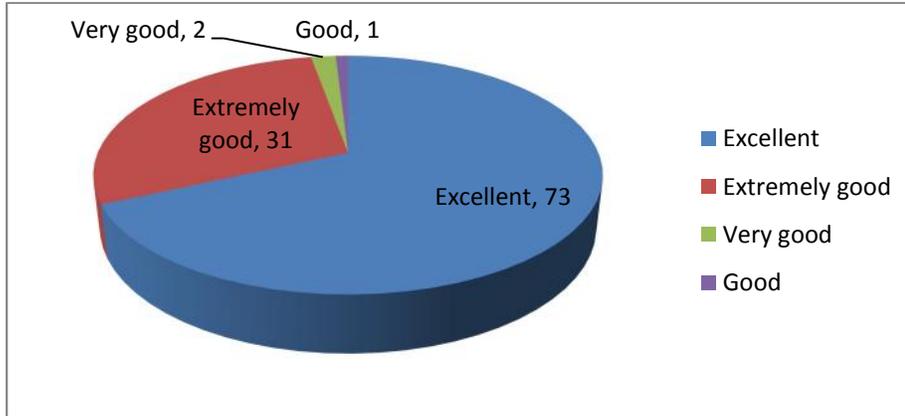
Respondents were asked to rate their lecturers' reliability in attending to lectures on time. Twenty three (23) respondents rated the lecturers as excellent in attending classes, 58 respondents rated them as extremely good, 20 respondents rated the lecturers as very good and 5 and 1 respondents rated lecturers' attendance to classes as good and slightly good respectively. This amounted to an average of 5.91/7

Table 11: Students' rating of reliability of lecturers in attending to classes.

Response	Respondents	Percentage
Poor	Nil	Nil
Fair	Nil	Nil
Slightly good	1	0.9%
Good	5	4.7%
Very good	20	18.7%
Extremely good	58	54.2%
Excellent	23	21.5%
Total	**107**	**100 %**

Figure 12: Students' rating of reliability of lecturers in attending to classes.
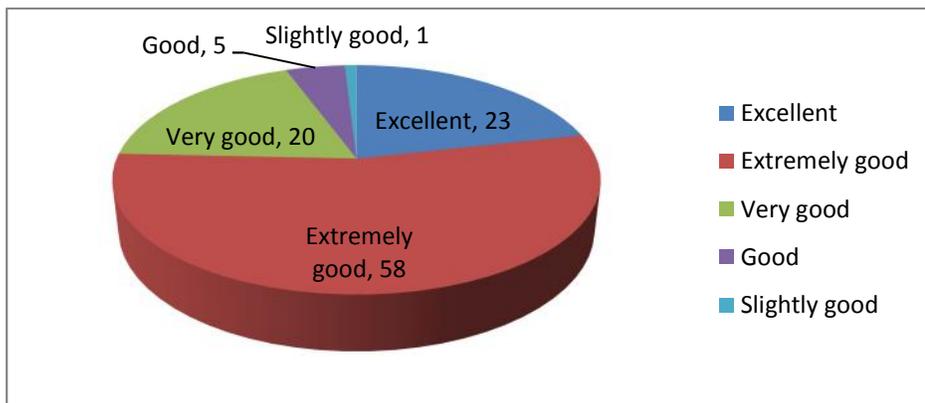
The part time lecturers were ranked as contributing to 70% in this negative gap due lateness and lack of consultation hours. Other fulltime lecturers were rated as being too busy for consultation with a lot of workload reducing time for preparation.

4.2.5 Masterly of the content delivered by lecturers and proficiency of non teaching staff.

The quality of teaching by lecturers was evaluated on the basis of mastery of content taught by lecturers. Students were asked to give their expectation that they had on the lecturers' capability and proficiency in teaching.

Table 12: Students' expectations on the lecturers' capability and proficiency in teaching.

Response	Respondents	Percentage
Excellent	78	73%
Extremely good	24	22%
Very good	5	5%
Good	Nil	Nil
Slightly good	Nil	Nil
Fair	Nil	Nil
Poor	Nil	Nil
Total	**107**	**100 %**

There was an average of 6.68/7 expectations by students on lecturers capability and proficiency. There were 78 respondents who expected lecturers to be excellent in proficiency and capability, 24 respondents expected lecturers to be extremely good, and 5 respondents expected them to be very good.

Figure 13: Students' expectations on the lecturers' capability and proficiency in teaching.

Table 13: Students' current rating on the level of lecturers' capability and teaching proficiency.

Response	Respondents	Percentage
Poor	Nil	Nil
Fair	Nil	Nil
Slightly good	Nil	Nil
Good	Nil	Nil
Very good	7	7%
Extremely good	31	29%
Excellent	69	64%
Total	107	100 %

Figure 14: Students' current rating on the level of lecturers' capability and teaching proficiency
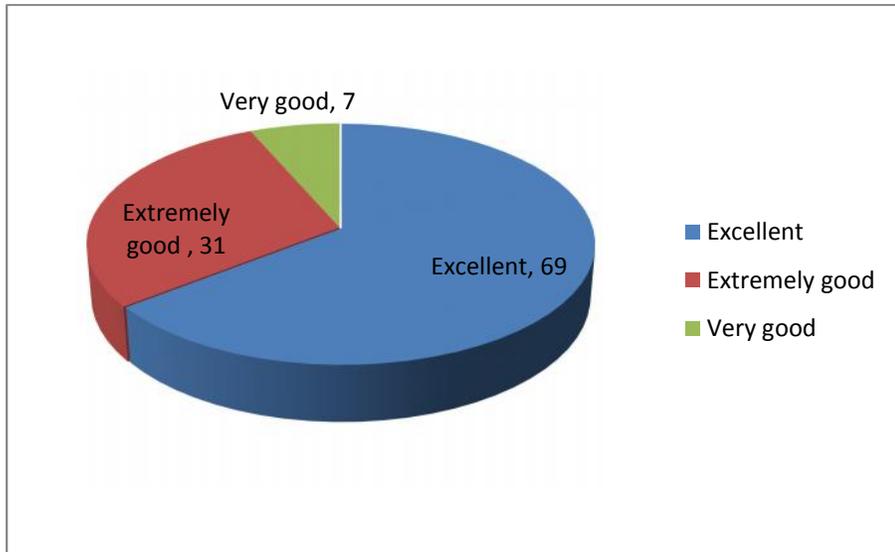
A few respondents were concerned that poor unit performance in external final examination had reduced their lecturers' expectations of their proficiency and capability by 0.10. Poor preparation for the class was also contributed to negative gap in lectures performance. This was highly noted with part time lecturers.

4.2.6 Students' expectations and rating on proficiency of non teaching staff in offering services

According to Ana (2009), non academic aspects are essential to enable students to fulfill their study obligations and relates to duties carried out by non academic staff.

Respondents were also asked to evaluate proficiency of non teaching staff in offering services based on their expectations and rating the current level of services. The respondents gave an average expectation of 5.73/7 as follows: 8 respondents expected excellent in non teaching staff proficiency in offering services, 74 respondents

expected non teaching staff to be extremely good , 13 respondents non teaching staff to be very good and 12 respondents   expected non teaching staff to be   good in offering services. This is shown in table below.

Table 14: Students' expectations on the proficiency of non teaching staff in offering services

Response	Respondents	Percentage
Excellent	8	8%
Extremely good	74	69%
Very good	13	12%
Good	12	11%
Slightly good	Nil	Nil
Fair	Nil	Nil
Poor	Nil	Nil
Total	107	100%

Figure 15: Students expectations on the proficiency of non teaching staff in offering services
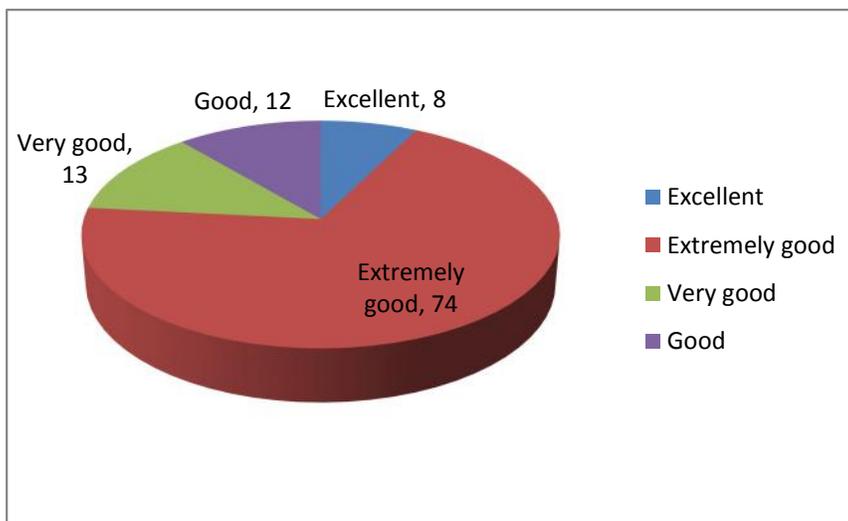
Table 15: Students' rating on the proficiency of non teaching staff in offering services

Response	Respondents	Percentage
Poor	Nil	Nil
Fair	Nil	Nil
Slightly good	Nil	Nil
Good	11	10%
Very good	15	14%
Extremely good	10	9%
Excellent	71	67%
Total	**107**	**100 %**

Seventy one (71) of the respondents rated non teaching staff in offering services as excellent, 10 respondents rated them as extremely good, 15 respondents as very good and 11 as good giving an average score of 6.18/7.

Figure 16: Students' rating on the proficiency of non teaching staff in offering services
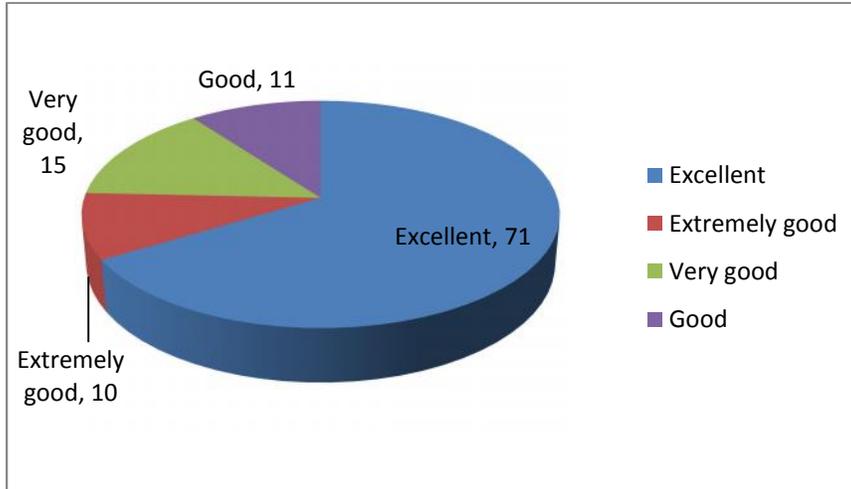
4.3 Assurance of Zetech college services

According to Abbas et al. (2013), the assurance dimension expresses a sense of competence and ability in the employee to encourage and implant trust, confidence, courtesy and friendliness in the customer towards the organization. This dimension of service quality is especially important in services that have higher risk of loss and of investment in nature.

4.3.1 Staff friendliness and courtesy.

Respondents were required to indicate their expectations on the college staff friendly and courtesy to them and the level of this aspect of assurance. The average expectation was 5.84/7. The responses obtained are shown in table 15 and in table 16 respectively.

Table 16: Students' expectation on the staff friendliness and courtesy.

Response	Respondents	Percentage
Excellent	15	14%
Extremely good	60	56%
Very good	32	30%
Good	nil	Nil
Slightly good	nil	nil
Fair	Nil	Nil
Poor	Nil	Nil
Total	**107**	**100 %**

Fifteen (15) of the respondents expected an extremely good friendliness and courtesy with students. There were 60 respondents who expected extremely good friendliness and courtesy of Zetech College staff. Thirty two (32) respondents expected very good friendliness and courtesy of Zetech College staff. On average the current rating on this aspect was at 5.63/7 as shown below.

