

**AN ANALYSIS OF THE FACTORS INFLUENCING THE
PERFORMANCE OF SELF-SPONSORED
PROGRAMMES IN INSTITUTIONS OF HIGHER
EDUCATION IN KENYA:**

A case of the University of Nairobi

BY

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
MASTER OF SCIENCE (MARKETING) IN THE SCHOOL OF
BUSINESS, KENYATTA UNIVERSITY

SEPTEMBER 2005

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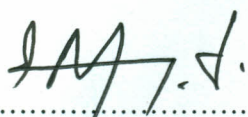
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2009/339369

DEDICATION

This work is dedicated to my loving parents, Mr. and Mrs. Joseph Atela, for their blessings and investment in me.

ACKNOWLEDGEMENTS

I appreciate the support and intellectual guidance of my supervisors; Dr. Ombuki, Dr. Khayota and Dr.Ogutu. Their incisiveness in research has seen the fulfillment of this piece of work.

I am grateful to Mr. Mike Bowen for his statistical insights, Mrs. Khaoya, Mr. Micheni and Mr. Kinyanjui for their sacrificial contributions as research assistants. I appreciate the library staff of the Ministry of Education, Nairobi University and Central Bureau of Statistics for their assistance in accessing relevant journals, documents and publications in the compiling of this work.

I would not forget the moral support of all my classmates in the MBA class of 2003/2004, who together encouraged each other even when it looked like impossible.

I pride the support and patience of my loving wife, Mercy and daughter, Hope, who through these trying years of study have not only put up with my inconveniences but also provided a supportive environment for the realization of this goal.

My overriding gratitude is to God for His grace and wisdom through the whole period of my studies.

Together, we own this masterpiece. Thanks.

ATELA O. SOLOMON

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LIST OF ABBREVIATIONS

C.H.E	Commissioner of Higher Education
GoK	Government of Kenya
HE	Higher Education
HELB	Higher Education Loans Board
ICT	Information and Communication Technology
IMIS	Information Management and Systems
JKUAT	Jombo Kenyatta University Of Agriculture and Technology
KSPS	Kenya School of Professional Studies
KU,	Kenyatta University
MNGT	Management
MOEST	Ministry of Education, Science and Technology
NTEUA	National Tertiary Education Union of Australia
PGRD	Postgraduate Students.
Private Acc/Uacc	Private Accredited/Unaccredited
SERVQUAL	Service Quality Model
SSP	Self-sponsored programs
TQM	Total Quality Management
UNES	University of Nairobi Entrepreneurial Services
UN	United Nations
UND	Undergraduate students
UNESCO,	United Nations Environmental, Social and Cultural Organization
UON	University of Nairobi
USIU	United States International University

DEFINITION OF TERMS

Consumer: These are individuals who use for personal or group, the services and products of self-sponsored programmes, herein categorised as students, and staff (teaching and management staff).

Consumer expectations: Are standards or reference points for performance against which service experiences are compared influenced by customer beliefs and values.

Consumer perception: These are subjective assessments of actual service experiences.

Innovation: The generation of a new idea and its implementation into a new product/service or process.

Performance: This is the extent and ability of the self-sponsored programmes to meet the desired objectives/goals of the consumers through a defined process and standards.

Self-sponsored program: Also called parallel or module-II programs. These refer to the degree programs initiated by the university to meet the needs of self-sponsored students i.e. those not funded through the HELB.

ABSTRACT

Education is a social and interactive relationship. Academic governance, accessibility and quality have become key academic performance indicators and subsequently a means of comparison amongst institutions and respective programmes. As competition for higher education shifts from being the preserve of the public sector, these factors are bound to influence academic performance and evaluation globally and nationally, and therefore consumer perceptions of these services. Higher education in particular demands adequate resource and capacity development for effective service performance. In Kenya, consumers of higher education services particularly self-sponsored programmes, expect a holistic approach that meets not only their intellectual needs but also social and community needs. Through a descriptive survey of 250 staff and students of the University of Nairobi, this study examined and analyzed the factors that influence the performance of the self-sponsored programmes offered by the institution with a view to establishing consumer priorities. It established that consumers attach a greater value for a conducive academic environment especially facilities/equipment, interactive communication and being treated with respect and dignity (empathy) in the delivery of academic services. It is therefore imperative that the university facilitates a more consultative and performance-based approach in the management and delivery of quality and relevant courses in respective programs as a package to stem any negative perceptions of being unresponsive to market and consumer dynamics.

CHAPTER ONE

INTRODUCTION

1.0 Overview of UON

The University of Nairobi began as a college for technical and commercial labour in the colonial regime within the East African colony. On 25th June 1961, the college became the 2nd University College in East Africa under the name Royal College Nairobi, later renamed University College, Nairobi on 20th May 1964. Degrees and diplomas were awarded under the University Of East Africa by 1966. With the dissolution of the University Of East Africa in 1st July 1970, each country set up its own national university hence the birth of the University of Nairobi by an Act of Parliament, Cap 210 of the laws of Kenya. Since 1970, the university has grown from a student population of 2,768 (2,584 undergraduates, 184 postgraduates) to a college-based university serving over 22,000 students as at 2001/2002 academic years.

In just over 30 years, higher education in Kenya has expanded from a single university(UON) to the current 7 public and 17 private universities, all seeking to meet the growing demand for higher education regionally and locally.

1.1 Background of Self-Sponsored Programs in Kenya

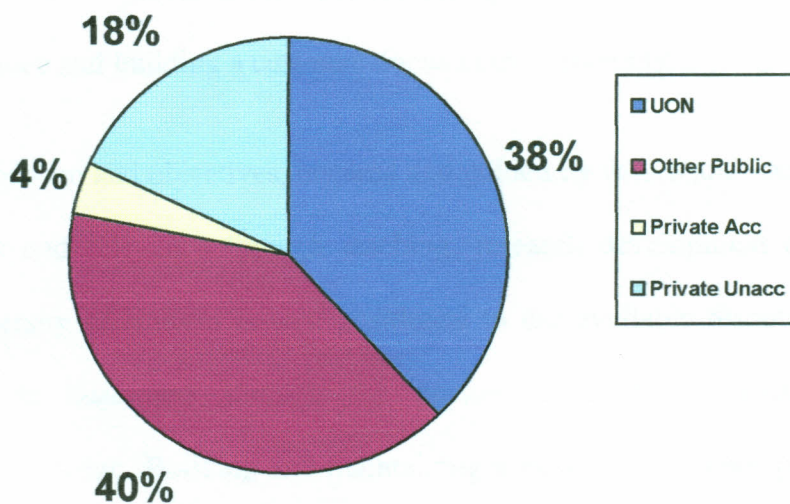
The challenges of globalization and liberalization, rising costs, declining government funding for public universities and changing priorities necessitated increasing search for alternative sources of funding for infrastructural development, teaching and research to compliment inadequate central government funding amongst public universities. Rising demand for higher education created an opportunity for private investors to try bridge the gap between the supply and demand for higher education globally.

Over the years, the development of higher institutions of learning especially in the developing world has seen a formidable 'massification' of higher education with governance and quality not matching the pace. Academic programs that are more flexible in response to market needs have been developed; distance learning, open learning and part-time degree programs to compliment the traditional regular class-based approaches.

The introduction of parallel degree programs by public universities in Kenya resulted into phenomenal growth in university enrollment since the late 1990s. It opened up competition amongst these institutions locally and internationally. In response to rising demand and need for extra finances, the UON opened its doors for continuing education through its self-sponsored degree programs in 1998, the first in the country amongst public universities. The university currently offers approximately 24 degree programmes through the program. These programmes are more flexible and accessible to most working persons through evening and weekend classes.

UON accounts for about 53.8 % of the entire self-sponsored degree enrollment amongst public universities in the country and about 36% of all regular student enrollments in the universities and therefore a market leader in the HE sector locally. The university's enrollment in the program in the 2004/2005 academic year surpassed regular program (module-I) enrollments. The university therefore decided to set up a company, University of Nairobi Enterprises and Services Ltd. (UNES), to improve on efficiency and management of the program.

Fig 1: Student Enrollment (2004/2005)



However, the university faces various challenges in the delivery of these programs: financial constraints, political pressures, socio-economic changes, competitive pressure and technological advancements. The challenge of under capacity relative to demand has necessitated hiring of additional class space. In the midst of this, the university is faced with the task of controlling costs, attracting more students and staff and maintaining quality academic standards to create and build consumer satisfaction and value in its programmes.

It is observable that students and graduates can be only be regarded to have received quality education if in their behaviour, they display confident maturity of subject matter and proficiency in application in reference, at least to the discipline of their university specialization (Acholla et. al, 1989). Consumers demand value in academic quality and delivery despite resource constraints. Being a public institution, many consumers look to the University for quality and relevant programs at the lowest cost possible.

Apparent declining public confidence in higher education institutions indicates underlying program issues and perceptions that should warrant a re-examination of university programs (Palmer, 1988). The C21st is knowledge based and the university has to invest in knowledge assets to ensure quality performance. Understanding consumer demands is critical for program performance and building a customer-focus in the university.

In upholding its mission and objectives, inspired and guided by values and commitment to the virtues of quality and relevance through teaching, research development and community service, the University of Nairobi is well positioned to use available resources to meet the expectations of its customers through the pursuit, development, dissemination and preservation of knowledge. Building and maintaining a positive consumer perception about the institution and its self-sponsored programmes is essential for corporate and brand development within the education sector globally and regionally.

1.2 Statement of the Problem

Education is a social and interactive relationship. It should not be considered as a commodity or consumers as just shoppers or numbers. It is important to consider 'qualities' and not just 'quality' (Schuller, 1991). An effective academic programme ought to be responsive to changing consumer and market dynamics. The tastes and preferences of consumers especially in a knowledge-driven workforce within a highly interactive environment are dynamic and volatile hence can never be assumed by any higher education provider.

Since early 1998, self-sponsored degree programmes in the UON have been a core service of the university, contributing enormous financial resources. However, growing service quality problems in higher education globally amidst rising demand and inadequate capacity of higher education institutions to handle and deliver value to their consumers remain major impediments in higher education governance, accessibility and quality (World Bank Report, 1998). This brings into focus the general performance of self-sponsored programs of the university.

The qualitative and structural changes in higher education have been fundamentally inconclusive in terms of research findings, with the greatest unfinished work being in structure and content of courses, as most programs are rather adhoc in development (Schuller, 1991). This assertion brings into focus the need to re-evaluate the design and development of higher education programs not just to respond to quantitative demand but more to the expectations of users.

The flagging-off of mass education tacitly compromised the quality of higher education in Kenya, whose result is evidenced in teaching, learning and research output (Kilemi and Abagi, 1992). While efforts to enhance higher education accessibility are plausible, the issues of governance and quality of providers and programmes offered have not received adequate attention, especially from a consumer focus.

According to MOEST (Master plan on Education and Training, 1997-2010), rapid quantitative growth in the universities resulted into a downturn in relevance and quality. Serious shortfalls and inadequacies in areas such as physical facilities, teaching and learning management technologies, research amenities, professional and management staff are evident characteristic of this.

Higher education service providers are vehicles of social and economic development facilitating equitable resource allocation and capacity building. Most studies in higher education have often overlooked the importance of service performance: quality and governance, as major drivers of consumer choice and satisfaction.

If the quality of any education service depends on the skills and attitudes of those providing the service, then they need to be reassured that their work is appreciated. Similarly, students who have already signed up for the service need reassurance that they have made the right decision. Higher education institutions must make the effort (and seen to be) to understand and incorporate the expectations of its key stakeholders in the design and development of any academic program. The immediate consumers; staff and students of a self-sponsored program are important in evaluating the general performance and therefore its success.

1.3 Objectives of the Study

The main objective of the study was to analyze the factors influencing the performance of self-sponsored programmes in institutions of higher education in Kenya: a case of UON, with a view to identifying and understanding consumer priorities in the program.

The study sought the following specific objectives:

- a. To find out how the organizational structure and management of the UON influence the performance of self-sponsored programmes.
- b. To find out how the academic service environment of the UON influences the performance of self-sponsored programmes.
- c. To examine the influence of technology usage and innovation by the UON on the performance of self-sponsored programmes.
- d. To establish how communication and marketing by the UON influence the performance of the self-sponsored programmes.
- e. To find out how the fees and associated costs by the UON influence the performance of self-sponsored programmes .

1.4 Research Questions

The study sought to answer the following questions to achieve the above objectives;

- a. To what extent does the nature and style of university management and structure influence performance of self-sponsored programmes?
- b. To what extent do the learning environment and support facilities affect the performance of self-sponsored programmes?
- c. What impact does communication and fees charged in the program have on the self-sponsored programmes?
- d. What impact does technology usage and innovation have on the performance of self-sponsored programmes?
- e. What are the expectations and perceptions of the consumers of self-sponsored programs in the UON?

1.5 Justification of the study

The UON and other higher education institutions in the country and region have an obligation to know what the consumers of its services/products feel, think and say. This will inform the development and relevance of self-sponsored programs amongst other university services. The findings and recommendations of this study shall be helpful to the UON and other higher education institutions in the country and region to:

- a. Embrace the importance of a customer-service orientation and performance-culture in academic services amidst growing negative public opinion. Most public institutions are often plagued with poor service orientation due to inherent and emergent system impediments and therefore urgently require a more purposeful customer-focus to meet customer demands and stem growing consumer apathy.
- b. Design and develop performance monitoring and evaluation systems that are market-driven and consumer sensitive in their programs. The current regulation in terms of quality assurance for academic programs by public universities are undertaken by individual institutions which may foster compromise thus the need for an integrated performance monitoring and evaluation system for any program before and after design and development.
- c. Reduce any resource wastage due to non-value adding activities by the university hence focus on the core business of information and knowledge dissemination. Customer focus facilitates the release of relevant resources to core academic and intellectual purposes away from non-core businesses. This will facilitate positive consumer perceptions and enhance quality in academic services.
- d. Identify possible opportunities in the market to exploit and weaknesses in the program to alleviate so as to deliver competitive services to both current and potential customers. The potential of self-sponsored programs given rising demand for continuing education is immense globally and HE institutions should consistently reposition themselves to serve emerging market segments/ niches for both knowledge and socio-economic development.

1.6 Scope of Study

The research was carried within the University of Nairobi, Nairobi, targeting self-sponsored students (undergraduate and postgraduate) and staff (lecturers and management) who are key users of the program services. The UON has the largest share of the part-time/self-sponsored students in the country. It has a wide scope of programs with industry and international linkages through partnerships in research and academic exchange providing valuable information. The university is easily accessible and its diverse constituents; student and staff population was conducive for relevant data and information collection. The study targeted only students and staff that were in session at the time of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The changes in higher education services have been a challenge to both the developing and developed countries. The desire and repositioning for survival, growth and sustainability by higher education institutions through profitable ventures is more real than ever in a global and liberalized environment. It is incumbent upon higher education institutions as service providers to be relevant to the market and customer needs in curricula design and development.

2.1 Consumer Perceptions

Perception is the meaning an individual assigns to an object or stimulus. Consumer behaviour is a function of social and environmental influences that determine tastes and preferences and therefore consumer choices. Consumers have pre-purchase performance expectations which are compared with post-purchase performance perceptions, the results of which may result into satisfaction or dissatisfaction. An institution has to match public perception with its institutional purposes. Image management to academic institutions is critical in avoiding and presenting a rather more academic image (Gray, 1991). A customer perspective would facilitate a positive organizational image and monitor consumer satisfaction.

Institutions often seek to influence perception of a service/ product in respect to price, quality and service. However, the major challenge is that consumer expectations and perceptions are always diverse in terms of quality, communication and delivery specifications. A product's image is as good as a consumer's perception of it. Making a decision on education is therefore an investment with inherent perceived risks which are weighed against expected benefits (Peter & Olson, 1999).

Consumers of any service would look for possible indicators of program performance in terms of governance, accessibility and quality. The prevailing academic conditions and environment, the general organizational structure and management, the cost of services provided and interpersonal relationship skills through effective information dissemination are common indicators. The way an institution is organized and managed gives birth to consumer predispositions about the organizations (Gray, 1991).

Consumers search for information about a course or program and the provider of the same. The impact of information and technology revolution in the C21st has facilitated this process by breaking hitherto organizational boundaries by improving information access between consumers and suppliers through internet capabilities. Increasing liberalization of education services and financing in public universities demands more accountability and customer responsibility. Academic program performance in terms of quality and delivery are therefore of paramount interest to consumers. With 90% of service operations being people-oriented compared to only in manufacturing operations (Gray, 1991), the heterogeneity of educational services and providers makes performance monitoring and evaluation critical.

The variability of services has often resulted into criticism of insensitivity to the needs of customers in educational services. The prominent perceptions (Robinson & Long, 1988) about educational institutions are:

- Hostile relationship between support and academic staff and students
- Jargon-ridden publicity and cheap communication
- Truculent caretakers
- Ignorant receptionists

These perceptions reflect on consumer confidence and trust in the governance and quality of services offered by the institution. It is necessary to identify and address key program performance influences and indicators to stem negative perceptions.

2.2 Factors influencing performance of Education Services

Educational services are processes and people-based rendering performance evaluation challenging. Just like any other service, the unique characteristics of academic programs make the delivery and performance quite challenging. Any higher education institution has to purposely address the issues of access, governance and quality in the delivery of its academic programs. This has to be against the background of dynamic consumer perceptions influenced by socio-cultural and environmental factors demanding that education providers be strategically proactive in meeting and managing such trends and volatilities (Kotler, 1985).

A recent survey (Interlab Science, Technology and HE, 2005) of world universities ranked the UON 24th in Africa and 4385th position globally. The survey examined research output, quality of graduates, facilities, general contribution to knowledge, levels of science

and technology application, use of information and technology and its presence in the Internet.

The challenges of academic service delivery and quality performance therefore demand focused management to provide requisite resources, policies and strategies to achieve organizational objectives and consumer satisfaction. The possible influences within and without the university can be summarized as organizational structure and management, service environment, communication (marketing), technology and innovation, and cost (pricing) of academic services/ products.

2.2.1 Organization structure and Management of the University

The role of the university management is to provide coherent, inspirational and practical leadership through clear mission statement, resource allocation and strategy formulation. The absence of these creates performance gaps. Higher education providers and managers need leadership to combat growing apprehension that they do not know where we are going (Fmr. Duke University President, Stanford (1977)).

Managing the internal and external expectations to deliver promises are key management responsibilities. University management should identify, isolate and effectively communicate the values, ideals and mission of the institution to all its stakeholders. It should manage customer expectations by varying academic service facilities and options, making realistic academic service promises in their academic marketing, improving customer information by preparing consumers for the service process, effective communication and appropriate and stable pricing (or costing) of academic services through design and implementation of appropriate pricing strategies.

Prudent and effective management structures and systems create a cutting edge in the market that enables a service organization to outsmart competition (Ivancevith, 1994). Public universities in the C21st should incorporate flexible management practices and organizational structures that are supportive of corporate objectives and success.

In Kenya, universities may not be living up to their roles because of their management systems that seem to trigger discontent and protests all of which seem to suggest dissatisfaction by the university constituents particularly the students (Sifuna, 1998). These may be the impact of inherent bureaucratic structures that often do not allow enough room for ventilation of any pent up issues.

In the C21st, the focus is not on size but efficiency and effectiveness of the entire organizational process in meeting defined corporate mission, objectives and delivering value to its customers (Bendell, 1993). The university should endeavour to approach its curricula management as a process and not just a program. The need for continuous quality planning, control and improvement in performance evaluation is crucial.

Quality planning deals with internal processes in respect to the external customer. It looks at the value-chain process in academic quality management. Planning for quality academic delivery targets both the output and the input functions. Organizational politics in the education sector should never cloud the commitment to performance in the quality and delivery of the any academic program (Bendell, 1993).

Management of HE institutions in quality planning should visualize academic performance and processes through the customer's eye to enhance delivery by continuous evaluation. The delivery process can be checked through an input-process-output approach to isolate and fill possible gaps. The attention should be on attracting and satisfying

customers (internal and external) more than on student recruitment. Restricting and directing consumer choice through manipulation in course choice should be avoided.

Societal changes require dramatic departures from current organizational structures, curriculum content, teaching practices, staffing patterns and institutional priorities if universities are to be significant players in the world (Sims, 1991). The delivery process ought to answer questions about customer satisfaction, the organizational structure to manage the process and the contribution of staff to program performance.

Quality control and improvement allow the university to set achievable standards, performance measurement and evaluation criteria throughout the program helping to reduce performance gaps. In higher education sector, students must be attracted to institutions by the courses offered and supporting facilities. The staff must be in tune with the industrial, cultural and commercial excellence in practice. Quality improvement has to be holistic, relative to purpose, performance and other providers in the industry. The university should seek to balance subject skill, knowledge, personal skills and attitudes. Staff and facilities improvement in the core business areas is a requisite in this process.

The challenges and costs of poor planning are immense thus can not be avoided. Quality experts estimate that the cost of poor service quality is about 20-25% of corporate sales revenue. About 85% of quality problems are due to faulty or flawed processes, procedures or systems while only 15% are due to employee error or carelessness (Berry, 1991).

2.2.2 Higher Education Service Environment

The environment, in which academic programs are offered constitutes the physical facilities, equipment, staff, students and community and therefore should offer a favourable academic encounter to staff and students. The service environment acts as a package, facilitator, socializer and differentiator in service performance amongst institutions (Zeithaml, 2004). It reinforces performance culture and supports service delivery.

The university (or campus) climate and infrastructure is important in creating a multi-cultural diverse environment that closely links the academic and student activities. Growing involvement of the private sector in education globally is shifting emphasis from traditional academic excellence per-see to infrastructure development. The environment provides tangible cues for evaluating the performance of academic services. Effective design and development of physical facilities is important in closing any performance gaps in educational programs. The academic environment in higher education institutions needs to support creativity and innovativeness.

Despite concerted efforts to improve structural aspects of the physical academic environment, the social and emotional environments are often given less focus in the universities. Since the introduction of cost sharing in public universities in Kenya, there has been an upsurge of social and moral challenges amongst students and the entire university community.

A review of the campus climate and infrastructure to encompass students, staff, alumni and trustees is important (Sims, 1991). It may therefore be necessary to refocus on the academic environment as a holistic package to enhance the academic encounter and performance of university programs to win the hearts and minds of consumers.

2.2.3 Communication (Marketing) in HE Programs

Communication and marketing are viable strategic tools to manage consumer expectations and perceptions especially in the service industry like education. Higher education providers require integrated marketing communication beyond common publicity and public relations to inform and remind the consumers of the existence of the institution and its services, differentiate the institution from competitors and manage corporate image. Potential and current customers have high expectations and therefore deserve to make informed decisions. However, many potential customers of the university are often not aware of the opportunities available to them.

Most education services are plagued with ineffective communication due to the orientation of 'mystique professionalism' (Gray, 1991). Increasing demand relative to supply has contributed to most academic institutions being accused of restricting and directing consumer choices. HE providers must embrace the benefits of an integrated approach to communication and marketing through adopting a maxi-marketing approach (internal, external and interactive) to sort out communication challenges.

Communication enables an institution to sort out public image and relation issues. Customers through word-of-mouth communication are the best ambassadors of an institution hence have both marketing and service delivery responsibilities. Creating and building a strong corporate image and brand identity for the university through market-focused courses is a sure way of beating competition and educational promotional strategy (Kapferer, 1995).

2.2.4 Technology and Innovation in HE Programs

The introduction of self-sponsored programs was a creative and innovative idea which needed to be managed and developed beyond design and implementation. The competitive ability of the program and its response to consumer and market changes is highly influenced by its technological adaptation for quality and process development. Higher education providers have to embrace management of information as a key resource in competitive ability and customer satisfaction (Sims, 1991).

It is important to build and sustain competitive advantage on the basis of technology. This requires leadership, technical and administrative skills. An integrated approach to program innovation and technology management is important for institutional efficiency and productivity. The management should therefore nurture and reward creativity to build a competitive position. The future of research and perhaps all higher education will depend on its leaders' willingness to admit change and act for the public good in a responsible, constructive and convincing manner.

Technology and innovation are crucial in cost-reduction and facilitating standardization of program performance elements. Most course development has been more product-led than market led, sometimes being the interest of academic staff (Gray, 1991). This approach provides an inadequate link with customers of the programs thus less innovative and relevant.

The trend in higher education is towards greater specialization with efficiency and effectiveness. Technological advancement allows the university to expand reach beyond national boundaries hence the need to integrate technological advantages with customer expectations and internal performance processes.

ICT revolution has seen the rise of virtual universities and on-line programs making education services more accessible at lower costs. Customers are more knowledgeable and therefore increasingly value, service and quality focused. However, most public universities have not fully adopted and integrated technological advancements in their management and processes. Despite the limitation of resources, there is every reason to foster innovativeness and creativity in the university as a centre of knowledge and research through internal capacity development in IT to help cushion against possible high costs in service delivery.

2.2.5 Pricing of HE Programs

In Kenya from the 1990s, higher education institutions have been going through financial difficulties especially government-funded institutions as central government priorities shifted to basic needs: health, poverty alleviation, basic education and security. Most of these institutions have had to seek for alternative sources of income through self-sponsored programs, enhanced strategic partnerships and industry linkages for research and capacity development. The fee and payments for teaching staff in these programs constitute major costs by higher education providers.

It is essential to match consumer benefits and the associated costs. Pricing of services and any related products is critical in shaping customer perception of value. Customer value is a function of price, quality and benefits sought:

$$\text{Customer Value} = \text{Benefits/Price.}$$

Consumers have varied dispositions to prices and costs. This makes it difficult for education providers to accurately cost academic services and products. It is often easier to set charges that mirror those of competitors. However, the flexibility in pricing allows the

institution to tailor its market offer and prices to the prevailing market-forces of demand for the various courses offered. HE institutions could strategically use pricing as a marketing differentiation tool to enhance and deliver customer satisfaction to target markets.

Cost reduction measures should be weighed against the impact on performance of service. It is prudent management not to use fees in academic services as a short-term cash flow crisis management strategy but as a competitive strategy to reinforce institutional mission and objectives in service delivery (Gray, 1991).

HE providers compete for scarce resources and the focus should be on performance delivery and not “private/quick-money”. Goodwill and price alone are no longer the major determining factors in consumer choice (Oakland, 1993). It therefore implies that costs alone can not attract and sustain consumer interest in university programs but the relevance to customer and market needs.

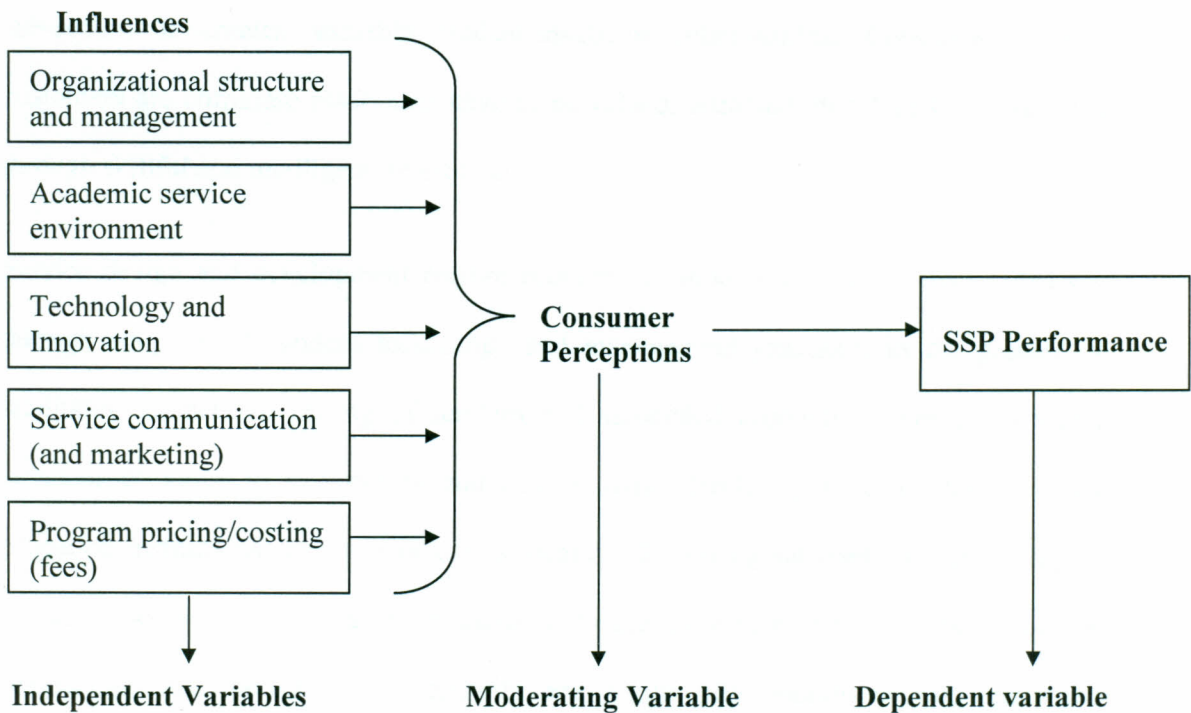
The quality of any education service depends on the skills and attitudes of those providing the service and they need to be reassured that their work is appreciated. Similarly, students who have already signed up for the service need reassurance that they have made the right decision. An analysis and evaluation of the management systems, facilities, communication effectiveness, technology usage and service (academic) environment as key performance influences provides a possible media to determine the responsiveness, reliability, assurance, empathy, tangibility and communication effectiveness of the university and its SSP programmes.