Figure 17: Students' expectation on the staff friendliness and courtesy.

Table 17: Rating of staff level of friendliness and courtesy.

Response	Respondents	Percentage
Can't tell	Nil	Nil
Not friendly and completely lack courtesy	Nil	Nil
Not friendly and lack courtesy	Nil	Nil
Somehow friendly	Nil	Nil
Friendly and courteous	64	60%
Very friendly and courteous	19	18%
Extremely friendly and courteous	24	22%
Total	**107**	**100 %**

Figure 18: Rating of staff level of friendliness and courtesy.
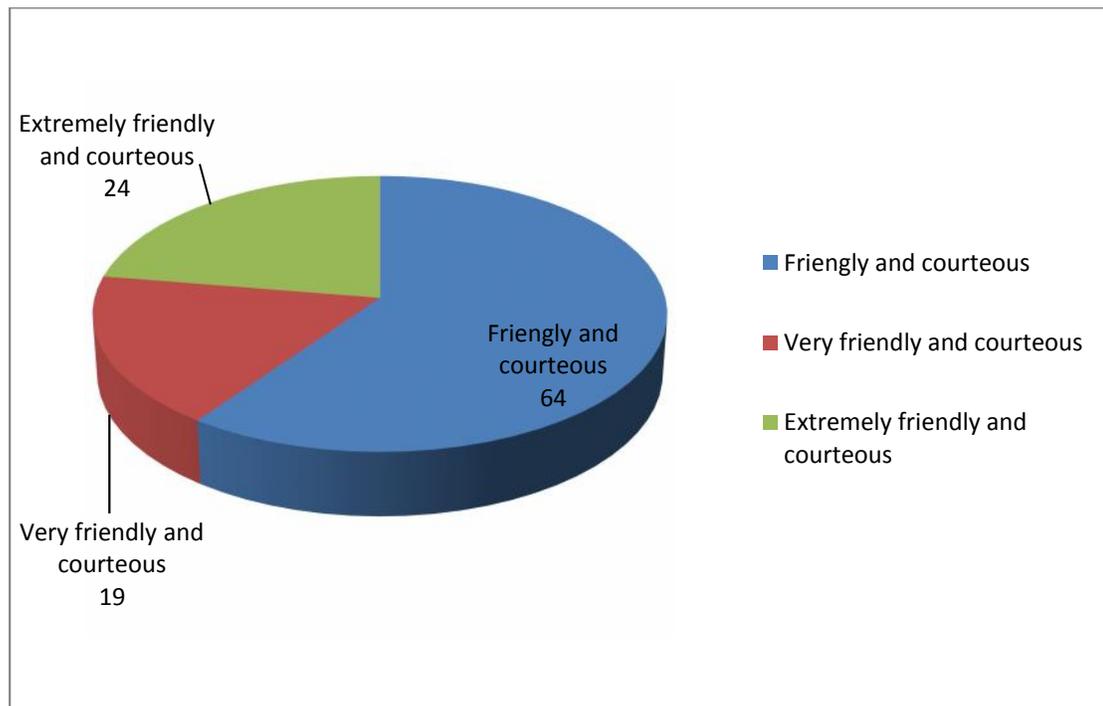
4.3.2 Students' expectation in staff to solve their problems.

According to Abbas (2013), students tend to evaluate the quality of services offered by their staff on the basis of their competence and expertise in responding and solving their problems. The respondents were asked their expectations and to rate their staff on solving of students problems. There was an over all average of 5.10 expectations from the students on staff in solving their problems. Of the respondents, two (2) expected staff to be excellent in solving their problems with fifty (50) respondents expecting staff to be extremely good in students' problems solving. Twenty two (22) respondents were expecting staff to be very good with twenty three (23) and nine (9) respondents expected staff to be good and slightly good respectively in solving their problems.

Table 18: Rating of students' expectation in staff to solve their problems.

Response	Respondents	Percentage
Excellent	2	2 %
Extremely good	50	47 %
Very good	22	21 %
Good	23	21 %
Slightly good	10	9 %
Fair	Nil	Nil
Poor	Nil	Nil
Total	**107**	**100 %**

Figure 19: Students' expectation in staff to solve their problems
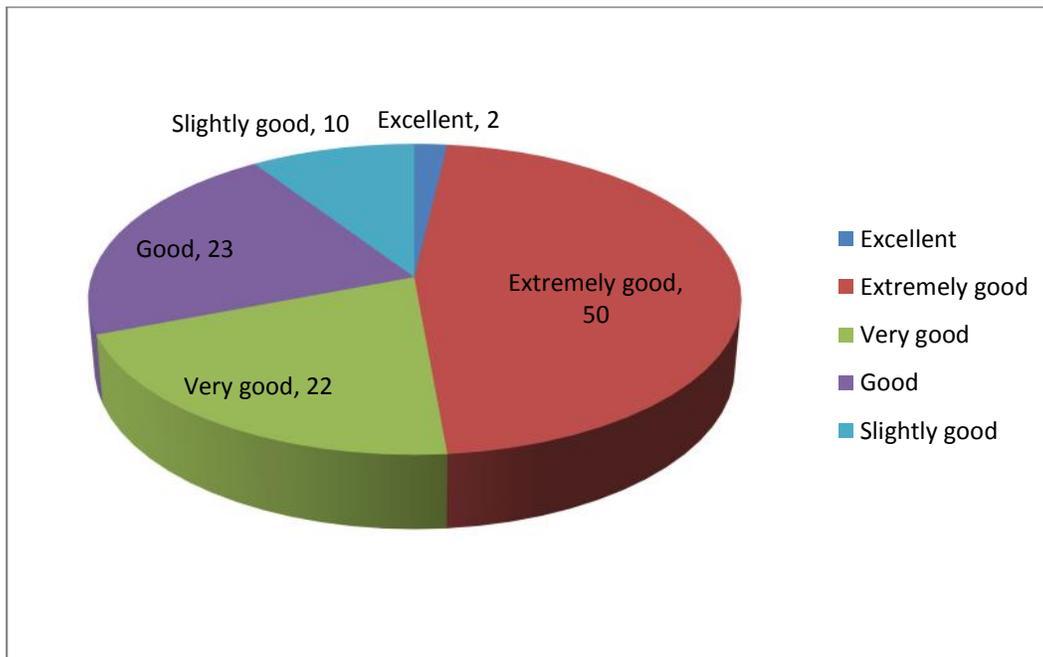
Table 19: Students' rating on how staff solves their problem.

Response	Respondents	Percentage
Poor	Nil	Nil
Fair	Nil	Nil
Slightly good	Nil	Nil
Good	12	11 %
Very good	34	32 %
Extremely good	56	52 %
Excellent	5	5 %
Total	**107**	**100 %**

Rating of the staff service in solving students' problems was rate at 5.5 which was slightly above the students' expectations. Twelve (12) of the respondents felt that staff were good in solving their problems, 34 respondents rated the staff very good while 56 respondents felt that staff were extremely good in solving their problems. Only 5 respondents were of the opinion that staff was excellent in solving their problems.

Figure 20: Students' rating on how staffs solve their problem.
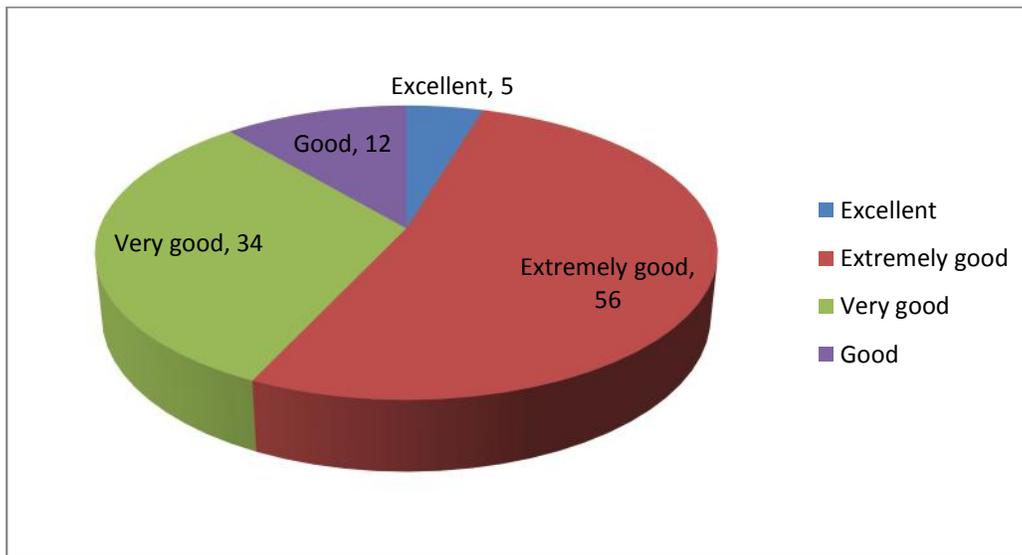
Eighty one percent 87 respondents felt that students' issues and problems are handled accordingly and in good speed. This made performance to exceed expectation on this aspect of service delivery

4.3.3 Security measures to protect students at the college.

The respondents were asked to rate the college's security measures put in place to protect students and staff. Eighty three (84) of the respondents said they felt safe in college premises due to the presence of enough security men and women in the campuses. However 23 respondents were of the opinion that security put in place was not sufficient.

Figure 21: Students' opinion on satisfaction with security measure at Zetech College.
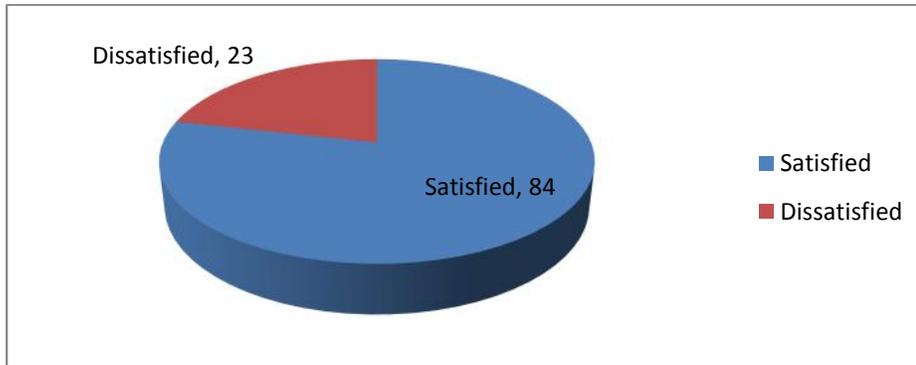
On students expectations on security measures to protect students was overall expected stood at 5.05 where 77 of respondents expected very good security measures, 4 respondents expected extremely good security measures and 11 respondents were expecting excellent security to protect students. Those who expected good and slightly good security were 9 respondents and 6 respondents respectively.

Table 20: Students' expectations on security

Response	Respondents	Percentage
Excellent	11	10%
Extremely good	4	4%
Very good	77	72%
Good	9	8%
Slightly good	6	6%
Fair	Nil	Nil
Poor	Nil	Nil
Total	**107**	**100 %**

There was a 5.66 performance in security measures to protect students. Three (3) of the students said that security measures were excellent while 76 of the respondents were of the opinion that security measures were extremely good. 17 respondents rated current security measures as very good and 11 respondents rated security as good.

Figure 22: Students' expectations on security measures to protect students at Zetech College.
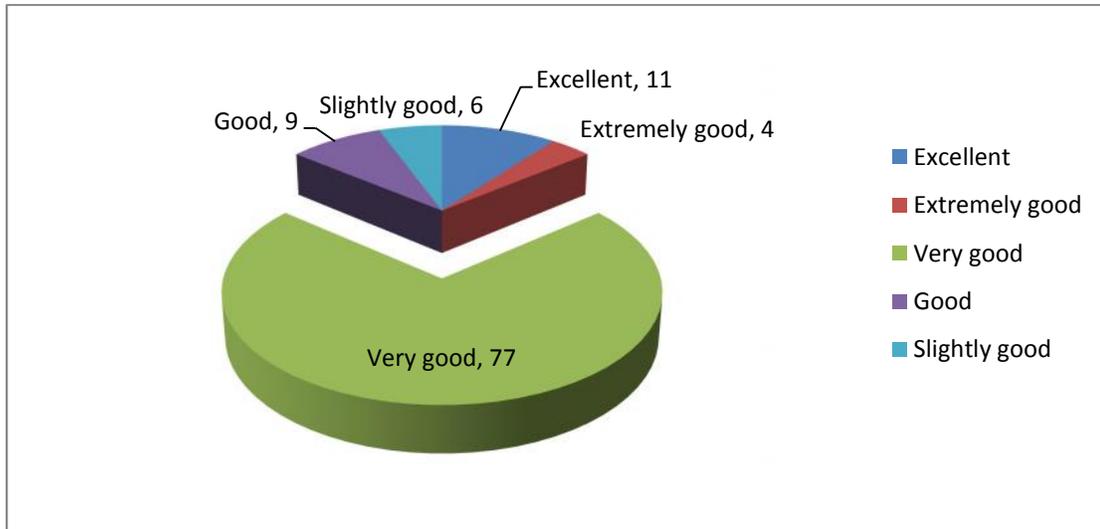
Table 21: Students' rating of security measures

Response	Respondents	Percentage
Poor	Nil	Nil
Fair	Nil	Nil
Slightly good	Nil	Nil
Good	11	10%
Very good	17	16%
Extremely good	76	71%
Excellent	3	3%
Total	**107**	**100 %**

Figure 22: Students' rating on security measures to protect students at Zetech College.
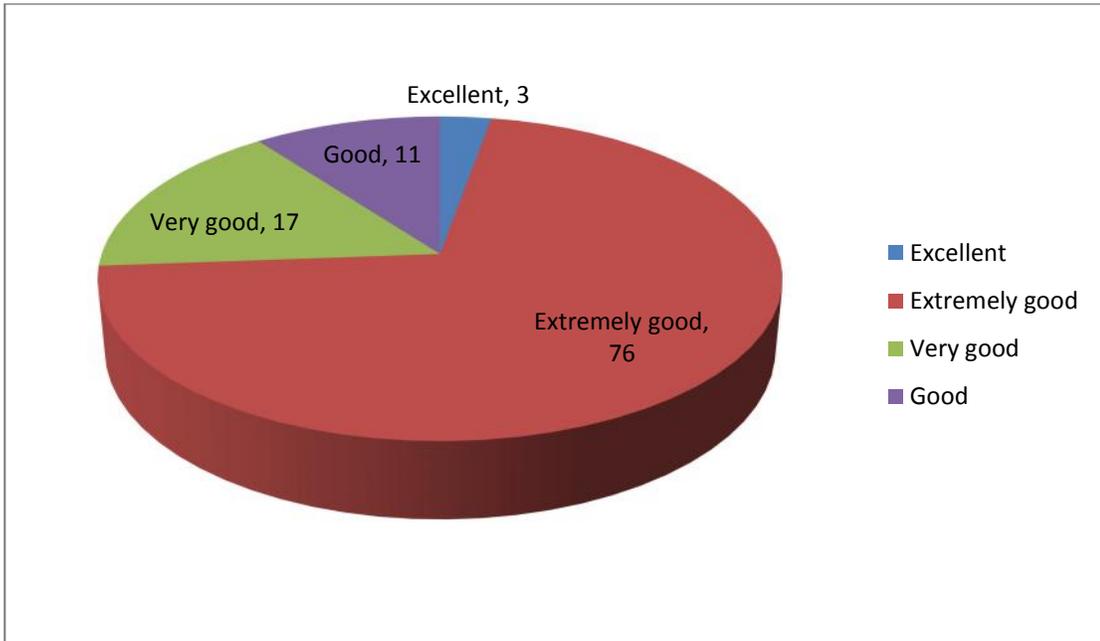
There was beyond expectation performance in this aspect which was associated with zero level of theft or injury within the school premises. There is also reliable standby security men in strategic positions in all the college's campuses which made every one within the campus feel high sense of security.

4.4 Tangibility of services.

4.4.1 Institution cleanliness

Sahney (2004) gives various indicators of tangibility in tertiary education services which includes institution emphasis on teaching students well, library services, class cleanliness, availability and appearance of faculty members and the state of institutions' facilities. The students' expectations were as shown in table 22 below.

Table 22: Students' expectation on clean lines of the classes and offices.

Response	Frequency	Percentage
Extremely clean	Nil	Nil
Very clean	73	68%
clean	31	29%
Somehow clean	3	3%
dirty	Nil	Nil
Very dirty	Nil	Nil
Extremely dirty	Nil	Nil
Total	**107**	**100%**

The average expectation was 5.65. According to the responses given 73 respondents expected the classes and offices to be very clean, 31 respondents expected clean classes and offices to be clean while only 3 respondents were expecting somehow clean classes

Figure 23: Students' expectation on cleanliness of the classes and offices.
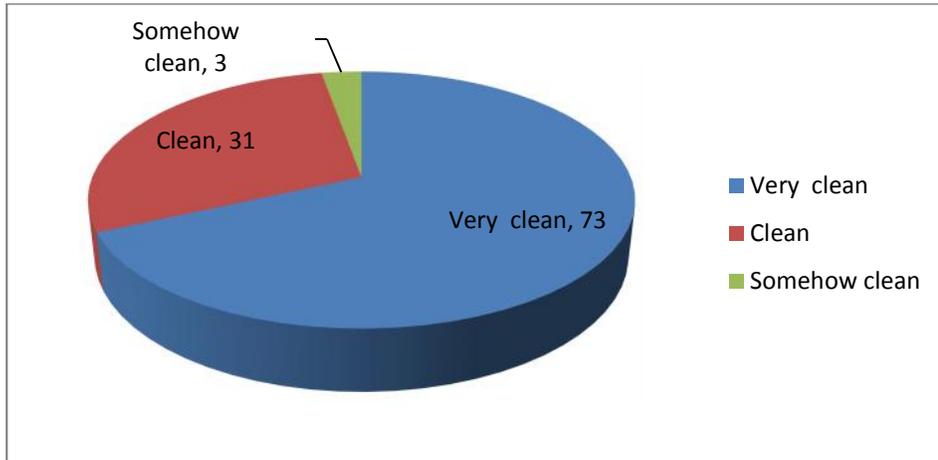
The respondents were also required to rate the classes and offices cleanliness and the responses are presented in table23 below

Table 23: Students' rating on the level of cleanliness of Zetech College classes and offices.

Response	Frequency	Percentage
Extremely clean	Nil	Nil
Very clean	11	10 %
clean	32	30 %
Somehow clean	53	50 %
dirty	10	9 %
Very dirty	1	1 %
Extremely dirty	Nil	Nil
Total	**107**	**100%**

The rating by respondents showed shows that 11 respondents were of the opinion that the classes and offices are very clean, 32 respondents viewed the classes and offices as clean while the majority at 53 respondents saw the classes and offices as somehow clean. There were 10 respondents who saw the classes and offices as being dirty and finally 1 respondent felt the classes and offices were very dirty. On average, classes and offices cleanliness was rated at 4.39 out 7.

Figure 24: Students' rating of the level of cleanliness of Zetech college classes and offices.
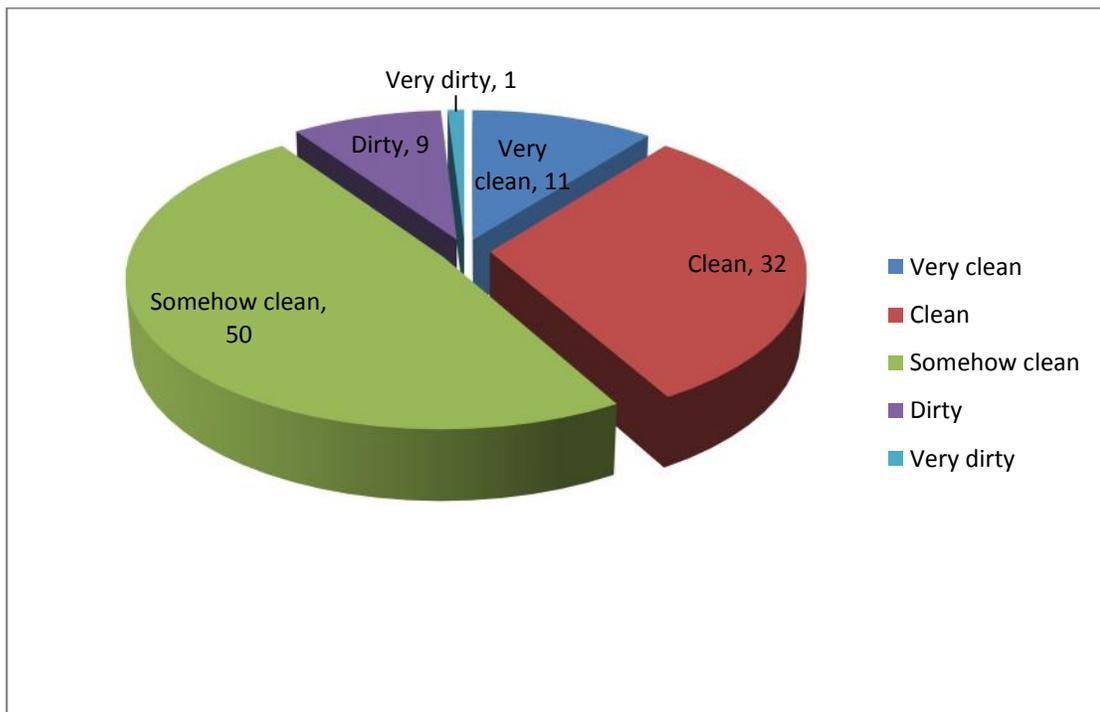
4.4.2 Zetech College's quality of facilities and equipment.

In an investigation on service quality perception in the University of Kwa-Zulu Natal, Vannie (2012) noted that tangibility of tertiary education service quality constituted an assessment that can be made of the appearance and functional state of the

institution's physical facilities and equipment. In this regard respondents were also asked to give their expectations and rating the current state on this aspect of the college's facilities and equipment used in service delivery at Zetech College and the following was found out.

There was an average of 5.57/7 expectation on the quality Zetech College's facilities and equipment with 6 of the respondents expecting excellent facilities and equipment in terms of quality, 76 respondents expected extremely good facilities and equipment and 17 respondents and 8 respondents expected very good and good facilities respectively.

The results are shown in table 23 below.

Table 24: Zetech College students' expectations on the quality of facilities and equipment.