2.3 Conceptual framework

The desire to perform better encourages any organization to put in place supportive structure and systems that are customer sensitive and focused (Kotler, 2003). Consumer value and satisfaction are driven by consumer perceptions which are a function of the structure and management, service communication, pricing and costs, service environment and technological usage and innovation in an academic institution.

The performance of self-sponsored programs is critical in shaping consumer perceptions about the program. In the conceptual framework below, the organizational structure and management, service environment, technology and innovation, communication (marketing) and pricing/ costs are independent variables influencing the performance of self-sponsored programmes.

Fig. 2: Conceptual Framework



Education marketing rotates around governance hence the management of staff, curriculum and resources (Gray, 1991). Marketing and innovation are drivers of organizational success in a competitive and volatile environment. Consumer perceptions of academic service performance have resulted into close concerns about institutional and program marketing and governance as away of determining quality and value to customers. This brings into focus customer satisfaction vis-à-vis revenue generation and service competitive advantage.

The environment in which education services are provided ought to be appealing and supportive of effective learning. The competitive ability, attractiveness and quality of facilities by an institution create a unique service encounter and customer relationship.

Effective and efficient marketing communication allows the university to position itself and its programs in the minds of the consumers. Interactive marketing communication is a viable strategic tool for marketing promotion in a competitive environment like the HE sub-sector. It creates valuable student-instructor relationships. Consumers though customers are corporate assets that have to be valued, attracted, developed, and retained through skillful and intelligent investment.

Service design and development require economical, innovative and creative initiatives through adoption of modern technology and management practices. In the process, it facilitates competitive pricing of services and associated products. Prices are a visual indicator of value to a customer and can be used effectively to differentiate higher education institutions' program or course quality. Delivering satisfaction consistently in academic services is dependent on listening to the consumer and consumer-employee contact so that performance standards are continually monitored and enhanced (Bowie & Buttle, 2004).

“Good marketing practice is equal to good teaching practice”, (Robinson, 1988). Therefore creating a unique selling proposition requires integrating non-educational services with core academic services to provide a stimulating and exciting learning experience to the consumers. It is essential to go beyond presenting an academic image to matching public perception with institutional purposes.

2.4 Performance Measurement Indicators

The characteristics of services; intangibility, variability, heterogeneity and perishability make it difficult to standardize and measure academic services performance. However, the growing importance of services globally has resulted into the development of service quality indicators to gauge and evaluate the level of service performance vis-à-vis consumer satisfaction. Customers buy value derived from perceived or experienced satisfaction (Berry, 1991).

Measuring consumer perceptions include determining their expectations, satisfaction and importance (or priorities) in a service or product ((Bowie & Buttle, 2004). In using the SERVQUAL Model (Parasuraman et al., 1985), performance indicators can be measured by their reliability, responsiveness, assurance, empathy and tangibles. This model examines consumer expectations and perceptions using these indicators to determine performance gaps in service delivery and quality.

In higher education, the measures for service quality performance include accessibility, communication, competence, courtesy, credibility, reliability, responsiveness, security, tangibles and empathy (Seymour, 1992). These indicators underline key organizational values and internal capabilities that promote quality and continuous improvement.

Both the performance indicators in the SERVQUAL Model and by Seymour (1992) have been integrated and used in this study to analyze and examine the extent to which the university management and structure, communication (marketing), technology usage and innovation, service environment and the pricing /costing of self-sponsored programs meet consumer match perceptions about the program. The study adopted six main indicators; reliability, responsiveness, assurance, empathy, tangibility and communication.

Reliability is the ability to provide services dependably and accurately. Higher education providers should deliver on their promises, solve any consumer complaints to improve customer satisfaction and exceed expectations. This includes the competence and professionalism of the university staff in academic delivery.

Responsiveness is the willingness to help consumers and provide prompt service. Dealing with student and staff requests, problems with necessary attention, promptness and flexibility by university management reduces consumer dissonance. This demands innovativeness and creativity by the university in academic delivery.

Assurance refers to the ability of service providers to convey trust and confidence to build credibility. Higher education providers must be seen to be acting in the best interest of its consumers and other key stakeholders through internal competence.

Empathy is the ability to understand the customer and offer individualized attention or customer service. University staff should be polite, respectful and friendly in order to challenge die-hard student habits and culture. It is important in higher education service performance not to just provide education but also meet the educational needs of the customer.

Tangibility refers to the physical evidence and constitutes the appearance of physical facilities, personnel, communication materials and equipment that should be consistent with the desired image. Access to service (location and safety) should be convenient and well communicated. Electronic or on-line services should ensure efficiency, fulfillment, reliability and privacy.

Communication refers to the ability to provide clear information and response to consumers. Most of students come to the university having scanty information from friends and media thus need clear direction from the staff and administration on the services provided for a convenient and delightful learning experience.

2.5 Performance Gaps Analysis

Customer evaluation of service quality and delivery can be summarized through a performance gaps analysis. A comprehensive model for analyzing service performance using a Gaps Model of Service Quality (Parasuraman et al., 1992) has been used to compare consumer satisfaction and importance ratings in the self-sponsored programs.

The gaps model brings into focus customers and service excellence by comparing their expectations with their perception of service performance. It identifies sets of links between the activities of the organization to deliver quality services to the customer. Any performance gaps are hurdles in service delivery. The model can be used to identify and eliminate critical performance gaps.

Whenever consumer expectations exceed perceived service ($ES > PS$), then a consumer experiences unacceptable service performance. If perceived service exceeds expectations ($PS > ES$), then a consumer experiences acceptable/ideal service performance and if

perceived service matches expected service (PS=ES), then the consumer experiences satisfactory service performance (Zeithaml, 2004).

Performance gaps in academic services may result into program failure. Several factors may lead to such gaps (Bowie & Buttle, 2004). These include undelivered promises e.g. facilities and services not available yet promised, disappointing physical environment e.g. damaged furniture, poor hygiene standards, poor or tired décor, unwelcoming atmosphere, uncaring employees, or even worse, who are rude to customers and inadequate knowledge and information by management of customer expectations due to lack or inadequate market research .

Customer satisfaction demands that service delivery is analyzed against customer expectations. From a consumer perspective, it is crucial for the university and its staff to keep promises. Breaking a promise to a customer leads to customer disappointment.

2.6 The Future of Self-sponsored Programs in HE

The continued pursuit of higher education by African students and Kenya in particular abroad poses the question on what our system has not done to meet its customer needs. The challenge of brain-drain from Africa to the Western or developed economies is still a hurdle towards higher education quality and delivery. Competition though a fundamental part of a free market, has fueled this trend aggravated by intense marketing by higher education institutions globally to meet the available demand.

Creating and sustaining a competitive position in a changing global and liberal environment is always an organizational dilemma. In the C21st, most academic programs and strategies should get closer to customers to counter competitive threats and strengthen competitive advantages. It is essential to understand the competitive environment, nature

and scope of the market diversity in curriculum management to enhance quality and delivery (Pearce II, 1997).

Competitive pressure in higher education is shifting from cost (pricing) as a strategy to differentiation and focus strategies. Performance-based organizations stay competitive in terms of service performance. Academic institutions should develop and strengthen requisite core competencies (assets, structures, values) and distinctive capabilities (innovation, skills). Building a portfolio of competencies rather than a portfolio of courses is a viable strategic option for any academic service provider.

The evolution of TQM practices and performance concerns globally have given rise to benchmarking practices. This allows institutions not to re-invent the wheel but learn and copy from the best in the industry. Through benchmarking, higher education providers may improve relevance at lower costs avoiding the possibility of an arbitrary response to market pressures.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The study used descriptive survey method to analyze and examine the factors that influence the performance of self-sponsored programmes. The method is widely used in social sciences to analyze and gain in depth knowledge of the values, knowledge, attitudes, beliefs and characteristics of target respondents about a project or program. It is quite flexible, economical and adaptable to research environment. It facilitates greater interaction with respondents and holistic information thus valuable for data analysis by defined characteristics.

3.1 Target Population

The study targeted the staff and students of University of Nairobi in session at the time of the research. As per the 2003/2004 academic year information handbook, the total number of self-sponsored students was about 12350 and staff (lecturers and management) was 1550 thus a total population size of 13900.

The sample size was calculated based on an expected 50% response rate at a 95% confidence level (corresponding z-value of 1.96) and an estimated variance of $\pm 5\%$. This is recommended in business and social research of like nature (Saunders et al, 2004). At the above response rate, a representative sample size taken of 20% of the total population provided an appropriate sample size of 250 for the study, determined as follows:

Minimum Sample size:

$$n = 20 \times 80 \times (1.96/5)^2 = 245.8624 = 250(\text{adjusted to } 250)$$

$$n' = \frac{245.86}{1 + (245.86/13900)} = 241.58 - \text{minimum sample size required}$$

The sample size of 250 corresponds with the recommendations by Saunders et al (2004, pg.156).

3.2 Sampling Procedure

The respondents were sampled using stratified simple random sampling technique. The sampling technique facilitates comparison across data amongst the various strata, ranking and weighing of the performance indicators in the study. It all enhances representativeness. The target respondents were divided into two main strata, students and staff. Each stratum had related characteristics thus possible similarities in attitudes, opinions and perceptions on the program performance.

The students were further divided into undergraduate and postgraduate. As per the UON recommended student ratio, for every 10 undergraduate students 1 postgraduate student was chosen. The students consisted of both part-time and full-time students. The proportional target sample size for undergraduate students was 200 and postgraduates 22, thus a total sample size of 222 students.

Staff were divided into lecturing/teaching staff and management staff. The target staff included college principals, deans, university library management, registrar, faculty

administrators and the UNES managers. The proportional target sample for staff was 28 with 25 lecturers and 3 management/administrative staff.

Table 3.1: Target Respondents

SAMPLE POPULATION STRATUM	TOTAL NO/ STRATUM	PROPORTIONAL SAMPLE	PROPORTIONAL SAMPLE PER STRATUM	
1. STUDENTS	12350	0.018X12350	222	a. UND-200
				b. PGRD-22
STAFF:	1400	0.018X1400	25	-
a. LECTURERS				
b. MANAGEMENT	150	0.018X150	3	-
TOTAL TARGET	13900	0.018X13900	250	-

Source: Field data (2005)

Respondents in each stratum were chosen using simple random sampling and purposive sampling techniques (especially amongst the management staff) until the desired sample size of 250 was achieved. Reliable and qualified research assistants were used in administering the questionnaires in each stratum across all the seven colleges of the University of Nairobi.

3.3 Data Collection Instruments

Both primary and secondary sources were used in data collection for the study. Primary data sources were collected using pre-designed structured questionnaires for students (Questionnaire-1) and staff (Questionnaire-2) as per the appendix. Reliable research assistants were used to distribute the self-administered questionnaires. The objective and purpose of the study was made explicit to the research assistants and respondents.

Secondary data sources included the Ministry of Education, C.H.E., relevant journals and other research work and publications on higher education and marketing as indicated by the references at the appendix.

The questionnaires were designed and precoded using Likert scale technique and the Multi-Item Scale for Measuring Consumer Perceptions of Service Quality. These instruments aided in collection and examination of staff and students' perceptions and expectations on the program performance.

The questionnaires were divided into five sections: general information, program performance expectations, perceptions and personal suggestions on the future of the program. Respondents were given utmost 3 weeks to fill the questionnaire with weekly follow-ups in; person and by phone, to monitor progress and collect filled questionnaires.

3.4 Data Analysis

Data collected was coded, analyzed and interpreted using relevant descriptive and inferential statistics of frequencies, means, % and correlations complimented with the statistical package for social sciences software analysis tools. Correlation statistic analysis was used to analyze and examine the relationships between the critical performance indicators in the program: responsiveness, reliability, empathy, communication, tangibility and assurance. The ranking method and further calculations of the Spearman's Rank Correlation Co-efficient was made to determine the degree of the relationship between the importance attached and satisfaction received from the performance influences in the program.

CHAPTER FOUR

DATA ANALYSIS

4.0 Introduction

This chapter presents the findings of this study as analyzed through descriptive and inferential statistics. It examines the sample characteristics of the respondents, expectations and perceptions on the performance influences of self-sponsored programs in the university. Performance gaps using gap analysis model is done complimented by the Spearmans Ranking Correlation Co-efficient to explain the relationship between consumer satisfaction based on perceptions and expectations based on expectations.

Out of a target sample size of 250 respondents, actual respondents were 171(68%) while non-respondents were 79(32%). The response rate was affected by preparations for end of semester exams by students and staff.

4.1 Sample Characteristics

The characteristics of the respondents was based on gender and mode of study

Out of the 171 respondents, female respondents were 70 (41%) and male were 101(59%). Female students enrolled in module-II are less than the male could be due to the mode of study and low transition rates for female students in the country. Of the 149 student respondents, female students were 62(42%) and the male 87(58%). Out of the 22 staff respondents, male staff was 14(64%) and female 8(36%). There are relatively fewer female lecturers and staff at administrative levels than male in the university.

Table 4.1: Analysis of Respondents

RESPONDENTS		Actual Respondents	GENDER		MODE OF STUDY	
			M	F	Part Time	Full Time
Students	UND	128 (64%)	73	55	38	90
	PGRD	21 (95%)	14	7	15	6
SUB-TOTALS		149(67%)	87	62	53	96
Staff	Management	3	2	1	-	-
	Lecturers	19 (76%)	12	7	-	-
SUB-TOTALS		22 (68%)	14	8	-	
TOTALS		171 (68%)	101(59%)	70(41%)	-	

Source: Field data (2005)

Out of the 149 student respondents, part-time students were 53(38%) while the full-time students were 96(62%). Full-time students, majority being undergraduates are comparatively available on campus with the. Most postgraduate students in the parallel program are evening students and therefore relatively hard to find as many are a working class.

Admissions into module-II program are done on a semester basis: Jan, May/ June/ October/ November or a yearly basis. The semester-based courses include Commerce, Arts and Design, Land and Building Economics, Education, Mass Communication and Journalism, and Arts. The yearly-based courses include medicine, pharmacy, law, computer science, architecture, engineering, food science and technology, veterinary medicine due to the nature of the program requirements.

Every student has to meet the statutory regulations and admission requirements similar to those of regular programmes (Module-I) in addition to meeting the individual faculty admission criteria as set and approved by the university senate. The postgraduate students come into the program with higher expectations of quality and relevance given their experience and exposure from the industry and market. This explains the high demand for business, law, computer science and medicine related courses at both undergraduate and postgraduate levels in the program.