Response	Respondents	Percentage
Excellent	6	6%
Extremely good	76	71%
Very good	17	16%
Good	8	7%
Slightly good	Nil	Nil
Fair	Nil	Nil
Poor	Nil	Nil
Total	**107**	**100 %**

Figure 25: Zetech college students' expectations on the quality of facilities and equipment.
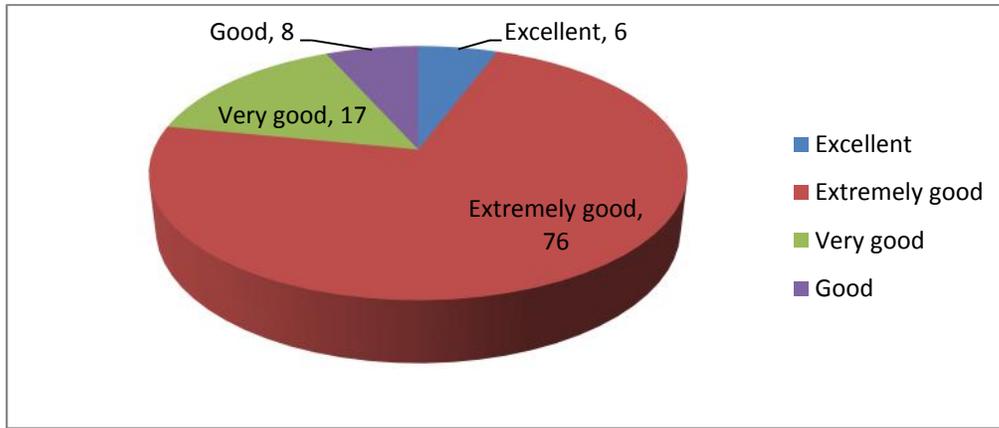
Table 25: Zetech college's students rating of the quality of facilities and equipment

Response	Frequency	Percentage
Can't tell	Nil	Nil
Outdated and functioning	Nil	Nil
Outdated and broken down	Nil	Nil
Modern and broken down	6	5.5 %
Old and functioning	7	6.5 %
Modern and functioning	94	88%
New	Nil	Nil
Total	**107**	**100%**

Figure 26: Zetech college's students rating of the quality of facilities and equipment.
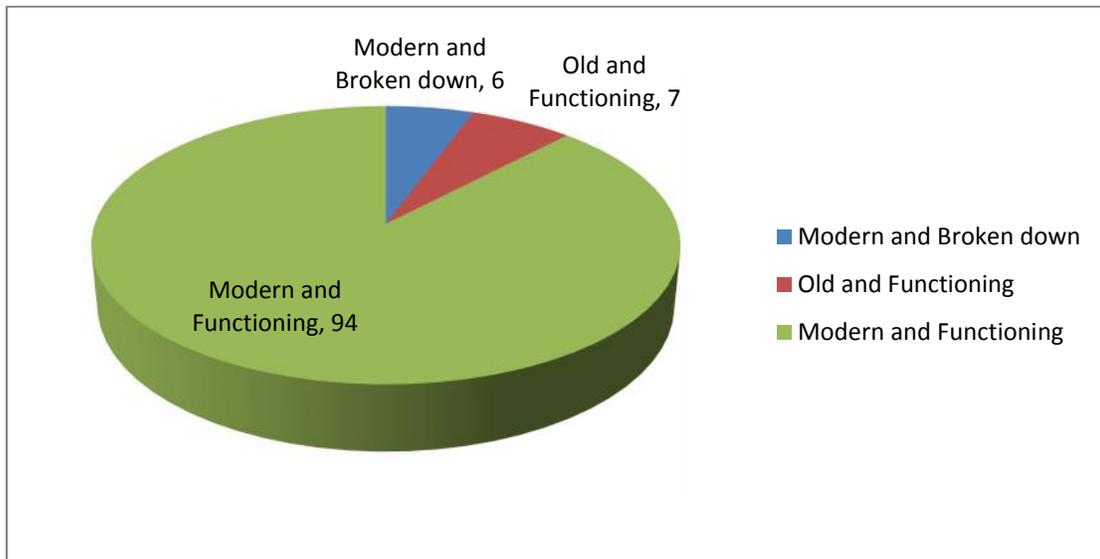
There was an overall rating at 5.82/7 on the current quality of the college's facilities and equipment. Ninety four (94) of the respondents saw the college's facilities and equipment as being modern and functioning and 7 respondents saw facilities as old and functioning while 6 respondents held the view that the Zetech College's facilities and equipment were modern but broken down.

4.4.3 Zetech College's quality of teaching.

Quality of teaching was evaluated and very high score on current rating was received surpassing expectations by very high margin of 0.57. This is recorded below.

Table 26: Zetech College's students' expectation on the quality of teaching.

Response	Respondents	Percentage
Excellent	10	9%
Extremely good	74	69%
Very good	21	20%
Good	2	2%
Slightly good	Nil	Nil
Fair	Nil	Nil
Poor	Nil	Nil
Total	**107**	**100 %**

Zetech College students expected an average of 5.75/7 on the quality of teaching. On Excellent quality of teaching, 10 of the respondents expected this level of teaching, 74 of the respondents expected quality of teaching to be extremely good, 21 respondents expected quality of teaching to be very good with only 2 respondents expecting teaching to be good.

Figure 27: Zetech College's students' expectations on the quality of teaching.
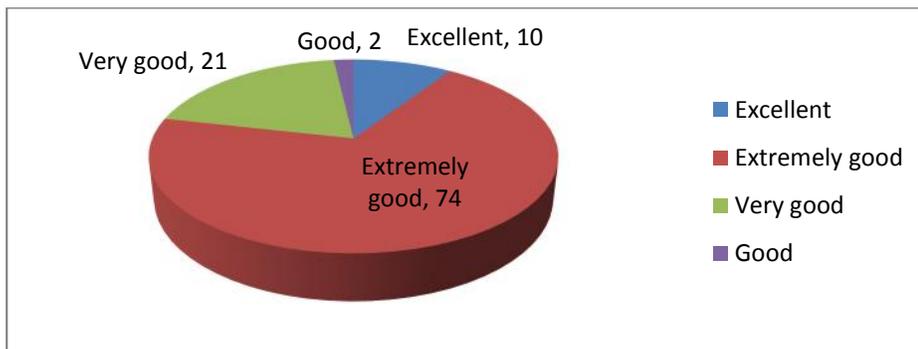
Table 27: Zetech College's students' rating of the quality of teaching.

Response	Respondents	Percentage
Poor	Nil	Nil
Fair	Nil	Nil
Slightly good	Nil	Nil
Good	Nil	Nil
Very good	17	16%
Extremely good	39	36%
Excellent	51	48%
Total	**107**	**100 %**

The respondents rated quality of teaching as 6.32/7. Fifty one (51) of the respondents rated quality of teaching as excellent and 39 respondents rated the same as extremely good. Only 17 respondents who rated the quality of teaching as very good

Figure 28: Zetech College's students' rating of   the quality of teaching.
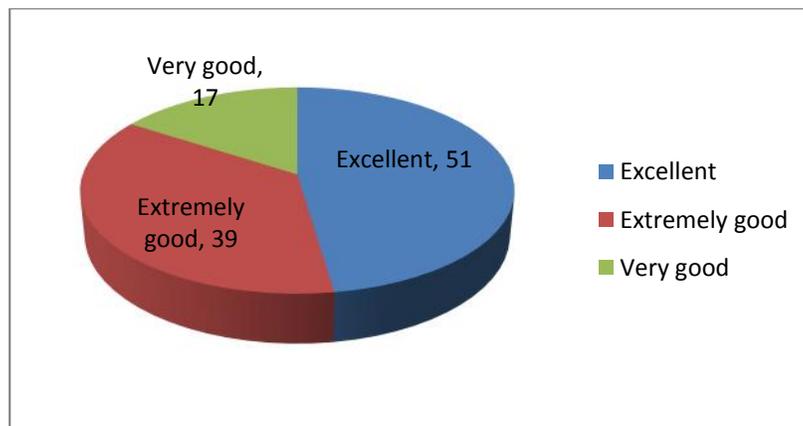
4.5 Empathy of Zetech College's services.

Zemsky (2005) has described higher education quality as calibrated in terms of endowments and expenditure per student, faculty-students ratio, quality of freshmen class and availability of staff for consultations and individualized attention to students.

4.5.1 Zetech College's staff and individualized attention given to students.

Vannie (2012) defines empathy as the caring, sympathetic and individualized attention the firm gives its customers. In this study students were asked to comment on their expectations and current service level in terms of the college's staff giving individualized attention to students.

Table 28: Zetech College students' expectation on Zetech College's staff in giving individualized attention.

Response	Respondents	Percentage
Excellent	79	74%
Extremely good	22	21%
Very good	6	5%
Good	Nil	Nil
Slightly good	Nil	Nil
Fair	Nil	Nil
Poor	Nil	Nil
Total	**107**	**100 %**

On average, students expected 6.68/7 Zetech staff were to give individualized attention. 79 of the respondents expected the college's staff to give excellent individualized attention, 22 respondents expected extremely good individualized attention and 6 respondents expected Zetech College's staff to give very good individualized attention.

Figure 29: Zetech College students' expectation on Zetech college's staff in giving individualized attention.

Table 29: Rating of staff in giving individualized attention.

Response	Respondents	Percentage
Poor	Nil	Nil
Fair	Nil	Nil
Slightly good	Nil	Nil
Good	10	9%
Very good	59	55%
Extremely good	25	23%
Excellent	13	12%
Total	**107**	**100 %**

Figure 30: Zetech College's students rating of Zetech College's staff in giving individualized attention.
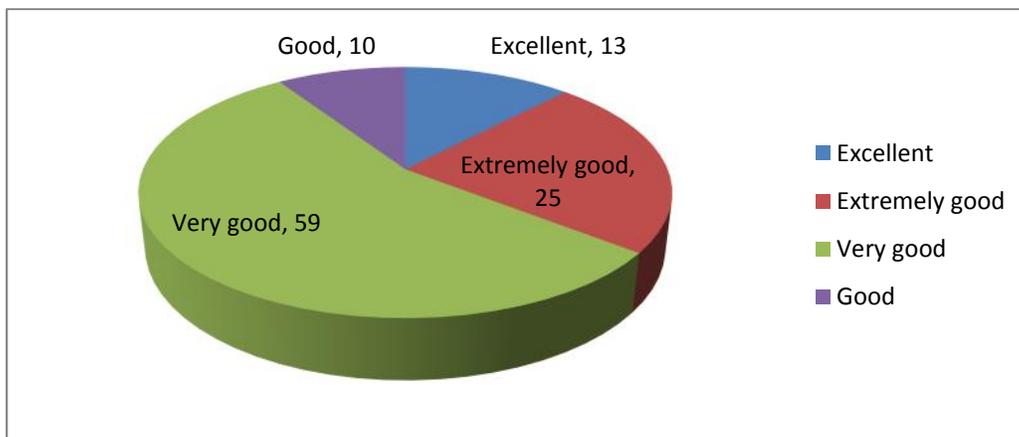
The performance of the Zetech College staff in giving individualized attention was rated at 5.38/7 which was far below the expectation. 13 of the respondents rated the staff as excellent in giving individualized attention, 25 respondents rated the staff as

extremely good in giving individualized attention and 59 respondents and 10 respondents rated the staff as very good and good respectively.

4.5.2 Students' expectations in assessing college facilities and classes.

Parasuraman et al. (1988) has noted that the empathy in service quality also relate to how easy or difficult (convenient) it is to access the firm's facilities such as classes. Price et al. (2003) in examining the influence of facilities and location factors on the students decision making process of undergraduate when choosing where to study found out that all aspect relating to learning and teaching facilities especially library facilities , access to classes and availability of computers were regarded as relatively important.

Respondents were asked to indicate their expectations on accessibility of college classes and other facilities and the following were the responses in the table below.

Eighty one (81) of the respondents expected excellent accessibility of the college's facilities and classes, 11 respondents expected extremely good access to college's facilities and classes while 10 respondents and 5 respondents expected very good and good access to college's facilities and classes respectively.

Table 30: Students' expectations in accessing colleges' facilities and classes.

Response	Respondents	Percentage
Excellent	81	76%
Extremely good	11	10%
Very good	10	9%
Good	5	5%
Slightly good	Nil	Nil
Fair	Nil	Nil
Poor	Nil	Nil
Total	**107**	**100 %**

Figure 31: Students' expectations in assessing college facilities and classes.
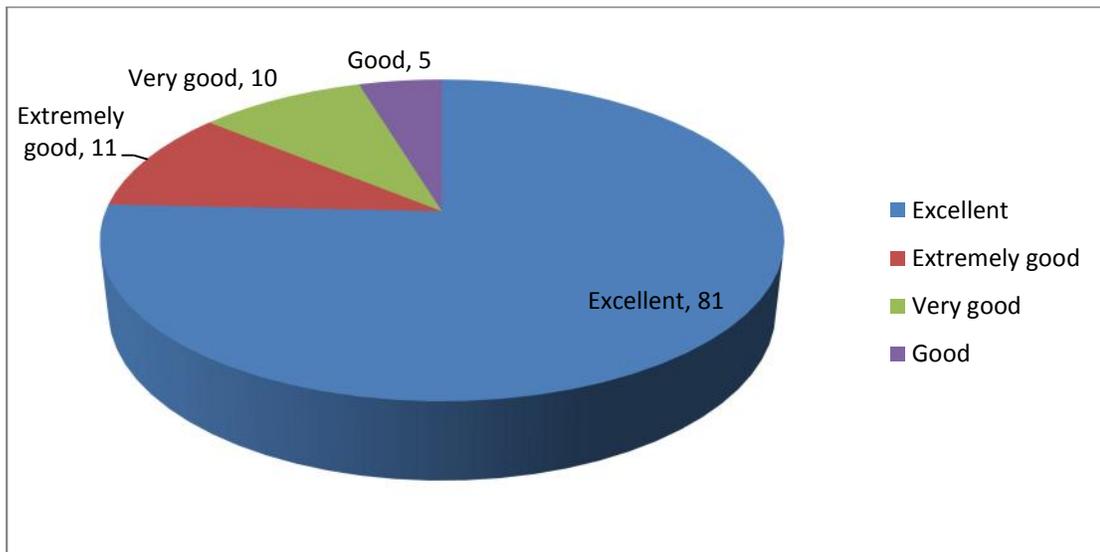
Respondents were asked to indicate their rating of the current performance on accessibility of college classes and other facilities and the following were the responses in the table below

Table 31: Students' rating on the ease of assessing college facilities and classes.