4.2 UON's Commitment: Mission and Community

The UON seeks to contribute to societal well being through community service as an organization. Therefore, it revitalized its mission in early 1998 when it opened its doors through parallel-degree programmes as a service opportunity for the society:

“To maintain a leadership role in the pursuit of knowledge through quality and relevant teaching ,research, consultancy and community service”

Table 4.2: Frequency Means: Consumer Perceptions of UON's Mission & Community Role

Consumers	Mission/ Objectives	Contribution / Relationship	Average score
Students	3.40	3.27	3.34
Staff	3.14	3.41	3.28
Average Mean score	3.27	3.34	3.31

Source: Field data (2005)

In table 4.2 above and table 8(appendix), 62% of the students felt the university is committed to its mission while only 49% said the university is committed to community service. This translated into an average mean score of 3.34 indicating moderate effectiveness in pursuit of its mission to society through its programs. Students are perceived to be generally over judgmental about university performance therefore the moderate rating.

In table 4.2 above and 9(appendix), 31% of the staff felt the university is ineffective in its mission (31%) and while only 48 % felt the university is committed to community service, with an average mean score of 3.28.This implied a moderate involvement and relationship. The staff ratings were lower than students' ratings indicating perception differences between the two categories of consumers of the program.

The commitment by the university to its mission and community service with a mean score of 3.31 indicates a moderate performance by the university in meeting the needs of its general and immediate consumers. Public universities locally may not be living up to their roles because of systems that trigger discontent and protests all of which seem to suggest dissatisfaction by the university constituents particularly the students (Sifuna, 1998) .

4.3 Communication (and Marketing) by the University

The role of information dissemination and marketing of the academic programmes in the self-sponsored programs in the university is undertaken by the marketing department (or corporate affairs).

Table 4.3: Frequency & Means: UON's Marketing Communication Effectiveness

Consumer	Mean scores	Information Sources (%)	
Students	2.49	Media	44
Staff	2.68	Relatives/Friends	30
Grand Mean	2.59	Others	26

Source: Field data (2005)

Students expect the university to provide consistent, prompt and reliable information about its programmes thus a high mean score of 4.58 (table 11-appendix). However, 46 % of students consider communication as ineffective with a low mean score of 2.49 (table 4.3).

Staff expectations of marketing and communication by the university are high with a mean score of 4.86(table 12-appendix). This does not match a low performance rating in communication effectiveness of 2.68(table 4.3). 32 % of staff felt the university is neither effective nor ineffective in communication.

Lower perceptions than expectations in communication and marketing effectiveness with a mean of 2.59 shows a general dissatisfaction with communication and general marketing efforts by the UON. 44 % of students quoted the media as the most common source of communication, accounting for the largest source of information amongst other sources like relatives, friends, school and personal inquiries.

4.4 Technology Usage and Innovation in Self-sponsored programs

Though the university has a website and information and technology facilities like computer laboratories, problems poor design, accessibility and inadequate capacity are still prevalent. According table 4.4 below, 64% of students and 27% of staff rated the use of technology by the university as low with a mean score of 2.23 and 2.36 respectively thus an average score of 2.29.

This contrasts sharply with the performance expectations of the staff and students in terms of innovativeness and creativity. Staff expectations averaged 4.95 while students had an average of 4.59. The perceptions of academic service performance in terms of innovativeness and technology usage in the program were considerably lower than expectations for both staff and students.

Table 4.4: Frequency, Means & %: Technology Use, (n=171)

Technology Usage	DK	Very low	Low	Neither	High	Very High	Mean score
Consumers	0	1	2	3	4	5	
Students	1(1%)	18(12%)	96(64%)	13(9%)	21(14%)	0	2.23
Staff	1(4%)	5(23%)	6(27%)	5(23%)	5(23%)	0	2.36
	Average Mean						2.295

Source: Field data (2005)

This suggests the university has not been very responsive to changing consumer needs and demands in ICT for academic delivery compromising performance.

4.5 Service Environment in Self-sponsored programs

78% of students expected a supportive academic environment with a mean score of 4.52 (table 11-appendix) while 82% of staff expected adequate facilities and equipment to support academic delivery with a mean score of 4.82 (table12-appendix). High consumer performance expectations indicate growing demand for quality driven by knowledge exposure amongst university students and staff.

Table 4.5: Frequency, Means & %: SSP Service Environment (n=171)

Consumer	Mean Expectation ratings	Mean Perception ratings	Variance
Students	4.52	2.60	-1.92
Staff	4.82	3.23	-1.59

Source: Field data (2005)

However, students' performance perceptions (a mean of 2.60) and staffs' (a mean of 3.23) were below expectations implying general disappointment with the academic environment in terms of facilities and equipment. These performance gaps reflect the possible state of the physical facilities and interrelationships in the university and overall university's responsiveness to consumer needs. Consumers of the program expect complimentary academic facilities enough to support staff competency in teaching and instruction.

4.6 Organization Structure and Management of Self-Sponsored Programs

The UON's organization structure consists of the Chancellor, vice-chancellor, Senate and Council, University officers, Deans and Directors. The subsidiary company, UNES, handles the financial, policy and strategic aspects of the program in liaison with various faculties within the university.

4.6.1 Consumer Perceptions on Organizational structure and Management

In table 4.6 below, a 70% of the students felt the university management is quite rigid, bureaucratic and conservative compared to 41% of staff. Only 25% of students compared to 36% of staff felt the university management is okay (or acceptable). The low ratings should be a cause of concern for the university management in its self-sponsored programs.

Table 4.6: Frequency, Means & %: Consumer Satisfaction Ratings of University Management and Style (n=171)

		DK/NA	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied	Mean score
UON Management		0	1	2	3	4	5	
Consumer Satisfaction	Students	0	6(4%)	37(25%)	57(38%)	44(29%)	5(3%)	3.03
	Staff	0	2(9%)	3(14%)	6(27%)	8(36%)	3(14%)	3.32
Management Style		DK/NA	Bureaucratic/ Rigid	Conservative		Okay	Others	Mean score
Students		7(5%)	58(39%)	46(31%)		37(25%)	0	3.72
Staff		1(4%)	4(18%)	5(23%)		8(37%)	4(18%)	4.23

Source: Field data (2005)

The desire for a more open, interactive and flatter organizational structure than the current bureaucratic and rigid system was verbalized by many respondents. An effective management system in an institution of higher education builds a unique and dynamic corporate personality or culture involving every employee at every level that is difficult for competitors to duplicate (Berry, 1991).

4.6.2 Consumer Satisfaction Ratings of Management and Style

In table 4.6 above, staff' mean score of 3.32 and students' mean score of 3.03 indicate moderate satisfaction with the management and style of the university. The observable variation between students and staff perception ratings possibly reflects the relationship between students, staff and university administration in general. Dissatisfied respondents described the university as inefficient and old in focus.

However, there was a general feeling that the university is progressively changing with time by improving its organizational and managerial effectiveness and efficiency in academic performance. Many were of the opinion that this process would be better within an environment of less internal and external political maneuvers.

These findings reiterate the assertion (Bendell, 1993) that the focus in the C21st should not be on the size but the efficiency and effectiveness of the entire organization process in meeting defined corporate mission and objectives in delivering value to its customers.

4.7 Fees / Costs of Self-sponsored programs

The university fees and charges include tuition, library, research and supervision, examinations, course modules, registration and computer use amongst others. The government has let higher education institutions manage and formulate appropriate internal policies.

Table 4.7: Approx. fees by UON in Module-II programs (2005)

Students	Kshs. Per annum	No. Of courses	No. of years
Undergraduates	140,000	44-55	Min. 4
Postgraduates	240,000	13-18	2-5 years

Source: Field data (2005)

The university charges average about Kshs.240, 000 per academic year for postgraduate degrees and about Kshs.140, 000 p.a. for undergraduate programmes. These are almost double what the regular students' pay despite using same facilities, lecturers and examinations.

The generally observed feeling by students in the program is that fees and other costs are relatively high compared to service received. However, the university administration contends that the fees are competitive and are seeking for better ways of re-investing any extra revenues to enhancing program quality and capacity. This is a tricky mandate as it places great responsibility on the university to identify the level of resources and strategies it must use in developing the appropriate operating levels at the risk of being misconstrued and condemned (Kimani, Director UNES).

4.8 Consumer Performance Expectations and Perceptions in Self-Sponsored Programs

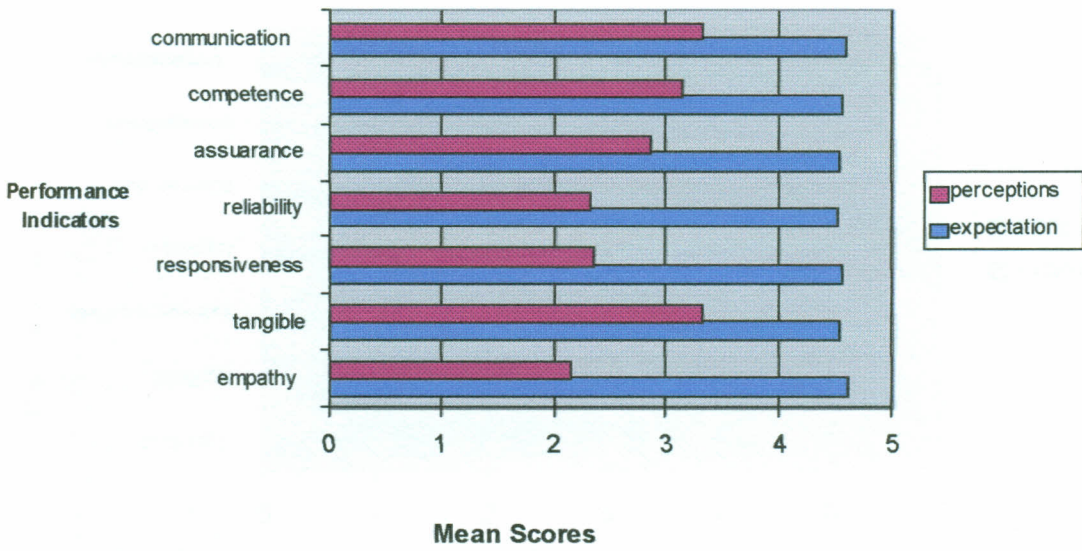
The expectations and perceptions on the SSP performance were examined using the SERVQUAL Model performance measurement indicators. Students and staff were asked to rate the reliability, responsiveness, assurance, empathy, tangibility and communication. These analyzed and explored the effect of various factors on the performance of self-sponsored programmes in the university as illustrated in the conceptual framework.

The degree to which the university meets consumer expectations determines their perception of the module performance thus their satisfaction or dissatisfaction. Expectations of the consumers also indicate the importance attached to each service performance factor within the program package.

4.8.1 Analysis of students' expectations and perceptions

The expectations of students on SSP performance were quite high with an average mean of 4.54 compared to their perception of actual program performance with an average mean of 2.75, a performance gap of -1.79 (fig.3). Students were generally dissatisfied with the program performance. Major concerns were expressed about the university's ability to respond, empathize with student needs and be reliable in academic services delivery. The performance gaps meant broken promises and possible compromise on the credibility, competence and innovativeness of the university in course delivery in the program resulting into a confidence backlash.

Fig.3: Student Expectation and Perceptions



4.8.2 Analysis of Staff expectations and perceptions

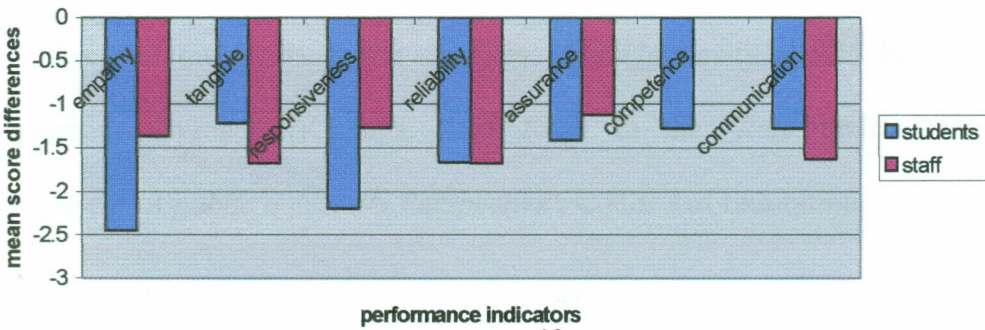
Staff expectations' mean score of 4.74 and perceptions' mean score of 3.41 about the program showed a negative performance gap of 1.33 (fig.4). However, their expectations matched their perceptions in terms of competence. A majority of staff were less satisfied with the levels of communication (50%), facilities (50%) and reliability (23%) of the university in service performance and delivery in the program.



4.8.3 Performance gaps in SSP

The performance gaps in the program exhibit level to which various factors impact on the performance of the self-sponsored programmes. Fig.5 below shows that students have lower performance perceptions of self-sponsored programs than staff especially in empathy, competence, responsiveness and assurance indicating a general dissatisfaction.

Fig.5: Performance Gaps-Negative Scores



The negative perceptions are a reflection of the nature and extent of industry and university program linkages in terms of relevance and impact of information exposure through technological advancements and knowledge explosion. MOEST report (February, 2003) suggests that this could be the impact of rapid expansion of universities without capacity improvement resulting into a downturn in quality and relevance.

While resource constraints in the university remain a challenge to optimum service quality and delivery, an inadequate (or at times lack of) focus on capacity building by the university as priorities shift to revenue generation than academic quality and relevance explains the low performance. Both staff and students complained about lack of good customer relations especially amongst the support staff. The efforts by the university to create a consultative management approach may not achieve much in the absence of supportive systems and structures.

Apparently, the existence of a “public-sector syndrome” in the university pushes customer-focus to the back seat, negatively impacting overall service performance. There are underlying feelings amongst students for an opportunity to evaluate the academic staff and management as a way of ensuring accountability and academic quality.

A student is the most important person on our institution, he is not dependent on us but we are. He is the purpose of our work not a disruption. He is not an outsider but a part of it. Hence participatory management is crucial in seeking consensus and ownership of decisions at all levels in our management structure. The University should be student-centered in management approach (Kinanga, Aug 2004: In the *‘Role of students In University Management: A public university Perspective’*, C.H.E 3 rd Exhibition).

4.9 Consumer Priorities and Satisfaction in Self-sponsored Programs

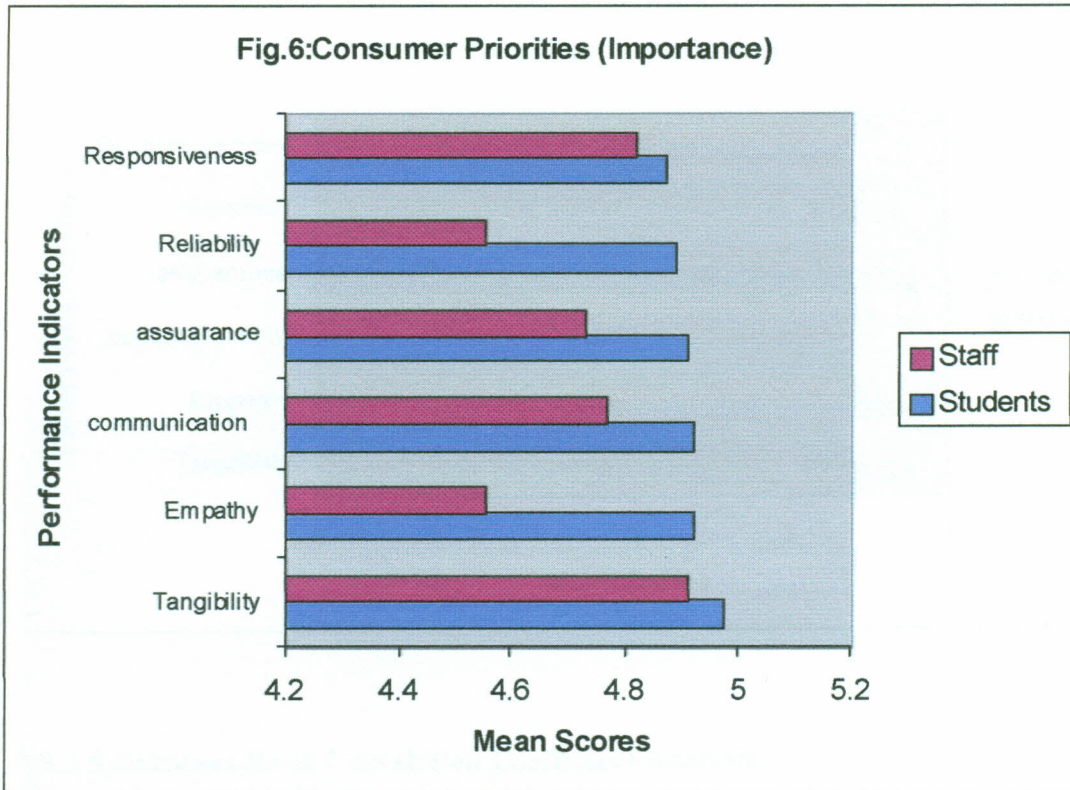
The study looked at the importance attached to each performance indicator by students and staff in influencing their expectations and perceptions of self-sponsored programs performance.

4.9.1 Performance Indicators: Importance Ratings

According to table 15 (appendix), both students and staff rated the importance of program performance highly with a average mean of 4.91 and 4.72 respectively indicating their priority in quality and governance in academic delivery.

In fig.6 below, students valued the quality and availability of physical facilities (including accessibility and security) foremost with a mean score of 4.97. Other performance factors followed consecutively: empathy and effective information dissemination (mean, 4.92), assurance (mean, 4.91), reliability (mean, 4.89) and responsiveness (mean, 4.87). The staff preference in order of importance was physical facilities/learning environment (mean, 4.91), responsiveness (mean, 4.82), communication (mean, 4.77), assurance (mean, 4.73), reliability and understanding students/staff needs (mean, 4.55).

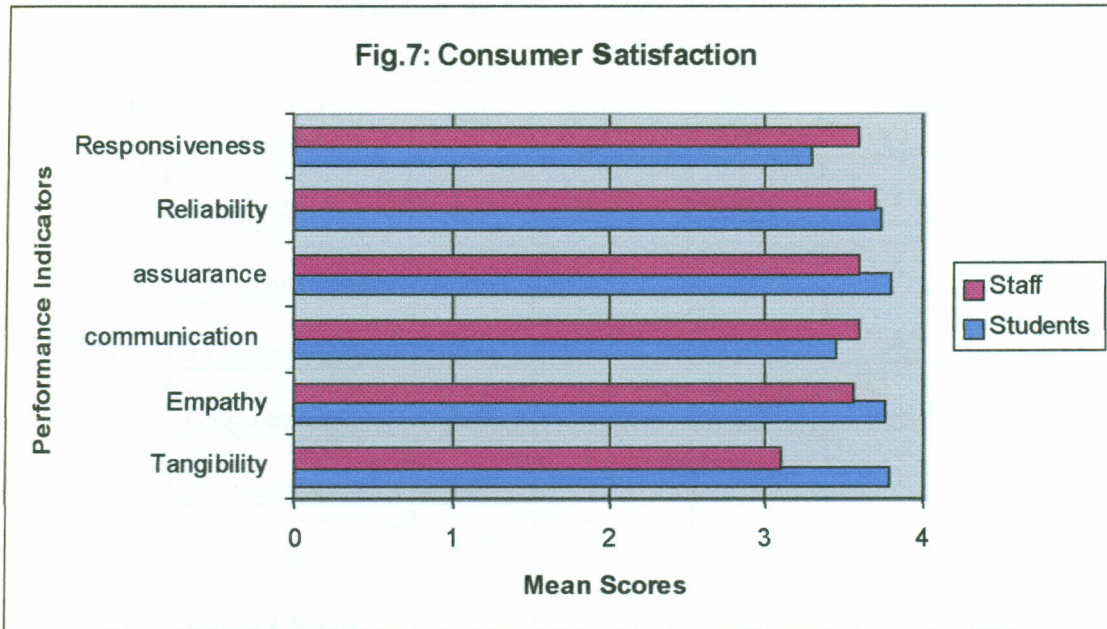
It is observable that both staff and students attach high value to the program performance expressed in the priority ratings and therefore their needs and demands cannot be assumed.



4.9.2 Performance Indicators: Satisfaction Ratings

As per table 16(appendix) and fig.7 below, students (mean of 3.63) and staff (mean of 3.52) indicated average satisfaction with module-II performance. Students were least satisfied with the university's responsiveness to their needs and demands with a mean of 3.28. Staff were least satisfied with the university's ability to understand their needs with a mean score of 3.09. These differences between students and staff in terms of satisfaction in the program indicate their uniqueness that the university can harness through flexible management systems and course design and implementation in the program.

Fig.7: Consumer Satisfaction



4.9.3 Spearman's Rank Correlation Coefficient Analysis

To determine the relationship between the importance and satisfaction attached by students and staff to each performance indicator and therefore the influences on the program, Spearman's Rank Correlation Coefficient Analysis was used. The results were further compared with the calculated Pearson Correlation statistic to examine the significance of the relationships amongst the performance indicators in each strata.

The calculations below in table 4.8 were done using the Spearman's rank correlation coefficient formulae.

Table 4.9: Spearmans Rank Correlation Analysis: Importance (X) and Satisfaction (Y) in Module-II, (n=171)

CONSUMER	Performance Element	Mean Score X	Ranking X1	Mean Score Y	Ranking Y1	Rank D = X1-Y1	d ²
Students	1.Reliabilty	4.89	5	3.72	4	1	1
	2.Responsiveness	4.87	6	3.28	6	0	0
	3.Communication	4.92	2	3.44	5	-3	9
	4.Assurance	4.91	4	3.75	3	1	1
	5.Tangibles	4.97	1	3.79	1	0	0
	6.Emphathy	4.92	2	3.77	2	0	0
	Grand Mean	4.91		3.62	Σd²		11
Staff	1.Reliabilty	4.55	5	3.68	1	4	16
	2.Responsiveness	4.82	2	3.59	2	0	0
	3.Communication	4.77	3	3.59	2	1	1
	4.Assurance	4.73	4	3.55	5	-1	1
	5.Tangibles	4.91	1	3.59	2	-1	1
	6.Emphathy	4.55	5	3.09	6	-1	1
	Grand Mean	4.72		3.52	Σd²		20

Source; Field data (2005)

4.9.3.1 Correlation Coefficient Analysis for students

The calculated r_s of 0.69 indicate a fairly strong relationship between the importance attached to and the satisfaction with each performance indicator in the program.

Compared with Pearson Correlation statistic, there is a significant correlation between the importance to and satisfaction with communication (information dissemination) and understanding students' needs (empathy) at a 95% confidence level with a very strong correlation in physical facilities (tangibility) at 99% confidence level. This resembles the priority rating by students of the importance of availability of adequate learning and teaching facilities and equipment within a supportive environment for effective academic performance in the program.

Fig. 8: Correlation statistics

Communication		Satisfaction	Importance
Satisfaction	Pearson Correlation	1	.185*
	Sig. (2 –tailed)	.	.024
	N	149	149
Importance	Pearson Correlation	.185*	1
	Sig. (2 –tailed)	.024	.
	N	149	149

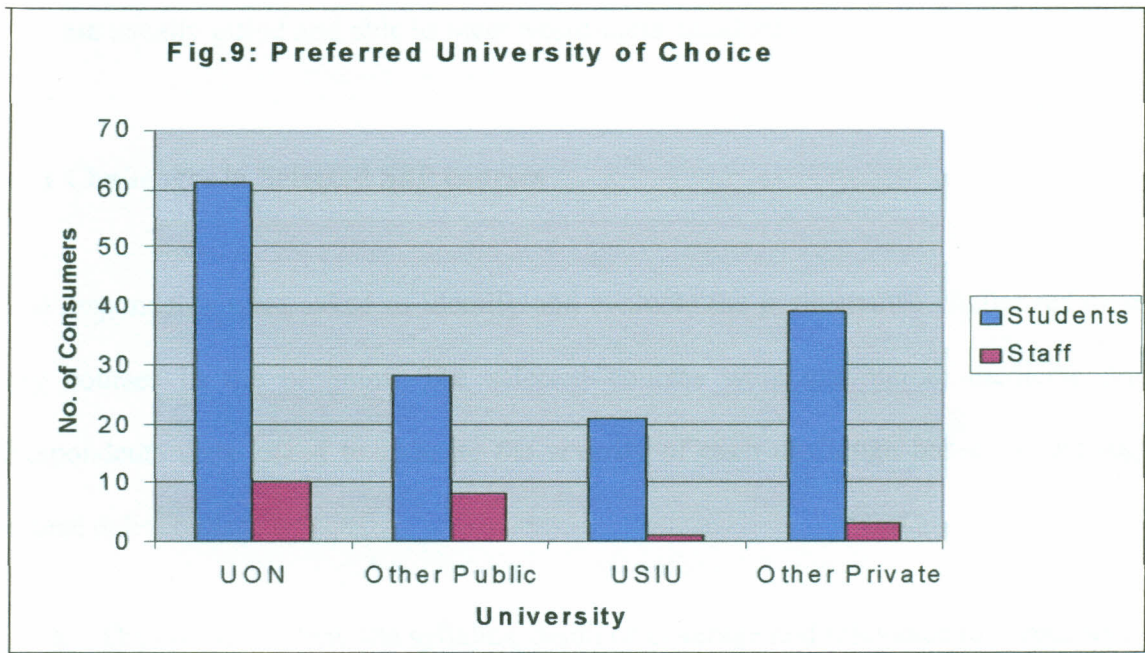
*. Correlation is significant at the 0.05 level (2-tailed)

Tangibility		Satisfaction	Importance
Satisfaction	Pearson Correlation	1	.246**
	Sig. (2 –tailed)	.	.003
	N	149	149
Importance	Pearson Correlation	.246**	1
	Sig. (2 –tailed)	.003	.
	N	149	149

** . Correlation is significant at the 0.01 level (2-tailed).

4.10 Competitiveness of Self-sponsored Programs

Respondents were asked to indicate the preferred university(s) of choice locally if they were to pursue a self-sponsored program in the indicated institution. They were also asked if they would recommend the UON and its self-sponsored degree programs to prospective friends and others. This was with a view to examining the perceived competitiveness of SSP amid rising competition amongst higher education institutions locally (public and private).



In fig.9 above and table 17(appendix), UON was the most preferred by 71(44%) followed by USIU with by 22(9%) locally. Amongst all the universities, public universities had the highest preference of 107(63%) while private universities had 64(37%).

As per table 17 (appendix), 60% of the respondents would recommend the UON and its self-sponsored programs against 40%. However, students had a lower mean score of 0.59 than staff with a mean score of 0.68. This indicates a more positive attitude towards the university program by the staff compared to students.

Apparently, public universities still enjoy considerable goodwill a result of specialized courses, expertise, scope of courses offered and relatively lower fees despite resources constraints. The Master Plan on Education and Training (Gok Report, 1997-2010) asserts that despite criticisms, public universities have been able to produce a distinct cadre of students who are usually gifted and able to meet world-class standards.

4.11 Challenges in Selected SSP courses

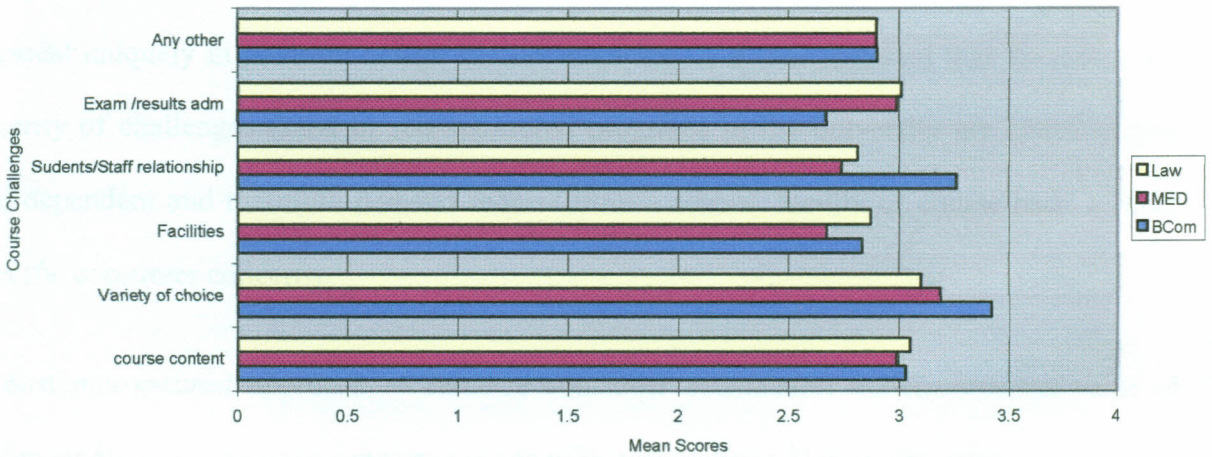
The respondents were asked to identify and evaluate the performance challenges in selected key courses in the program. The selected courses were commerce, medicine and law. Respondents were asked to indicate the severity of each challenge based on the suggested course deliverables:

- a. The course content; the syllabus, depth of coverage and relevance to consumer needs.
- b. The variety of choices or options within each course of study.
- c. The learning and teaching facilities and equipment in each course.
- d. Student and lecturer/instructor relationships to gauge the levels of academic interrelationships for assurance and confidence.
- e. Examination and result administration in terms of controls to ensure a true view and assessment of students.