Response	Respondents	Percentage
Poor	Nil	Nil
Fair	Nil	Nil
Slightly good	Nil	Nil
Good	12	11%
Very good	64	60%
Extremely good	20	19%
Excellent	11	10%
Total	**107**	**100 %**

Eleven respondents rate the ease of accessibility of college's facilities and classes as excellent, 20 respondents rated ease of accessibility as extremely good, 64 respondents as very good and 12 respondents as good.

Figure 32: Students' rating on the ease of assessing college facilities and classes.
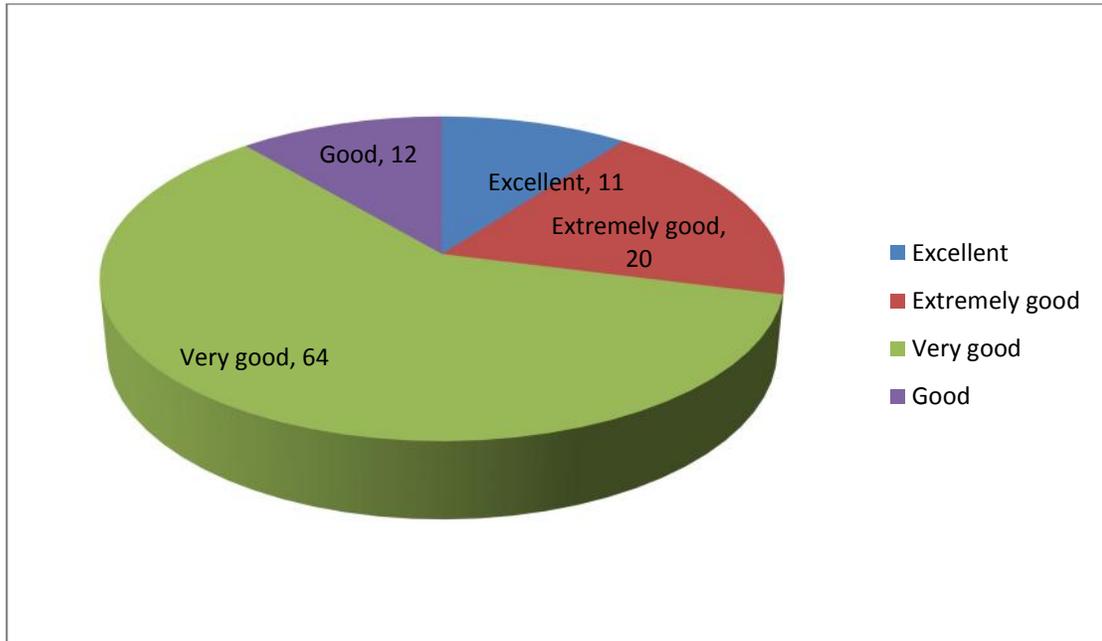
Students expected 6.57/7 accessibility to college facilities and classes and the performance of this aspect was rate at 5.72/7.

4.6 Responsiveness of Zetech college services

According to George et al. (1996), the responsiveness of the employees in service delivery is a core attributes that figure prominently in evaluation and satisfaction level of the customers. As defined by Parasuraman (1988), responsiveness is the willingness to help customers and provide prompt service.

4.6.1 Staff readiness to assist students

Respondents were asked to evaluate their expectations on Zetech college staff on their readiness to assist students when they have problems and also to describe the

performance level on staff readiness to assist students. The following results were obtained.

Table 32: Students expectation on staff readiness to assist students

Response	Respondents	Percentage
Excellent	12	11%
Extremely good	71	66%
Very good	16	15%
Good	8	8%
Slightly good	Nil	Nil
Fair	Nil	Nil
Poor	Nil	Nil
Total	**107**	**100 %**

There were 12 respondents who expected excellent readiness of staff to assist them, 71 respondents expected readiness of staff to assist students to be extremely good, 16 respondents expected readiness of staff to assist students to be very good and 8 respondents expectation was good. On average the expectation on staff readiness to assist students was 5.81/7

Figure 33: Students expectation on staff readiness to assist students.
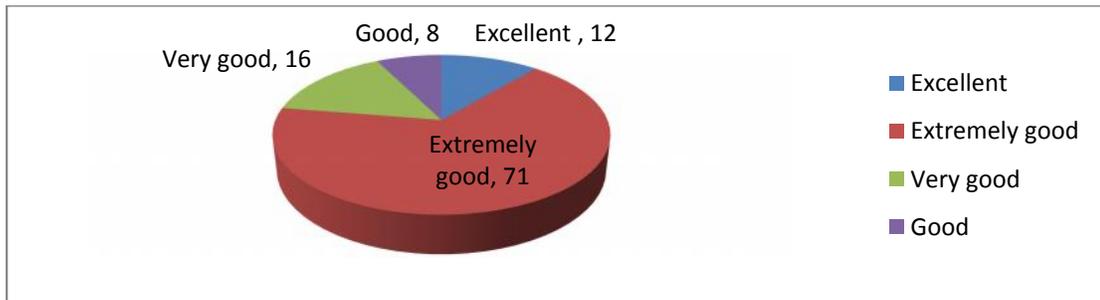
Table 33: Students rating on staff readiness to assist students

Response	Respondents	Percentage
Poor	Nil	Nil
Fair	Nil	Nil
Slightly good	Nil	Nil
Good	Nil	Nil
Very good	3	3%
Extremely good	21	20%
Excellent	83	77%
Total	**107**	**100 %**

Average performance was 6.75/7. Three (3) of the respondents rated the staff readiness to assist students as very good, 21 as extremely good and 83 as excellent.

Figure 34: Students rating on staff readiness to assist student.

4.**6.2 Zetech College staff availability to serve students.**

Respondents were asked to describe their expectation on Zetech College staff to serve students and the following were the results.

Table 34: Expectations of students on Zetech College staff availability to serve students.

Response	Respondents	Percentage
Excellent	77	72%
Extremely good	21	20%
Very good	5	4%
Good	2	2%
Slightly good	2	2%
Fair	Nil	Nil
Poor	Nil	Nil
Total	**107**	**100 %**

Figure 35: Expectations of students on   Zetech College staff availability to serve students.
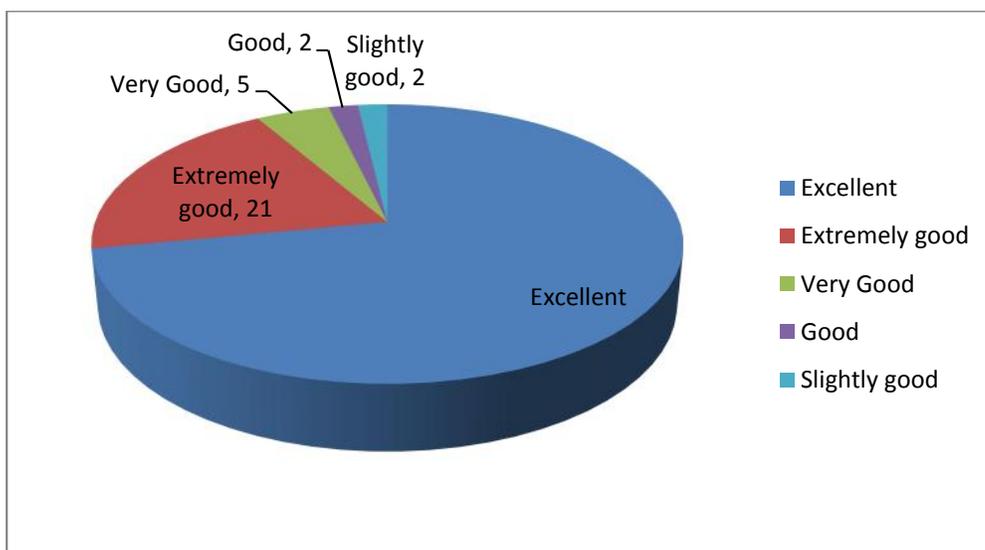
On students expectation on Zetech College's staff availability to serve students, 77 of the respondents expected excellent on availability of staff to serve students, 21 respondents expected extremely good on staff availability to serve students, 5 respondents expected very good on staff availability to serve students and 2 respondents expected staff to be good and slightly good respectively on their availability to serve students. The average expectation was 6.58/7.

On the same aspect of responsiveness, students rated the current performance on availability of staff to serve students at 6.64/7 as follows: Eighty seven of the respondents rated current staff availability as excellent, 10 respondents as extremely good, 5 respondents rated the staff on this aspect as very good, 2 respondents as good and 3 respondents rated the staff availability to serve students as slightly good. This is shown on table 35 below.

Table 35: Rating of students on current performance of Zetech College staff availability to serve students

Response	Respondents	Percentage
Poor	Nil	Nil
Fair	Nil	Nil
Slightly good	3	3%
Good	2	2%
Very good	5	4%
Extremely good	10	9%
Excellent	87	82%
Total	**107**	**100 %**

4.6.3 Response speed in regard to students' issues.

Kruss, (2002) has noted that student tend to rate College departments highly on the basis of their time taken to respond to academic issues raised by students such as class schedules and documents processing and tuition fees payments.

Students were asked to describe their expectations on how fast Zetech College staff responds to students' issues and the following results were obtained.

Table 36: Students' expectation on staff response speed.

Response	Respondents	Percentage
Extremely fast	89	83%
Very fast	10	9%
Fast	5	5%
Fairly fast	3	3%
Slow	Nil	Nil
Very slow	Nil	Nil
Extremely slow	Nil	Nil
Total	**107**	**100 %**

According to the responses obtained 89 of the respondents expected staff to be extremely fast, 10 respondents expected staff to be very fast, 5 respondents expected staff to be fast and 3 respondents expected fairly fast response speed. There was an average expectation of 6.73/7 response speed.