In bachelor of commerce courses, respondents indicated the challenges are neither moderate with a mean score of 3.02. Students rated examination and results administration highest in severity with a mean score of 2.45 while course variety was least in severity with a mean score of 3.84.

The staff rated course content in commerce highest in severity with a mean score of 2.45 and student-staff relationships as least in severity with a mean score of 3.77. The average mean severity rating in the course of 3.02 implies moderate severity of challenges in the program.

Fig. 10 :Course Challenges-severity scores



In bachelor of medicine, respondents indicated the challenges are severe with an average mean of 2.92. Students rated facilities and equipment highest in severity (mean score of 2.83) while student/lecturer relationship was rated lowest in severity (mean score of 3.12). Staff rated course variety in the program lowest in severity (mean score of 3.27) with interrelationships being highest in severity (mean score of 2.36). The average mean severity rating of 2.92 implied underlying consumer dissatisfactions in the program performance.

In bachelor of law, students rated student-staff relationship as highest in severity (mean score of 2.66) while course variety lowest in severity (mean score of 3.20). Staff rated examination and results administration in the program lowest in severity (mean score of 3.36) while student-staff relationships highest in severity (mean score of 2.59). The average mean severity rating of 2.95 implies poor performance in the program.

Programs in the bachelor of Commerce programs have a lower severity rating than law and medicine probably due to the availability of complimentary facilities and resources in business studies. Medicine and law courses are both time and resource demanding courses.

The observed differences between staff and student ratings on course severity imply fundamental differences in values and priorities, a reason enough to consider each consumer segment uniquely in program design and development. It is also apparent that the nature and severity of challenges faced in self-sponsored programs in the university are course-related and dependent and therefore demand redress from a school, faculty or course basis to meet specific consumer concerns.

A customer-focused approach to enhance consumer satisfaction underscores the value of understanding and meeting consumer needs within a dynamic higher education environment. The future of the UON and its programs lie not in the program content but much so in the quality and value packaged in the academic curricula design and development.

4.12 Limitations to the study

The study encountered the following limitations;

- a. The time available for data collection, analysis and reporting was short. This limited time for fieldwork and data analysis. Any adverse effects of the time constraints were minimized by using knowledgeable persons as research assistants and pre-coded questionnaires to ease data analysis and reporting.
- b. The bureaucratic nature of the university administration hindered fast data collection, aggravated by apparent apprehensiveness by staff. The use of trustworthy persons within the university having received prior permission to undertake the research helped address some these challenges.
- c. Financial constraints thus inability to carry out a comparative study with other local universities also offering similar programs and consumers of regular programs. This is therefore a recommendation for further study.
- d. The limitations of stratified random sampling technique, of possibly missing on some unique characteristics of the population and general administration of data collection tools. Every caution was taken to minimize any possible errors and by having a higher sample size.

Despite the hurdles, the research had a response rate of 68%, high enough and therefore appropriate for the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter re-examines the purpose and objectives of the study, methodology and gives a summary of main research findings, conclusions and recommendations for better academic service quality and delivery by the UON and other stakeholders in the HE sub-sector.

The main purpose of the study was to analyze the factors influencing the performance of self-sponsored programmes in Kenyan institutions of higher education with a view to identifying and understanding consumer priorities in the programs. The expectations and perceptions of consumers were examined and analyzed using the SERVQUAL and Performance Gaps Models in service quality and delivery.

Stratified random sampling technique was used facilitating targeting of respective respondents in each stratum, given the homogeneous characteristics amongst students and staff in the university in terms of knowledge and experience. The sampling technique facilitates comparison across data amongst the various strata, ranking and weighing of the performance indicators in the study and enhances representativeness.

The research was descriptive in nature. Data collection was done using pre-designed self-administered questionnaires. Data was recorded and analyzed using descriptive statistics of the mean, frequencies and % with the aid of statistical package for social sciences software (SPSS) and correlation statistics.

5.1 Summary of main findings

The findings of the study reflect the dynamic needs of staff and students beyond traditional university academic provision in terms of quality and governance. These reflected on the key factors that influence the performance of self-sponsored programmes and subsequently consumer priorities (expectations and perceptions) in the program.

5.1.1 Impact of UON's Organizational Structure and Management on SSP Performance

The bureaucratic and conservative tendencies of the university structure and management systems indicated by staff and students impeded creativity and innovativeness in academic service delivery in self-sponsored programs, negatively affecting performance leading to consumer dissatisfaction. The adaptation of the university's structure and management orientation to changing market demands has been slow and less consumer-driven and technology-based.

The perception of a 'public-sector' culture prone to change resistance and low customer-focus pervades the university system impeding effective program performance. This cultural value system in the university has found strength in the bureaucratic and conservative management style in most of the operations. It is therefore not aligned to the fact that the values embodied in an organization's culture usually focus on its relationship with customers, the community and its employees as well as defining its attitude towards quality, safety and ethical issues (Cole, 1997).

However, the university is slowly embracing customer-focus in academic performance delivery evidenced by on-going reforms: creation of alumni associations and recent adoption of results-based management approach.

5.1.2 Impact of Communication (and marketing) on SSP Performance

Information dissemination is scanty, often limited to common corporate public relations and mass information dissemination to students and staff. The usage of modern effective marketing and communication tools like the Internet is quite low. Internal communication amidst various support staff, lecturers and students is considerably poor and at times worrying, aggravated by an apparent attitude of mistrust.

However, it is noted that the confidence the university enjoys is a result of the goodwill from its long establishment and regional position as one of the premier higher education institutions. Overtime, this goodwill has been depreciating amidst rising competition from other local public and private universities. This is evidenced by the low performance ratings of the program.

5.1.3 Impact of service environment on SSP Performance

The tangible evidence of facilities, equipment, technology usage and staff-student relationships were amongst the priorities of staff and students in the university. Inadequate facilities and equipment and other infrastructural development has overtime negatively hindered academic and intellectual growth in research and learning in the university. Staff and students value the ability of the university to understand and respond to their needs decisively by creating a facilitating environment for optimum academic experience and satisfaction.

5.1.4 Weak Linkages

Growing concerns over the relevance of some of the courses in the self-sponsored program by the university to market and industry needs by consumers was major. Some programmes are not very relevant and competitive lacking strong linkages with industry. Low internship and work-study programmes (or lack of) with the industry by the university in comparison to other private institutions was considered disappointing. Most courses are perceived to be still theory and class based despite the demand for a more practical oriented approach to student instructions.

5.1.5 Consumer Priorities in SSP

It is observable that students gave highest importance in SSP's performance to the adequacy of learning facilities and equipment, empathy and communication. Staff equally highly valued facilities and equipment availability, university responsiveness and communication. The differences between staff and students' priorities in the program indicate unique consumer characteristics that the university can not ignore in the program. Staff value being involved in the decision making process in the program. Students expressed the need to factor in their experience and exposure in the program admission.

Efforts to enhance performance and consumer satisfaction through quality and value delivery in the program must be customer-centered and industry-focused. This will stem any negative perceptions amongst key consumers. An effective organization should be one that listens to its customers and then meets their needs at an acceptable cost to both parties

5.2 Conclusions

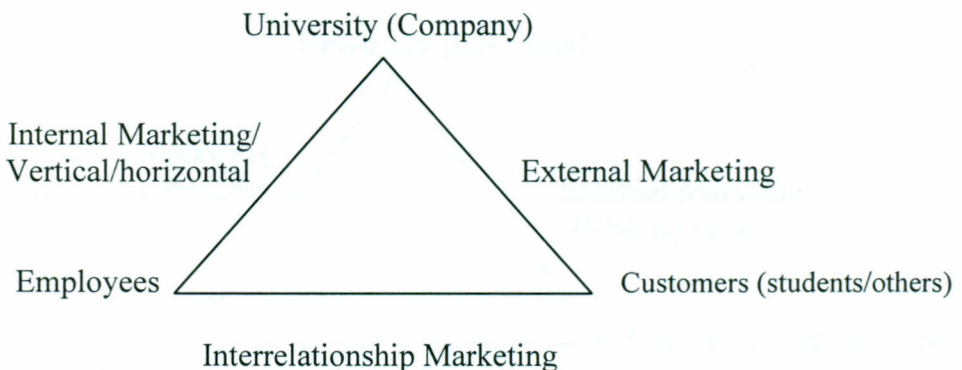
It is observable that significant performance gaps exist in the self-sponsored program of the university given the negative performance ratings on the management and structure, service environment, communication and technology usage and innovation including the general fee and costs. It is true to affirm that goodwill and price alone are no longer the major determining factor in consumer choice (Oakland, 1993).

5.2.1 Organizational and Management Structure

The weak consultative and interactive management structure and orientation within the university has largely contributed to negative consumer perceptions of the core objective of the university in its self-sponsored programs. The program should not be seen to be focused more on revenue generation than program quality and delivery to its consumers.

Adopting an interactive management approach (Fig.10) reduces mistrust, enhances confidence and creates assurance between the university and its students and staff.

Fig. 11: Service (SSP) Management



Source: Adopted from Zeithaml (Services Marketing, 2004).

5.2.2 Academic Environment

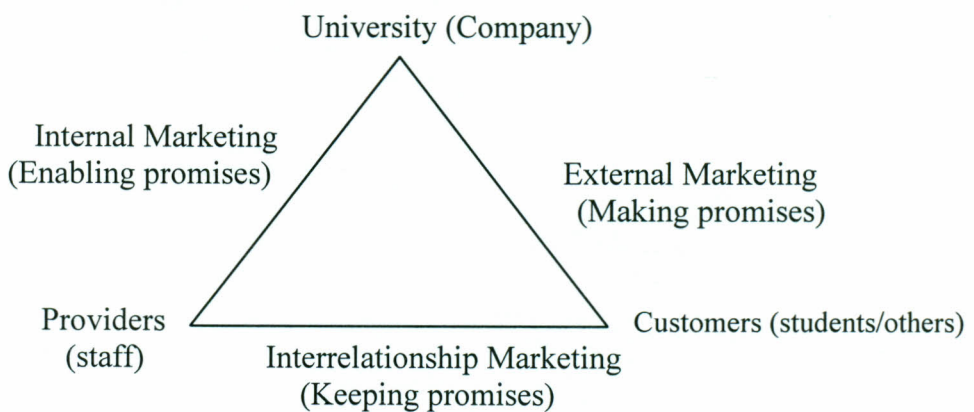
The university environment does not often appeal to effective academic service delivery against consumer expectations in the program. The university has yet to focus and consistently invest in academic facilities and equipment as a long-term strategy to reinforce performance, enhance customer attraction and solidify its regional competitiveness.

5.2.3 Communication and Marketing

Information is critical in creating awareness and influencing attitudes of consumers towards the program. Self-sponsored programs not only have an immense revenue generation capacity but also great potential in marketability and growth. The university has yet to adequately manage its marketing communication in the program to all its key stakeholders, regionally and beyond.

Adopting an integrated marketing communication strategy (Fig.11) is important in reducing performance gaps and brings on board all stakeholders.

Fig. 12: Integrated Marketing Communication



Source: Adopted from Zeithaml (Services Marketing, 2004)

5.2.4 Low technology Usage and Innovation

The levels of technology application and innovation by the university are considerably low compromising performance, long-term value and competitiveness of self-sponsored programs. The focus on mass education (access) than on relevance and quality of the programs offered is not very consumer friendly. Technology not only enhances academic performance but also reduces costs and generates positive consumer dispositions towards the offer and associated services and products.

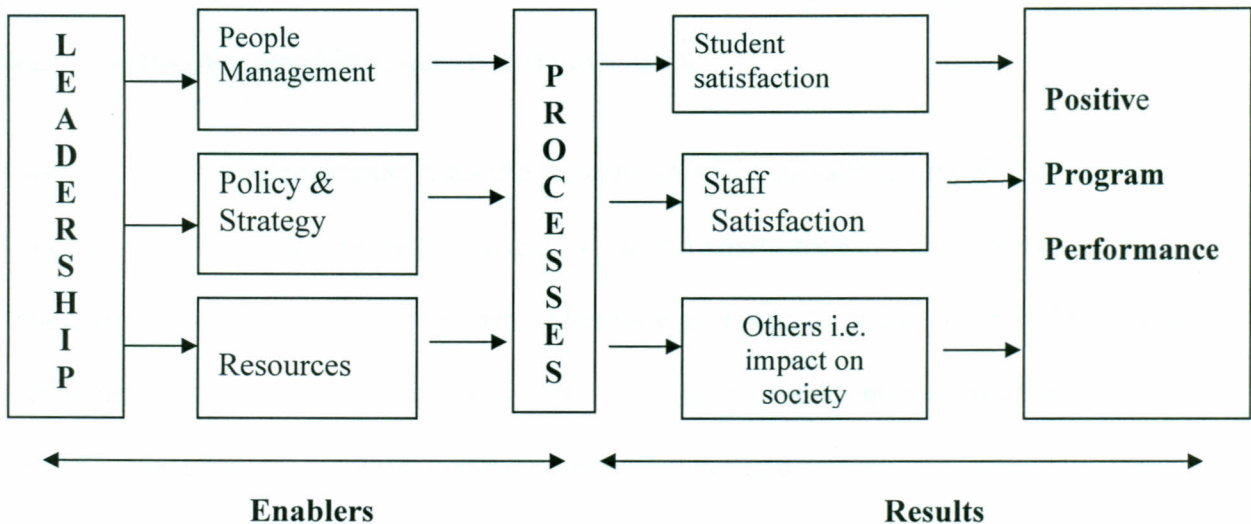
The conclusions reflect the issues raised by MOEST (*Master plan on Education and Training, 1997-2010*), which ascertained that rapid quantitative growth in the universities has resulted into a downturn in relevance and quality. Serious shortfalls and inadequacies in areas such as physical facilities, teaching and learning management technologies, research amenities, professional and management staff are evident characteristics of this. This goes further to indicate that consumer participation in higher education services is necessary for a holistic academic curricula development and performance in higher education.

5.3 Recommendations

Self-sponsored programs have been in the market since late 1990s and it is therefore necessary to examine and understand the extent to which it has met the needs of its consumers, its objectives and how viable the program package is amidst market changes. These recommendations are based on the research objectives.

5.3.1. To enhance the performance of self-sponsored programmes by the university and meet consumer expectations, it is essential that the university seeks to develop and adopt a consistent performance evaluation and monitoring system cutting across its faculties and schools. The study proposes a 'Performance Evaluation Model' that encompasses the university management (leadership), its processes/systems for positive program performance and achievement of institutional objectives.

Fig. 13: Proposed SSP (Module-II) Performance Evaluation Model



Source: Field data (2005)

The model is adopts an input-processes-output system as enablers, processes and results. It is derived from business practices that recognize the importance of a continuous business portfolio monitoring and evaluation. The various faculties resemble specific business units that are strategic in assessing and evaluating the performance of academic curricula. It enhances entrepreneurial ability of the university in meeting and exceeding the demands of its consumers and stakeholders.

The **Enablers** facilitate the achievement of university mission/objectives (results). These include the university management, culture, value systems, human and technical resources, policy plans and strategy. These are the core competitive abilities (strengths) of the university in delivering reliable and responsive academic performance and quality. Enablers provide a basis for self-appraisal (internal environmental analysis).

The **Processes** include the academic services delivery technology(s), communication and marketing, facilities and equipment and both support and teaching staff. These form the requisite service performance environment within the university and impact on academic delivery in terms of accessibility, quality and governance.

The **Results** are the major outputs from the program in terms of satisfaction of staff, students and society/community and the achievement of the university mission and objectives. They provide criteria for evaluating performance. These are achieved through a focused leadership that provides relevant policy plans and strategy, resources and management facilitating consistent student inflow, program quality and effective governance.

5.3.2. To identify address the performance gaps in the program, building and maintaining a customer-focused culture will improve and inculcate a performance-based approach in the university activities. This may require retraining the persons involved in service delivery in the program. Embracing customer-service and care in the university would enhance its corporate image.

Consumers value accessible and quality facilities and equipment within a good learning environment and clear information and communication management and not just degrees/courses.

5.3.3. The future of the self-sponsored programs is hinged on its relevance to industry and all critical stakeholders through viable linkages. This will ensure student attraction, funding and improved positive public image. The linkages facilitate benefits in cost reduction and physical facilities development. The university can no longer sit and wait for students but has to be proactive in its approach to academic provision and management.

5.4 Suggestions for further research

It is critical for the UON and other stakeholders in the higher education sub-sector to further address the challenges that impact on performance of their programs not covered by this study. These include:

- a. The development of effective academic brands to help create and build an enviable corporate image in the higher education sub sector. Increased specialized programmes are what the market demand.
- b. The relevance and possible application of business process re-engineering (BPR) in the university system to enhance performance of the whole academic system.

Education providers in Africa can no longer look to the West for research and intellectual development for the good of its society. Creative and innovative ideas are resident in higher education institutions, they have to be nurtured and built to maturity without compromising quality, intellectualism and relevance to corporate and societal needs.

“Conditions are changing rapidly and it is essential that our educational system is responsive to such changes”

Prof. Ominde S.H (Ominde Commission Of Inquiry Into Kenyan Education, 1964).

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<www.uonbi.ac.ke>

QUESTIONNAIRE 1 (STUDENTS)

Hallo. I am a post-graduate (Marketing) student at Kenyatta University. I am conducting a research on “*Analysis of consumer expectations and perceptions on the Performance of Self-Sponsored Programs (Module-II): A case of the University of Nairobi*”. You have been chosen to participate in this research and your opinion is highly appreciated and will be treated with due confidentiality. This is purely for academic purposes. Kindly take some time and fill in the questionnaire as appropriate as possible. The completed questionnaire shall be collected after one week.

Thanks.

Atela O. Solomon
D53/6000/2003

Signature:.....

Date:.....

I. INTRODUCTION

1. a. Name: b. Gender: M/F:.....
c. Student No.:.....
2. a. University:.....
b. Faculty/Department:.....
3. a. Course /Degree Enrolled for:.....
b. Year of study:.....
4. Mode of Study: Part-time/Full-time:
5. Any other professional qualifications:.....
6. What is the mission statement of the University?.....
7. To what extent do you think the University is effective in fulfilling its mission and objectives in regard to the following interest groups? Please indicate by using the rating scale below.

1. Very Ineffective 2. Ineffective 3. Neither 4. Effective 5. Very Effective.
a. Staff:..... b.Students:.....
b. Community:..... c.Others(govt., employers etc):.....
8. How did you know about the University and the program/course enrolled for?

II: In consideration of the services in the Self-sponsored programs you received from the university, please indicate the extent to which you agree or disagree with the following statements. Please tick as appropriate.

STATEMENT	Strongly Disagree 1	Disagree 2	Neither 3	Agree 4	Strongly agree 5
The university provides services when it promises to do so					
The university offers services right the first time					
The university shows interest in solving my problems					
The university keeps me informed of when services will be offered					
The staff give prompt service					
University staff are always willing and ready to help and respond to my queries					
I feel confident and safe in dealing with the university staff					
University staff are consistently courteous and friendly to me					
Staff are knowledgeable to answer my questions					
The university staff gives me individual/personalized attention					
The university understands my specific needs					
The university is easily accessible					
The university has appealing physical facilities					
The university provides clear information about its services /programs					
The university has modern looking equipment					
Employees are neat and professional					
The university is innovative and creative in offering courses that are relevant and competitive in the market.					

III. 1 What are your expectations of service performance in the program from the University? Kindly respond by indicating/ticking appropriately the extent to which you agree or disagree with the statements below.

STATEMENT: The University	Strongly Disagree 1	Disagree 2	Neither 3	Agree 4	Strongly agree 5
Should understand student/customer needs					
Should respect student choices					
Should have appealing, modern physical facilities					
Should clearly disseminate information on courses offered					
Management should be responsive and accessible					
Should provide services as and when promised to					
Should show sincere and prompt interest in solving student problems					
Should have competent and knowledgeable staff					
Should have courteous and friendly staff					
Should provide marketable programs					
Should be flexible and innovative in course design and development					

III. 2 With regard to the self-sponsored programs, please indicate how important to you and satisfied you are with each of the following service elements. Indicate the rating against each factor as appropriate.

	1. Very Unimportant. 1. Very Dissatisfied.	2. Unimportant. 2. Dissatisfied.	3. Neutral. 3. Neutral.	4. Important. 4. Satisfied.	5. Very Important. 5. Very Satisfied.
SERVICE ELEMENT	SATISFACTION		IMPORTANCE		
Reliability: Consistency and dependability in performance (exams, registration, facilities, lectures)					
Responsiveness: Willingness and promptness in service delivery					
Access: Ease and convenience of location and contact					
Communication: Clarity and adequacy of service information					
Assurance: Credibility, staff conveying trust and confidence					
Physical facilities: libraries, labs, social amenities, lectures halls etc					
Empathy: staff competence, professionalism, courtesy and friendliness					

IV. General Information

- 1. a. Does the University have an Internet website? YES/NO.
- b. How regular do you access/use the University website?.....
- c. What do you like /do not like about the university website?
 - i) Like;.....
 - ii) Don't like;.....
- 2. How would you rate the use of modern technology in by the university in its academic-programs? Please circle as appropriate:

1. Very low. 2. Low. 3. Neither. 4. High. 5. Very High.

- 3. Does the University have a Marketing Department (or its equivalent) Yes/No...
- 4. How would you rate the Marketing department of the university in communicating to both the internal and external customers? Please circle as appropriate:

1. Very Ineffective. 2. Ineffective. 3. Neither. 4. Effective. 5. Very Effective

- 5. a. How would you describe the management style of the University administration?.....
- b. To what extent are you satisfied with the general management of university academic curriculum? Please circle as appropriate:

1. Very Dissatisfied 2. Dissatisfied 3. Neither 4.Satisfied 5. Very Satisfied.

- 6. How would you evaluate the contribution and relationship of the university community to the society as a whole? Please indicate, given:

1. Very low/Poor 2. Low/Poor 3.Average 4.High/Good 5.Very High/ Good

a. Contribution:..... B. Relationship:.....

- 7. Would you recommend the University and its parallel degree programs to another person?.....

- 8. a. Given a choice, would you love to study in a public or private university locally?
.....
- b. Indicate which one(s):.....

QUESTIONNAIRE 2: STAFF (LECTURERS/MANAGEMENT)

Hallo. I am a post-graduate (Marketing) student at Kenyatta University. I am conducting a research on “*Analysis of consumer expectations and perceptions on the Performance of Self-sponsored programs (Module-II): A case of the University of Nairobi*”. You have been chosen to participate in this research and your opinion is highly appreciated and will be treated with due confidentiality. This is purely for academic purposes. Kindly take fill in the questionnaire as appropriate as possible. The completed questionnaire shall be collected after one week.

Thanks.

Atela O. Solomon
D53/6000/2003

Signature:

Date:.....

I. INTRODUCTION

1. a. Name:b. Gender: M/F:.....
2. a. University:.....
b. Faculty/Department:.....
3. What is the mission statement of the University?.....
.....
4. To what extent do you think the University is effective in fulfilling its mission and objectives in regard to the following interest groups? Please indicate by using the rating scale below.

1. Very Ineffective 2. Ineffective. 3. Neither. 4. Effective. 5. Very Effective.
 - a. Staff:.....
 - b. Students:.....
 - c. Community:
 - d. Others (govt., employers etc):.....

II. In consideration of the services provided in the self-sponsored programs by the university, please indicate the extent to which you agree or disagree with the following statements. Please tick as appropriate.

STATEMENT	Strongly Disagree 1	Disagree 2	Neither 3	Agree 4	Strongly agree 5
The university provides services when and as promised					
The university offers services right the first time					
The university shows interest in solving customer/students problems					
The university keeps customers informed of when services will be offered					
The staff give prompt service					
University staff are always willing and ready to help and respond queries					
Customers feel confident and safe in dealing with the university staff					
University staff are consistently courteous and friendly					
Staff are knowledgeable and competent					
The university staff give individual/personalized attention					
The university understands customer specific needs					
The university is easily accessible					
The university has appealing physical facilities					
The university provides clear information about its services /programs					
The university has modern looking equipment					
Employees are neat and professional					
The university is innovative and creative in offering courses that are relevant and competitive in the market.					

III.1 What are your expectations of service performance in the program by the University? Kindly respond by indicating/ticking appropriately, the extent to which you agree or disagree with the statements below.

STATEMENT: The University	Strongly Disagree 1	Disagree 2	Neither 3	Agree 4	Strongly agree 5
Should understand student/customer needs					
Should respect student choices					
Should have appealing, modern physical facilities					
Should clearly disseminate information on courses offered					
The management should be responsive and accessible					
Should provide services as and when promised to					
Should show sincere and prompt interest in solving student problems					
Should have competent and knowledgeable staff					
Should have courteous and friendly staff					
Should provide marketable programs					
Should be flexible and innovative in course design and development					

III. 2 With regard to the self-sponsored program please indicate how important to you and satisfied you are with each of the following service elements. Indicate the rating against each factor as appropriate.

1. Very Unimportant. 2. Unimportant. 3. Neutral. 4. Important. 5. Very Important.		
1. Very Dissatisfied. 2. Dissatisfied. 3. Neutral. 4. Satisfied. 5. Very Satisfied.		
SERVICE ELEMENT	SATISFACTION	IMPORTANCE
Reliability: Consistency and dependability in performance (exams, registration, facilities, lectures)		
Responsiveness: Willingness and promptness in service delivery		
Access: Ease and convenience of location and contact		
Communication: Clarity and adequacy of service information		
Assurance: Credibility, staff conveying trust and confidence		
Physical facilities: libraries, labs, social amenities, lectures halls etc		
Empathy: staff competence, professionalism, courtesy and friendliness		

IV. General Information

1. a. Does the University have an Internet website? YES/NO.....
b. How regular do you access/use the University website?.....
c. What do you like/do not like about the university website?
 - i. Like:.....
 - ii. Do not like:.....

2. How would you rate the use of modern technology by the university in its academic programs? Please circle as appropriate:

1. Very low. 2. Low. 3. Neither. 4. High. 5. Very High.

3. Does the University have a Marketing Department (or its equivalent) Yes/No...

4. How would you rate the Marketing department of the university in communicating to both the internal and external customers? Please circle as appropriate:

1. Very Ineffective. 2. Ineffective. 3. Neither. 4. Effective. 5. Very Effective

5. a. How would you describe the management style of the University administration?.....
.....
.....
b. To what extent are you satisfied with the general management of university academic curriculum/activities? Please circle as appropriate:

1. Very Dissatisfied 2. Dissatisfied 3. Neither 4.Satisfied 5. Very Satisfied.

6. How would you evaluate the contribution and relationship of the university community to the society as a whole? Please indicate, given:

1. Very low/Poor 2. Low/Poor 3.Average 4.High/Good 5.Very High/ Good

a. Contribution:..... B. Relationship:.....

7. Would you recommend the University and its parallel degree programs to another person?.....

8. a. Given a choice, would you love or recommend another person to study in a local public or private university?
b. Indicate which one(s):.....

9. How would you sincerely rate the challenges/problems faced by the university if any in the delivery of the following courses in terms of the severity in its parallel programs? Please indicate against each possible problem using the scale.

	1. Very Severe	2. Severe	3. Neither	4. Less Severe	5. Not Severe
	COMMERCE	MEDICINE	LAW	OTHERS	
1.Course content i.e. syllabus/outline					
2. Variety of choice /options					
3. Learning facilities					
4.Student/Lecturer relationship					
5. Exam and results administration					
6. Any other:					

V. ADDITIONAL PERSONAL COMMENTS/SUGGESTIONS

Briefly if possible outline /explain what the University should do to enhance the competitiveness of these programs and possibly attract more students and sponsors for its activities.

Signature:.....

Date:.....

Tel. Contact:.....

Thanks for your cooperation and participation.

Ranking of Selected East African Universities in Africa (top 100)

<u>Institution</u>	<u>Position</u>	<u>Global Ranking</u>
1. University of Daresalaam	13	2576
2. Makerere University	18	3504
3. University of Nairobi	24	4385
4. Moi University	49	5986
5. United States International University	61	6373
6. Kenyatta University	74	6813

Source: Daily Nation Newspaper, 10th Oct. 2005: Adopted from webometrics.info : (InterLab : Science ,Technology and Higher Education).