Figure 36: Students expectation on staff response speed.
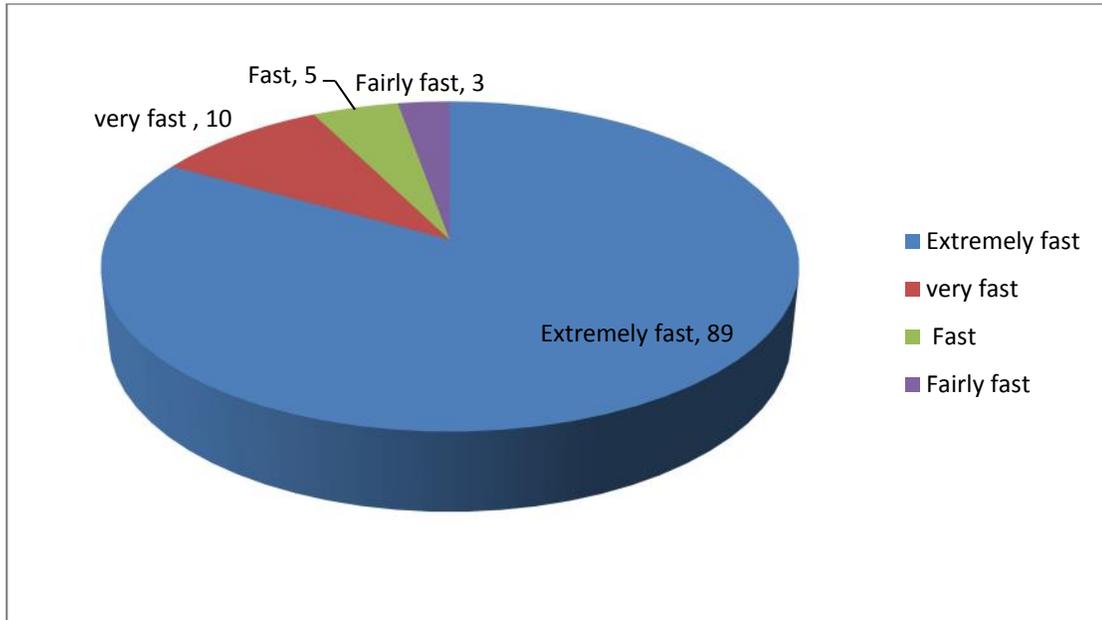
Students were also asked to rate the staff level of speed when it comes to responding to issues raised by students and addressing pertinent issues to students and the following results were obtained: On average the students rated the current performance on this aspect at 6.64/7 where, 81 respondents rated the response speed as extremely fast , 17 respondents rated the response speed as very fast, 7 of the respondents rated the response speed as fast and finally there was 1 respondent rated the staff response speed as fairly fast and slow respectively.. This is presented on table 37 below.

Table 37: Students rating of the current performance on staff response speed.

Response	Respondents	Percentage
Extremely fast	81	76%
Very fast	17	16%
Fast	7	6%
Fairly fast	1	1%
Slow	1	1%
Very slow	Nil	Nil
Extremely slow	Nil	Nil
Total	**107**	**100 %**

Figure 37: Students rating of the current performance on staff response speed.

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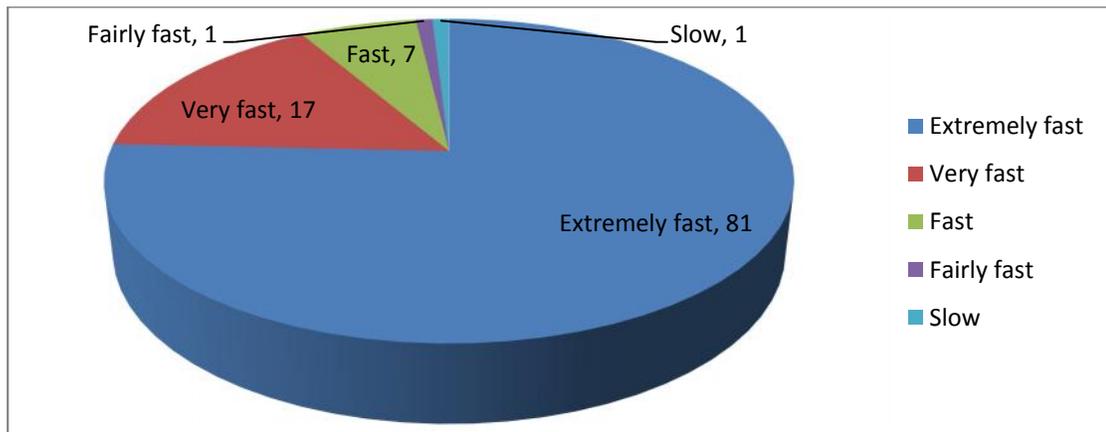
The opinion of the respondent was sought as to whether they would consider furthering their studies at Zetech College. The following results were obtained:

Table 38: Furthering studies at Zetech College.

Response	Frequency	percentage
Would choose to further studies at Zetech College	85	79%
Would not choose to further studies at Zetech College	22	21%
Total	**107**	**100%**

Figure 38: Furthering studies at Zetech College.
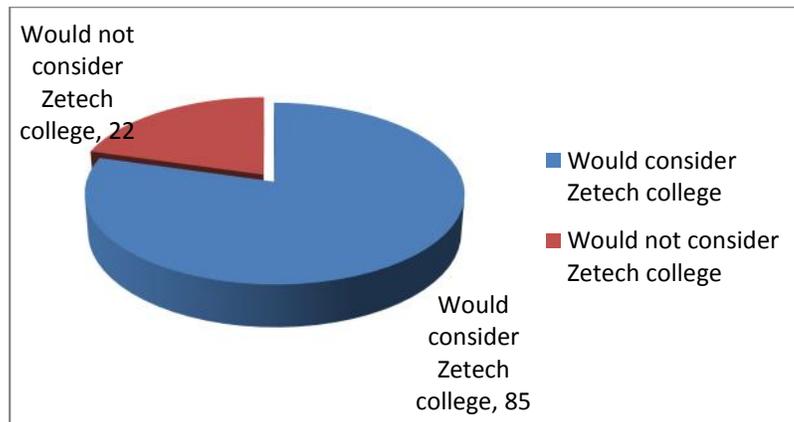
According to the responses given 79% of the respondents felt that they still could consider Zetech College again for further studies against 21% who had contrary opinion. Similarly the study sought to find out the general satisfaction level of Zetech College students. The following was found out.

4.7. Satisfaction gap across service delivery dimensions.

The following is the summary of service delivery dimensions and the service quality gap.

Table 39: Satisfaction gap across service delivery elements.

Service elements	Performance	Expectations	Gaps
Admission and registration	4.87/7	5.05/7	**-0.18**
Records keeping and accuracy	4.94/7	5.81/7	**-0.87**
Lecturers attendance to classes	5.91/7	6.64/7	**-0.73**
Lecturers' capability and proficiency in teaching	6.58/7	6.68/7	**-0.1**
Proficiency of non teaching staff on offering services	6.18/7	5.73/7	**0.45**
Staff friendliness and courtesy	5.63/7	5.84/7	**-0.21**
Staff solving of students problems	5.50/7	5.10/7	**0.4**
Security measures to protect students	5.66/7	5.05/7	**0.61**
Cleanliness of classes and offices	4.39/7	5.65/7	**-1.26**
Quality of facilities and equipment's	5.82/7	5.57/7	**0.25**
Quality of teaching	6.32/7	5.75/7	**0.57**
Staff individualized attention to students	5.38/7	6.68/7	**-1.3**
Access to classes and college facilities	5.72/7	6.57/7	**-0.85**
Staff readiness to assist students	6.75/7	5.81/7	**0.94**
Staff availability to assist students	6.64/7	6.68/7	**-0.04**
Staff response speed	6.64/7	6.73/7	**-0.09**
Overall service quality performance	**92.93**	**95.34**	**-2.41**

Table 40: Analysis of the service quality per service quality dimension

Reliability	Performance	Expectations	Gaps
Admission and registration	4.87/7	5.05/7	**-0.18**
Records keeping and accuracy	4.94/7	5.81/7	**-0.87**
Lecturers attendance to classes	5.91/7	6.64/7	**-0.73**
Lecturers' capability and proficiency in teaching	6.58/7	6.68/7	**-0.1**
Proficiency of non teaching staff on offering services	6.18/7	5.73/7	**0.45**
Overall service quality performance on this service quality dimension	**28.48**	**29.91**	**-1.43**
Assurance	**Performance**	**Expectations**	**Gap**
Staff friendliness and courtesy	5.63/7	5.84/7	**-0.21**
Staff solving of students problems	5.50/7	5.10/7	**0.4**
Security measures to protect students	5.66/7	5.05/7	**0.61**
Overall service quality performance on this service quality dimension	**16.79**	**15.99**	**0.8**

Table 40: Analysis of the service quality per service quality dimension (continuation)

Tangibility	Performance	Expectations	Gap
Cleanliness of classes and offices	4.39/7	5.65/7	**-1.26**
Quality of facilities and equipment's	5.82/7	5.57/7	**0.25**
Quality of teaching	6.32/7	5.75/7	**0.57**
Overall service quality performance on this service quality dimension	**16.53**	**16.97**	**-0.44**
Empathy	**Performance**	**Expectations**	**Gap**
Staff individualized attention to students	5.38/7	6.68/7	**-1.3**
Access to classes and college facilities	5.72/7	6.57/7	**-0.85**
Overall service quality performance on this service quality dimension	**11.1**	**13.25**	**-2.15**
Responsiveness	**Performance**	**Expectations**	**Gap**
Staff readiness to assist students	6.75/7	5.81/7	**0.94**
Staff availability to assist students	6.64/7	6.68/7	**-0.04**
Staff response speed	6.64/7	6.73/7	**-0.09**
Overall service quality performance on this service quality dimension	**20.03**	**19.22**	**0.81**

The results on service delivery elements show that service quality at Zetech College has been below expectation of the students. According to the results 59% of the service elements are performing below expectations of the students, that is, there is a negative gap in the 58% of the samples service elements. Similarly in 41% of the sampled service elements are performing above expectation, that is, performance has exceeded student's expectation.

The results also shows that among the five service quality dimension, performance exceeded students' expectation in Assurance at 0.8 and Responsiveness at 0.81 and there was below expectation performance in Reliability at -1.43, Tangibility at -0.44 and Empathy at -2.15.

Service quality is lowest in Empathy dimension at -2.15 indicating the Zetech college lack touch with students feeling on services provided. Factors contributing to this included: High staff workload in all Zetech college departments; large number of students; fewer facilities especially computer labs which are all fully utilized every day; campuses located in high-rise buildings without lifts and the college has only one library located in pioneer campus.

Reliability followed in poor service quality at -1.43 and this is as result of the following factors: Many non teaching staff either lacked training and competency in their area of operations such as security team, or were wrongly placed and had no first hand information that require to be given to students. This was noted on the 30% of the front office staff; non available data of past performance in internal examination (missing marks). The accounts section was rated as the most accurate department in

records keeping and lack of online admission and registration of students and short duration used to admit students results in many errors in admission.

Service quality dimensions leading exceeding students' are Responsiveness at 0.81, followed by Assurance at 0.8. This was beyond expectation which was associated to the following factors: The college has very effective mechanism of soliciting students' issues and complains through students' leaders meetings, class representatives meeting and in the social media like Facebook; the policy of the college that required feed back to be given within 24 hours has also been followed strictly; there is a very strong culture in Zetech College of students to staff interaction and there is very strong security measures put in place to protect students especially in campuses located with the CBD.

Table 41: Zetech college students' satisfaction level.

Response	Respondents	Percentage
Extremely satisfied	27	25%
Very satisfied	68	64%
Satisfied	12	11%
Somehow satisfied	Nil	Nil
Dissatisfied	Nil	Nil
Very satisfied	Nil	Nil
Extremely dissatisfied	Nil	Nil
Total	**107**	**100 %**

On average there was 6.14/7 satisfaction level on Zetech college services with with 25% of the respondents feeling extremely satisfies, 64% of the respondents felt they are very satisfied and 11% feeling just satisfied

Figure 39: Zetech college students' satisfaction level.
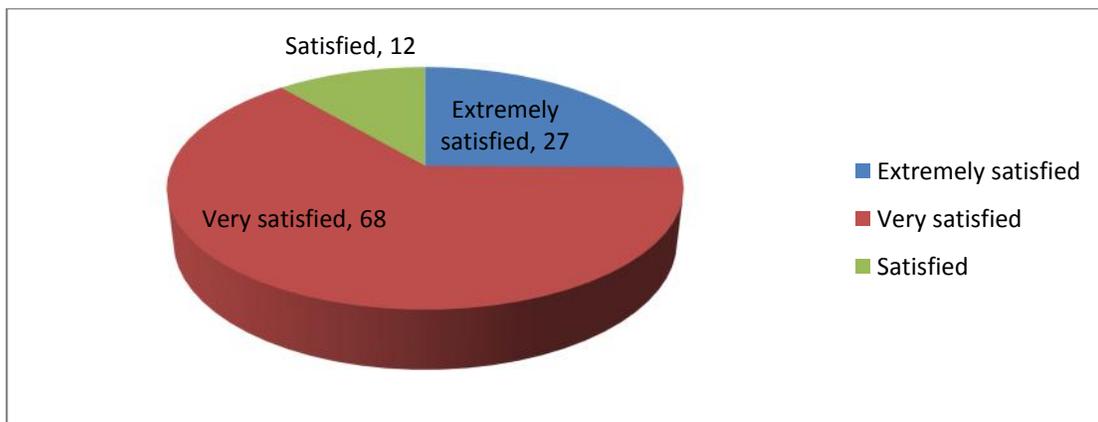
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter presents the summary, conclusion and recommendations that have been made in this study on service quality measurements at Zetech College. The objectives of the study was to: determine the students' expectations on quality of tertiary educational services at Zetech College; to find out the current service quality level at Zetech College; to examine the size and direction of any gap found between students' perceived service quality and service quality expectations. The study also aimed at determining the customer service training requirements for the direct service providers at Zetech College in order to be able to provide services that march the students' expectations of quality services.

5.1 Summary of the findings.

The study investigated service quality in Zetech College. The study was based on the premise that students are the primary recipients of Zetech college services. Additionally, customers (students) are in a better position to determine quality of services being offered based on their expectations and service performance.

Based on the above study objectives, the following findings were established:

i. The Zetech College students' expectations on quality of services delivered was an average of 5.95875/7 representing 85% expectations on quality of delivered services. The study shows that there are very high students' expectations on lecturers' capability and proficiency in teaching; lecturers' attendance to classes; staff availability to assist students and availability of

individualized attention given to students by members of staff. In addition, student highly expected their issues and problems to be responded to very fast by the members of staff. Other areas highly rated in expectations were the accuracy of students' records, the proficiency of non teaching staff, staff friendliness and courtesy, quality of teaching and staff readiness to assist students.

ii.   On the current service quality level, the study shows that on average the current performance is 5.80/7 representing an 82.58% service quality performance. Among the areas under study that were leading in quality performance included: the staff readiness and availability to assist students; staff response speed in attending to students problems and issues; lecturers' capability and proficiency in teaching and the quality of teaching. However, poor service quality performance was recorded in the way admission \and registration is done; in record keeping and accuracy of records; cleanliness' of classes and offices and staff individualized attention to students. Over all cleanliness of offices and classes and the process of admission and registration were performing very poorly at 4.3/7 (61%) and 4.8/7 (68.5)% respectively

iii.   On the size and direction of gap between students' perceived service quality and service quality expectations, there was a-2.41 overall negative gap between the students' expectations and the actual service quality performance level. The study indicated that there was less than expectation in many of the services offered at Zetech College leading to

negative gap in service quality level. In particular, admission and registration process was performing below expectation at -0.18, records keeping and accuracy at -0.87, lecturers' attendance to classes at -073, lecturers proficiency and capability at -0.1, staff friendliness and courtesy at -0.21 and access to classes and college facilities at -0.85. The highest level of negative deviation between expectation and performance was recorded in cleanliness of classes and offices at -1.21 and staff individualized attention to students at -1.3. On the other hand, the lowest negative deviation was recorded in staff availability to assist students and staff response speed to student's problems at -0.04 and -0.09 respectively. Few areas performed above expectation in service quality such as: proficiency of non teaching staff in offering services at 0.45; staff involvement in solving students problems at 0.4; security measure put in place to protect students at 0.61, quality of facilities and equipment at 0.25; quality of teaching at 0.57 and staff readiness to assist students at 0.94. There was a positive deviation between expectation and performance of 3.22 against the negative deviation of -5.63.

iv.   Views were sought from the students on areas in which the college should improve on quality service delivery and train the direct service providers (lecturers and non teaching staff). It emerged that students have low opinion on quality service delivery in sections they have least contact with such as security, the front office and accounts sections. They felt that the staff in charge of security mistreat them by not allowing them to enter the

college premises especially when they have not paid school fees on due dates.

The accounts section was rated as the harshest in dealing with students and refusing to understand students' financial situations. The front office emerged as the leading section in quality service delivery. All respondents were in agreement that front office staff was very courteous, friendly and always willing to assist students in choosing their right courses. They were also very fast in solving students' issues on time. However respondents errored the section in giving wrong information on course qualifications leading to some students taking courses they do not qualify.

Other sections of concerns to students were the class rooms' cleanliness. This was reported by 83% of the part time respondents that they find classes quite dirty and dusty. The computer laboratories were also cited as area that required a lot of improvement in terms of accessibility to computer labs. Wireless internet availability was cited as a major area of students' dissatisfaction considering that this service supplement shortage of computer laboratories. On inadequacy of computers during practical, respondents felt that the 4:1 ratio of students to computer needs to be changed. On the basis of the above the following training was identified as essential for quality service delivery.

i.   Teaching staff were found to be in shortage of skills on time management, public and customer relations as well as skills on

record keeping. They also required training on delivery of content in classes.

    ii.   Non teaching staff was also found to be in need of training to equip them with skills on public and customer relations, cleanliness and security management. There was also need to restructure placement of non teaching staff (in particular the front office staff and security team) to place them in their areas of specialization or offer intensive training to the non teaching staff for them to be able to improve on quality of services.

5.2 Conclusions.

Providing quality tertiary education services is a major challenge today due to the pressure of inadequate resources amid cost minimization. This is notable in private colleges whose driving force includes profitability. Providing services whose quality is lower that what students expect or anticipate is a sure path leading to students' dissatisfaction. Due to increased competition in offering tertiary education, there are an increasing number of tertiary colleges within any locality, widening students' choice in regard to which college to attend. Further, these colleges are offering almost similar courses.

From the results it is clear that service quality in Zetech College has fallen short in some aspect in some others, exceeded expectations. Thus, it suggests that aspect service aspects showing negative deviation need to be improved on order to improve service quality at Zetech College.

5.2.1. Students' expectations on the quality of tertiary education services at Zetech College.

The Zetech College service quality expectation is 85%. Sixty two per cent (62.5%) of services being provided in Zetech College is below what the customers (students) expect. Students have very high expectations on service quality that touches on them directly notably: capability and ability of lecturers to deliver subjects contents in classes, staff response speed in solving students' problems, staff availability to assist students and lecturers attendance to classes.

5.2.2 Current service quality level at Zetech College.

The current service quality performance level is 37.5%. Of the sixteen (16) sampled services six (6) were performed beyond what students expected. Sixty two per cent (62.5%) of services being provided in Zetech College were below what the customers (students) expected. Failure to meet students' expectations meant service quality was below what students expected and has therefore resulted to the increase in students complains on service quality levels. The researcher therefore concludes that the College's service charter has not met its objective of improving service quality level in Zetech College

5.2.3. **Service quality gap**

Of the sixteen (16) sampled services ten (10) had a negative deviation between students' service quality expectations and performance. In total there was a negative deviation of -2.41. Taking 7 to be the highest level of expectation and performance, the performance deviated negatively by -2.41 to 4.59 (34.4%).This negative deviation

has been contributed by service elements such as poor admission and registration procedure, lateness of lecturers in attending classes, poor and inaccurate records kept, low level of cleanliness of classes and offices and the level of individualized attention to students is very. This has been associated to large number of students per class.

5.2.4 Customer service training requirements for the service providers.

The current skills level on non teaching staff is not sufficient (skills gap) to offer quality services. From the study it was noted that skills of the service providers are directly related to quality of services provided. Majority of non teaching staff did not posses the requisite skills to handle students such as public relations and customer service skills. This also applied to members of staff who were Degree holders. Junior subordinate staff such as security staff is form four leavers and not in possession of any other qualifications. These categories of staff need additional training to be able to handle students to their expectation.

Since all tertiary colleges aim at growing, un controlled growth is directly and negatively affecting quality of services provided and therefore balancing growth and quality is necessary. If growth continues but not accompanied by increase in service providers such as front office staff, lecturers and administrators and facilities/equipment such as classes, computer laboratories, computers and library poor quality services' problems may not be eliminated. This may be argued as the main course poor service quality and the course of not able to meet student's expectations.

5.3 Recommendations.

Whereas majority of the students make an assessment of a college quality by whether or not they pass their examination, the services they receive from the point they join the college to the end of their course is important in determining whether they will be satisfied, dissatisfied , leave or stay in the college. The important role of measuring service quality in achieving students' satisfaction is often understated, misunderstood or disregarded in higher education. There is a need for non teaching staff, teaching staff and administrators to be held accountable for effectively meeting or exceeding students 'service quality expectations**.** Students forms expectations each time they come in contact with the college and it is the results of these expectations that drive to the following recommendations for this study.

5.3.1 Meeting students' expectations on service quality.

   i. Regular feedback need to be solicited from students to be able make assessment of how services being provided are meeting students' service quality expectations**.**

   ii. The individuals and departments that consistently meet higher level of students' expectations should be rewarded.

   iii. Support staffs that are not focused on meeting students' expectations should be mentored, coached or trained to provide a higher level of service quality.

   iv. Students need to be involved on a continuous basis to evaluate services being provided for the management to monitor whether or not students' expectations are being met.

v.   The college needs to automate its students' financial records and academic records to increase the ease of accessibility to these records.

5.3.2   Service quality performance.

There is need for Zetech College to take a decisive role in dealing with low service quality performance**.**

i.   Revising the current service charter and include students, expectations in its revise to incorporates their service quality expectations.

ii.   The college needs to revise policies, practices and procedures that interfere with meeting students service quality expectations. The specific procurement policies need to be tied to meeting service quality expectations rather than meeting cost minimizations objectives. Specifically, procurement of computers, space, library materials and support staff need to be revised.

5.3.3   Correcting the current negative deviation.

Students expect the college to be focused their academics, social and emotional needs.

i.   There is a need to develop a student centric mission statement to spearhead satisfaction of students' service quality expectations.

ii.   The management and the frontline service providers should have a portion of their compensation tied to the improvement of quantitative students' service quality expectations.

iii. Zetech College is currently operating with quality assurance aspects merged within the responsibilities of respective heads of departments. The college needs to establish an independent quality assurance department to take charge of quality assurance issues across all services provided by the college.

iv. To improve on service quality in academics, classes should not exceed 45 students per class for easier student-teacher interaction and monitoring.

5.3.4 Training service providers

From the research findings, it is clear that many members of staff in different departments lack skills that relates to quality service delivery.

i. Regular training sessions need to be conducted for all persons involved in service provision at Zetech College to continuously prepare them to provide quality services that meet students' expectations.

ii. The is also a need for the college to provide service quality training to is staff that promote friendly, caring services, problems solving and recovery from mistakes which are very critical in building students satisfaction and assurance on services provided.

5.4 Suggestions for further research.

The researcher has suggested that:

i. Since this study was a case study of Zetech College, a survey of several colleges may be conducted to measure service quality. Similar studies may

also be conducted at public tertiary college and universities which may not be inclined towards profits.

ii.   In Zetech College, majority of the courses offered are business and information technology related and a similar study need to be conducted in other tertiary colleges offering courses in other fields of study such as nursing and non academic training.

iii.   Similar measurements of service quality need to be conducted using different measurement models other than SERVQUAL model.

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APPENDICES

APPENDIX l: QUESTIONNAIRE FOR STUDENTS.

The purpose of this questionnaire is to obtain sincere information on service quality at Zetech College. The information obtained will be used to measure service quality at Zetech College.

Read the instructions for each question carefully and give the appropriate responses. Do not write your name anywhere in this questionnaire. (The information provided will be treated confidentially)

SECTION A

This section is designed to gather the general information about yourself and the College. Please indicate your answer by ticking or filling in the correct answer in the given places.

1. What is your Gender?   Male (   )   Female   (   ).

2. What is your purpose of enrolling at Zetech College? (tick one)

(a) No definite purpose in mind ( )

(b) To fulfill my sponsor's desire   ( )

(c) To take a job related course. ( )

(d) To take a course for self improvement. (   )

(e) To take a course necessary for transferring to another college. ( )

(f) Any other reason_____.

3. What course are you studying at Zetech College? _____.

4. What is your mode of study? Full time ( ) part time ( )

5. How do you pay for your studies? Self sponsored ( ) sponsored by parents/guardian (

) government sponsored ( ) sponsored by other organizations/ individual(s)   ( ).

6. How did you get to know Zetech College? _____

    SECTION B

    RELIABILITY

    7. (a) At the point of registration, is the process done timely and error free?

Yes [＿＿＿＿]   [＿＿＿＿]

(b) Describe your expectation on the Zetech College registration and admission

process.   7 Excellent   [＿＿＿]

            6 Extremely good [＿＿＿]

5 Very good   [＿＿＿]

4 Good   [＿＿＿]

3 Slightly good [＿＿＿]

2 Fair   [＿＿＿]

1 Poor   [＿＿＿]

(c) Rate the admission and registration services received at Zetech College.

1   Poor   [＿＿＿]

2   Fair   [＿＿＿]

3   Slightly good [＿＿＿]

4   Good   [＿＿＿]

5   Very good   [＿＿＿]

6   Extremely good [＿＿＿]

7   Excellent   [＿＿＿]

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8. (a) Does the college keep the students records accurately? Yes ☐ No ☐

(b) Describe your expectations on the accuracy in record keeping at Zetech College?

7 Excellent ☐

6 Extremely good ☐

5 Very good ☐

4 Good ☐

3 Slightly good ☐

2 Fair ☐

1 Poor ☐

(c) Rate your expectation on the accuracy of recordkeeping at Zetech College

1 Poor ☐

2 Fair ☐

3 Slightly good ☐

4 Good ☐

5 Very good ☐

6 Extremely good ☐

7 Excellent ☐

9. (a) Describe your expectations on the lecturers' attendance to classes on time.

7 Excellent ☐

6 Extremely good ☐

5 Very good ☐

4 Good ☐

3 Slightly good ☐

2 Fair ☐

1 Poor ☐

(b) Describe the reliability of the lecturers in attending classes on time.

(i)   Less than 10 per cent   1   ☐

(ii)   11 to   20 per cent   2   ☐

(iii)   21 to40 per cent   3   ☐

(iv)   41 to   60 per cent   4   ☐

(v)   61 to   80 per cent   5   ☐

(vi)   81 to 100 per cent   6   ☐

(vii)   Above 100 per cent   7   ☐

(c) To what extent are your lecturers capable and proficient in what they teach? (i)

They have mastery of the subject.   ☐

(ii) They lack mastery of the content   ☐

10. (a) Describe your expectation on lecturers' capability and proficiency in teaching.

7 Excellent   ☐

6 Extremely good   ☐

5 Very good ▭

4 Good ▭

3 Slightly good ▭

2 Fair ▭

1 Poor ▭

(b) Rate your lecturers' current capability and proficiency in teaching.

1   Poor ▭

2   Fair ▭

3   Slightly good ▭

4   Good ▭

5   Very good ▭

6   Extremely good ▭

7   Excellent ▭

(c) Describe how your expectations were not met in 10 (a)

above._____

_____

11. (a) What was your expectation on non teaching staff capability and proficiency

in offering non academic services?

7 Excellent ▭

6 Extremely good ▭

5 Very good ▭

4 Good ▭

3 Slightly good ▭

2 Fair ☐

1 Poor ☐

(b) Rate the non teaching staff capability and proficiency in offering non academic services.

1 Poor   ☐

2   Fair   ☐

3   Slightly good ☐

4   Good   ☐

5 Very good   ☐

6 Extremely good ☐

7 Excellent   ☐

(c)   Describe   how   your   expectations   were   not   met   in   (a) above.._____

_____

ASSURANCE

12 (a)At the time of joining Zetech College, what were your expectations on the staff's friendliness and courtesy towards students?

7 Excellent   ☐

6 Extremely good   ☐

5 Very good   ☐

4 Good   ☐

3 Slightly good   ☐

2 Fair ☐

1 Poor ☐

(b) Describe the current level of friendliness and courtesy of Zetech College staff.

Extremely friendly and courteous ☐

Very friendly and courteous ☐

Friendly and courteous ☐

Somehow friendly ☐

Not friendly and lack courtesy ☐

Not friendly -and completely lack courtesy ☐

(c) Describe to what extent your expectations on staff friendliness and courtesy are

not met

_____

_____

13. (a) What was your expectation on Zetech College employees in solving your

problems?

1   Excellent ☐

6 Extremely good ☐

5 Very good ☐

4 Good ☐

3 Slightly good   ☐

2 Fair   ☐

1 Poor   ☐

(b) Rate how your expectations in (a) above were met.

1   Poor   ☐

2   Fair   ☐

3   Slightly good   ☐

4   Good   ☐

5   Very good   ☐

6   Extremely good   ☐

7   Excellent   ☐

(c) In (a) above, explain how your expectations were /are not

met._____

_____

14. (a) Comment on the security measures put in place to protect Zetech College

students.

_____

_____

(b) Describe your expectations on security measures to protect Zetech College

students.

7   Excellent   ☐

6 Extremely good   ☐

5 Very good   ☐

4 Good   ☐

 3 Slightly good   ☐

2 Fair   ☐

1 Poor   ☐

    (d) How were your expectations in (a) above met/ not

      met._____

      _____

TANGIBILITY

15. (a) Describe the cleanliness of the offices and class rooms at Zetech College.

    7 Excellent   ☐

    6 Extremely good   ☐

    5 Very good   ☐

    4 Good   ☐

    3 Slightly good   ☐

    2 Fair   ☐

    1 Poor   ☐

(b) How were your expectations in (a) above met?

    1   Poor   ☐

    2   Fair   ☐

    3   Slightly good   ☐

    4   Good   ☐

    5   Very good   ☐

6   Extremely good   ☐

7   Excellent   ☐

(c) Describe how your expectations in (a) above were/were not

met._____

_____

16 (a) Describe your expectations on the quality of Zetech College facilities and

equipment.

7 Excellent   ☐

6 Extremely good   ☐

5 Very good   ☐

4 Good   ☐

3 Slightly good   ☐

2 Fair   ☐

1 Poor   ☐

(b) How were your expectations in (a) above met.

1   Poor   ☐

2   Fair   ☐

3   Slightly good   ☐

4   Good   ☐

5   Very good   ☐

6   Extremely good   ☐

7   Excellent   ☐

(c) In which of the category can you place Zetech College facilities.

a. can't tell   1 ☐

b. Outdated and functioning   2 ☐

c. Outdated and broken down 3 ☐

d. Modern and broken down   4 ☐

e. Old and functioning   5 ☐

f. Modern and functioning   6 ☐

g. New   7 ☐

17. (a) Describe your expectations on the quality of teaching at Zetech College.

7 Excellent   ☐

6 Extremely good   ☐

5 Very good   ☐

4 Good   ☐

3 Slightly good   ☐

2 Fair   ☐

1 Poor   ☐

(b) Rate the current level of quality of teaching at Zetech College.

1   Poor   ☐

2   Fair   ☐

3   Slightly good   ☐

4   Good   ☐

5   Very good   ☐

6   Extremely good ☐

7   Excellent   ☐

(c) Describe issues related to non achievement of expectation stated in (a) above._____

_____

EMPHATHY

18. (a) What were your expectations in Zetech College staff in giving individualized attention?

       7 Excellent   ☐

       6 Extremely good   ☐

       5 Very good   ☐

       4 Good   ☐

       3 Slightly good   ☐

       2 Fair   ☐

       1 Poor   ☐

(b) At present, rate the staff on how they give individualized attention.

     1   Poor   ☐

     2   Fair   ☐

     3   Slightly good   ☐

     4   Good   ☐

     5   Very good   ☐

     6   Extremely good ☐

7   Excellent   ☐

(c) How were your expectation in (a) above met/not

met_____

_____

19(a) Describe your expectation in the convenience of accessing Zetech College

facilities and classes.

   7 Excellent   ☐

   6 Extremely good   ☐

   5 Very good   ☐

   4 Good   ☐

   3 Slightly good   ☐

   2 Fair   ☐

   1 Poor   ☐

(b) At present, rate the convenience in accessing Zetech College facilities and classes.

   1   Poor   ☐

   2   Fair   ☐

   3   Slightly good ☐

   4   Good   ☐

   5   Very good   ☐

   6   Extremely good ☐

   7   Excellent   ☐

(c) Explain the factors hindering meeting of the expectations in (a)

above_____

_____

RESPONSIVENESS

20(a) what was the extent of your expectation on lecturers and other staff readiness to

assist students when in problems.

7 Excellent ☐

6 Extremely good ☐

5 Very good ☐

4 Good ☐

3 Slightly good ☐

2 Fair ☐

1 Poor ☐

(b) What is your current rating on the above aspect?

At present, rate the convenience in accessing Zetech College facilities and classes.

1 Poor ☐

2 Fair ☐

3 Slightly good ☐

4 Good ☐

5 Very good ☐

6 Extremely good ☐

7 Excellent ☐

(c) Describe factors that have led to non achievement of (a) above -

_____

_____

21 (a) Describe your expectations on the availability of staff to serve students.

    7 Excellent   ☐

    6 Extremely good   ☐

    5 Very good   ☐

    4 Good   ☐

    3 Slightly good   ☐

    2 Fair   ☐

    1 Poor   ☐

(b) Rate the current performance on availability of staff to serve students

    1   Poor   ☐

    2   Fair   ☐

    3   Slightly good ☐

    4   Good   ☐

    5   Very good   ☐

    6   Extremely good ☐

    7   Excellent   ☐

(c) Describe factors for non achievement of (a) above -

_____

_____

22 (a) Describe your expectations on the Zetech College staff response speed to students' needs and problems.

7 Extremely fast ☐

6 Very fast ☐

5 Fast ☐

4 Fairly fast ☐

3 Slow ☐

2 Very slow ☐

1 Extremely slow ☐

(b) Rate the currents staff response speed to students' needs and problems.

7 Extremely fast ☐

6 Very fast ☐

5 Fast ☐

4 Fairly fast ☐

3 Slow ☐

2 Very slow ☐

1 Extremely slow ☐

(c) What could be the course of non attainment of the expectation in (a)

above_____

_____

SECTION C

23. Given a chance to take another course, would you consider furthering your studies

at Zetech College?   Yes ☐   No   ☐

24. Briefly explain your level of satisfaction with the service quality at Zetech College.

_____

_____

25. Given a chance to recommend area to improve service quality, what would be your recommendation?

_____

26 Describe the areas that you feel a leading in service quality at Zetech College.

_____

_____

THANK YOU FOR YOUR COOPERATION.

APPENDIX II: WORK PLAN

DURATION (2014)	FEBRUARY			MARCH				APRIL		May
Phase description	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week1,2,3,4
Proposal writing	■	■	■							
Submission for defence				■						
Defence					■					
Correction						■				
Data collection							■			
Data analysis and interpretation								■		
Writing research report and corrections									■	
Submission of final research project										■

APPENDIX III: BUDGET

ACTIVITY	UNIT	UNIT COST ksh	TOTAL COST kshs
Stationery			
Ball pens	10	15	150
Files	5	60	300
Foolscaps	5 reams	500	2500
Photocopy papers	5 reams	600	3000
Sub total			**5,950**
Secretarial and other Services			
Typing proposal	60 pages	20	1200
Typing project	200 pages	20	4000
Photocopying questionnaire	350 pages	3	1050
Printing proposal	60 pages	10	600
Printing project	10copies	1000	10,000
Data processing			4000
Research assistants	4 x 4 days	1000	16000
Sub total			**32,850**
Total			**38,700**
Grand total plus 10%			**42,570**

APPENDIX IV: AUTHORITY TO CARRY OUT PROJECT RESEARCH

The Human Resource Manager,

Zetech College,

P.O Box 2768-00200

Nairobi

Dear Madam.

RE: REQUEST TO CARRY OUT PROJECT RESEARCH

Am a student at Kenyatta University Pursuing a Masters in Business Administration

Degree (M.B.A). I am requesting to carry out my research project within the College

and at Agriculture house campus. The title of my projects is

"A**n analysis of service quality measurement in tertiary colleges in Kenya: A case

study of Zetech College**".

The purpose of this letter is to request for approval to do the research project.

Yours faithfully

Raphael Mputhia