Spearman's Rank Correlation Coefficient Formulae:

Formulae:
$$r_s = 1 - \frac{6\sum d^2i}{n(n^2-1)}$$

Where

- r_s** - Spearman Rank Correlation Coefficient
- d** - Difference in the ranks
- n** - No. Of paired observations

Measure: $-1 < r < 1$

<u>when r =</u>	<u>Correlation is</u>
1.00	Perfect
0.90	Very Strong
0.70-0.80	Strong
0.50-0.60	Moderate
00.40 or less	Weak

Table 7: Self-Sponsored Programs (Module- II) Student Enrollment (2004-2005)

YEAR	2000/01		2001/02		2002/03		2003/04		2004/2005	
UNIVERSITY OF	M	F	M	F	M	F	M	F	M	F
Nairobi	2149	960	6702	4820	7037	5061	7189	5161	11281	6456
Keynotes	1433	991	1447	1001	5765	1669	5532	1528	6939	1916
Moi	707	603	1403	690	2188	1354	1697	1432	2492	2019
Egerton	648	229	655	232	668	236	701	248	810	287
JKUAT	1691	768	1708	776	1742	791	1829	831	2114	960
Maseno	602	383	608	386	620	394	651	414	753	478
SUB-TOTALS	7230	3166	12523	7905	18020	9505	17599	9614	24388	12116
TOTALS	10396		20428		27525		27213		36504	
Private Accredited	3093	4050	3122	4089	3476	4163	3650	3650	3796	4546
Private Unaccredited	876	472	949	511	748	742	763	757	801	907
SUB-TOTALS	3969	4522	4071	4600	4224	4905	4413	5128	4597	5453
TOTALS	8481		8671		9129		9541		10050	

Source: MOEST Statistics –2005(M-male, F-female)

Table 8: Frequency, Means & % Students Perceptions of UON’s Mission and Community Role, (n=149)

Scores		0	1	2	3	4	5	
University of Nairobi’s	Consumers	DK/NA	Very Ineffective	Ineffective	Neither	Effective	Very Effective	Mean Score
Objective/ Mission	Staff	0	2(1%)	26(18%)	14(9%)	92(62%)	15(10%)	3.62
	Students	0	8(5%)	46(31%)	19(13%)	75(51%)	0	3.09
	Community	0	5(3%)	51(36%)	5(3%)	82(55%)	5(3%)	3.21
	Others	0	5(3%)	15(10%)	9(6%)	115(78%)	5(3%)	3.67
Grand mean								3.40
	Rating	DK/NA	Very Low/Poor	Low/Poor	Average	High/Good	Very High/Good	Mean score
Community Role	Contribution	2(1%)	5(3%)	5(3%)	77(53%)	55(37%)	5(3%)	3.30
	Relationship	2(1%)	7(5%)	11(8%)	67(45%)	57(38%)	5(3%)	3.24
Grand mean								3.27

Source: Field data (2005)

Table 9: Frequency, Means & %Staff Perceptions of UON's Mission and Community Role, (n=22)

Scores		0	1	2	3	4	5	
University of Nairobi's	Consumers	DK/NA	Very Ineffective	Ineffective	Neither	Effective	Very Effective	Mean Score
Objective/ Mission	Staff	0	2(9%)	4(18%)	9(41%)	5(23%)	2(9%)	3.05
	Students	0	0	3(14%)	4(18%)	10(45%)	5(23%)	3.77
	Community	0	4(18%)	9(41%)	5(23%)	4(18%)	0	2.41
	Others	0	1(4%)	4(18%)	9(41%)	3(5%)	5(23%)	3.32
	Rating	DK/NA	Very Low/Poor	Low/Poor	Average	High/Good	Very High/Good	Mean score
Community Role	Contribution	0	0	5(23%)	6(27%)	11(50%)	0	3.27
	Relationship	0	0	4(18%)	5(23%)	10(45%)	3(14%)	3.55

Source: Field data (2005)

Table 10: Frequency, Means & %: Effectiveness of UON's Marketing Communication (n=171)

Scores		0	1	2	3	4	5	
University of Nairobi's	Consumers	DK/NA	Very Ineffective	Ineffective	Neither	Effective	Very Effective	Mean Score
Marketing Department	Students	0	23(15%)	68(46%)	26(17%)	28(19%)	4(3%)	2.49
	Staff	0	5(23%)	4(18%)	7(32%)	5(23%)	1(4%)	2.68
Information Sources:	Relatives	Media	Friends	Personal Inquiry	High School		Others	Mean score
Students	26(18%)	66(44%)	19(13%)	15(10%)	12(8%)		11(7%)	2.69

Source: Field data (2005)

Table 11: Frequency, Means & %: Students Expectation Statements, (n=149)

Scores	0	1	2	3	4	5	
Statement; University	Dk/ NA	Strongly Disagree	Disagree	Neither	Agree	Strongly agree	Mean score
Should understand student needs	0	0	0	0	60(40%)	89(60%)	4.60
Should respect student choices	0	0	0	1(1%)	70(47%)	78(52%)	4.51
Should have appealing modern physical facilities	0	0	0	1(1%)	70(47%)	78(52%)	4.52
Should clearly disseminate information to students	0	0	0	0	63(42%)	86(58%)	4.58
Management should be responsive and accessible	0	0	0	0	68(47%)	81(53%)	4.54
Should provide services as and when promised to	1(1%)	1(1%)	0	0	65(43%)	82(55%)	4.51
Should show sincere and prompt interest in solving student problems	0	0	0	0	64(43%)	85(57%)	4.56
Should have competent and knowledgeable staff	0	0	0	0	68(46%)	81(54%)	4.54
Should courteous and friendly staff	0	1(1%)	0	0	68(45%)	80(54%)	4.52
Should provide marketable programs	0	0	1(1%)	0	68(45%)	80(54%)	4.52
Should be flexible and innovative in course design and development	0	0	0	0	60(40%)	89(60%)	4.59
	Grand Mean						4.54

Source: Field data (2005)

Table12: Frequency, Means & %: Staff Expectation Statements, (n=22)

Scores	0	1	2	3	4	5	
Statement; University	Dk/ NA	Strongly Disagree	Disagree	Neither	Agree	Strongly agree	Mean score
Should understand student needs	0	0	0	0	6(27%)	16(73%)	4.73
Should respect student choices	0	0	0	3(14%)	9(41%)	10(45%)	4.32
Should have appealing modern physical facilities	0	0	0	0	4(18%)	18(82%)	4.82
Should clearly disseminate information to students	0	0	0	0	3(14%)	19(86%)	4.86
Management should be responsive and accessible	0	0	0	0	4(18%)	18(86%)	4.82
Should provide services as and when promised to	1(1%)	0	0	0	1(4%)	21(96%)	4.95
Should show sincere and prompt interest in solving student problems	1(4%)	0	0	0	3(14%)	18(82%)	4.64
Should have competent and knowledgeable staff	2(9%)	0	0	0	4(18%)	16(73%)	4.36
Should courteous and friendly staff	0	0	0	0	5(23%)	17(77%)	4.77
Should provide marketable programs	0	0	0	0	1(4%)	21(96%)	4.95
Should be flexible and innovative in course design and development	0	0	0	0	1(4%)	21(96%)	4.95
	Grand Mean						4.71

Source: Field data (2005)

Table 13: Frequency, Means & %: Students Perception Statements, (n=149)

Scores	0	1	2	3	4	5	
Statement; University	DK/ NA	Strongly Disagree	Disagree	Neither	Agree	Strongly agree	Mean score
Provides services when and as promised	5(3%)	17(11%)	84(57%)	8(5%)	35(24%)	0	2.34
Offers services right the first time	0	23(15%)	93(62%)	12(8%)	6(4%)	15(10%)	2.31
Shows interest in solving student problems	0	3(2%)	57(38%)	4(3%)	73(49%)	12(8%)	3.23
Keeps customers informed of when services will be offered	0	4(3%)	66(44%)	12(8%)	61(41%)	6(4%)	2.99
Staff give prompt services	0	37(25%)	82(55%)	9(6%)	9(6%)	12(8%)	2.17
Staff are always willing and ready to help and respond to queries	0	53(36%)	47(31%)	5(3%)	41(28%)	3(2%)	2.29
Customers feel confident and safe in dealing with university staff	0	21(14%)	29(19%)	16(11%)	70(47%)	13(9%)	3.17
Staff are consistently courteous and friendly	0	9(6%)	51(35%)	47(32%)	33(22%)	7(5%)	2.85
Staff are knowledgeable and competent	0	19(13%)	35(24%)	27(18%)	42(28%)	25(17%)	3.13
Staff give personalized service	0	40(27%)	63(43%)	9(6%)	25(17%)	12(7%)	2.35
Understands customer specific needs	9(6%)	0	108(73%)	24(16%)	8(5%)	0	2.15
Is easily accessible	0	4(3%)	9(6%)	20(13%)	86(58%)	30(20%)	3.87
Has appealing physical facilities	0	9(6%)	25(17%)	43(29%)	57(38%)	15(10%)	3.30
Provides clear information about its services/programs	0	18(12%)	23(15%)	15(11%)	82(55%)	11(7%)	3.30
Has modern looking facilities	0	39(26%)	37(25%)	20(14%)	48(32%)	5(3%)	2.60
Employees are neat and professional	0	22(15%)	25(17%)	67(45%)	35(23%)	0	2.77
Is innovative and creative in offering courses that are relevant and competitive in the market	7(5%)	28(19%)	42(28%)	41(27%)	23(16%)	8(5%)	2.46
	Grand Mean						2.75

Source: Field data (2005)

Table 14: Frequency, Means & %: Staff Perception Statements, (n=22)

Scores	0	1	2	3	4	5	
Statement; University	DK/ NA	Strongly Disagree	Disagree	Neither	Agree	Strongly agree	Mean score
Provides services when and as promised	0	2(9%)	3(13%)	5(23%)	5(24%)	7(32%)	3.55
Offers services right the first time	0	2(9%)	2(9%)	10(46%)	4(18%)	4(18%)	3.27
Shows interest in solving student problems	5(23%)	2(9%)	2(9%)	3(13%)	5(23%)	5(23%)	2.73
Keeps customers informed of when services will be offered	0	2(9%)	1(4%)	1(4%)	8(37%)	10(46%)	4.05
Staff give prompt services	0	5(23%)	2(9%)	6(27%)	5(23%)	4(18%)	3.05
Staff are always willing and ready to help and respond to queries	0	1(4%)	1(4%)	1(4%)	10(47%)	9(41%)	4.14
Customers feel confident and safe in dealing with university staff	0	3(14%)	4(18%)	5(23%)	6(27%)	4(18%)	3.18
Staff are consistently courteous and friendly	3(14%)	0	0	4(23%)	7(32%)	8(36%)	3.64
Staff are knowledgeable and competent	0	0	0	2(8%)	10(46%)	10(46%)	4.36
Staff give personalized service	0	2(9%)	2(9%)	2(9%)	12(55%)	4(18%)	3.64
Understands customer specific needs	0	2(9%)	2(9%)	8(37%)	6(27%)	4(18%)	3.36
Is easily accessible	0	0	3(14%)	0	15(68%)	4(18%)	3.91
Has appealing physical facilities	0	1(4%)	2(9%)	14(64%)	3(14%)	2(9%)	3.14
Provides clear information about its services/programs	0	0	4(18%)	11(50%)	5(23%)	2(9%)	3.23
Has modern looking facilities	0	1(4%)	3(14%)	11(50%)	4(18%)	3(14%)	3.23
Employees are neat and professional	5(23%)	2(9%)	0	10(45%)	2(9%)	3(14%)	2.50
Is innovative and creative in offering courses that are relevant and competitive in the market	0	1(4%)	2(9%)	15(69%)	3(14%)	1(4%)	3.05
	Grand Mean						3.41

Source: Field data (2005)

Table 15: Frequency, Means & %: Consumer Priorities (Importance) in SSP, (n=171)

Scores		0	1	2	3	4	5	
Consumer	Performance Indicators	DK/NA	Very Unimportant	Unimportant	Neutral	Important	Very important	Mean score
Students	Reliability	2(1%)	0	0	1(1%)	4(3%)	142(95%)	4.89
	Responsiveness	0	0	0	5(3%)	10(7%)	134(90%)	4.87
	Communication	0	0	0	0	12(8%)	137(92%)	4.92
	Tangibles	0	0	0	0	5(3%)	144(97%)	4.97
	Empathy	0	0	0	1(1%)	10(7%)	138(92%)	4.92
	Assurance	0	0	0	1(1%)	11(7%)	137(92%)	4.91
	Grand Mean							
Staff	Reliability	0	0	0	5(23%)	0	17(77%)	4.55
	Responsiveness	0	1(4%)	0	0	0	21(96%)	4.82
	Communication	0	0	0	1(4%)	3(14%)	18(82%)	4.77
	Tangibles	0	0	0	0	2(9%)	20(91%)	4.91
	Empathy	0	0	0	5(23%)	0	17(77%)	4.55
	Assurance	0	0	0	1(4%)	4(19%)	17(77%)	4.73
	Grand Mean							

Source: Field data (2005)

Table 16: Frequency, Means & %: Consumer Satisfaction in SSP, (n=171)

Scores		0	1	2	3	4	5	
Consumer	Performance Indicators	DK/NA	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Mean score
Students	Reliability	2(1%)	3(2%)	12(8%)	8(5%)	117(79%)	7(5%)	3.72
	Responsiveness	0	5(3%)	10(7%)	71(48%)	62(42%)	0	3.28
	Communication	0	3(2%)	7(5%)	63(42%)	74(50%)	2(1%)	3.44
	Tangibles	0	7(5%)	5(3%)	4(3%)	130(87%)	3(2%)	3.79
	Empathy	0	5(3%)	8(5%)	3(2%)	133(89%)	0	3.77
	Assurance	0	5(3%)	9(6%)	4(3%)	131(88%)	0	3.75
	Grand Mean							
Staff	Reliability	1(4%)	1(4%)	3(14%)	0	11(50%)	6(28%)	3.68
	Responsiveness	0	1(4%)	2(4%)	5(23%)	11(50%)	3(14%)	3.59
	Communication	0	0	3(14%)	6(27%)	10(45%)	3(14%)	3.59
	Tangibles	0	1(4%)	2(9%)	4(19%)	13(59%)	2(9%)	3.59
	Empathy	3(14%)	0	2(9%)	6(27%)	9(41%)	2(9%)	3.09
	Assurance	0	0	3(14%)	8(36%)	7(32%)	4(18%)	3.55
	Grand Mean							

Source: Field data (2005)

Table 17: Frequency, Means & %: University Preferences and Choices, (n=171)

University		Module-II			Preferred Choice		
University of Nairobi		YES	No	Mean scores	Private	Public	Mean scores
	Students	88(59%)	61(41%)	0.59	60(40%)	89(60%)	1.60
	Staff	15(68%)	7(32%)	0.68	4(18%)	18(72%)	1.82
Preferred Choice		DK/NA	UON	Other public	USIU	Other private	Mean scores
	Students	0	61(41%)	28(17%)	21(14%)	39(26%)	4.78
	Staff	0	10(46%)	8(36%)	1(4%)	3(14%)	3.45

Source: Field data (2005)

Table 18: Means Scores: Challenges in selected courses in SSP, (n=171)

	COURSES	COMMERCE	MEDICINE	LAW	
University of Nairobi	Performance Variables	Mean score	Mean score	Mean score	Grand mean
Students	Course content	3.60	3.02	3.06	3.23
	Variety of choice/options	3.84	3.11	3.20	3.38
	Learning facilities	2.56	2.83	2.92	2.24
	Student/Lecturer relationship	2.74	3.12	2.66	2.85
	Exam and results administration	2.45	2.92	2.89	2.75
	Any other	2.98	2.98	2.95	2.97
	Grand Mean		3.03	3.00	2.96
Staff	Course content	2.45	2.95	2.95	2.78
	Variety of choice/options	3	3.27	3	3.09
	Learning facilities	3.09	2.50	2.82	2.80
	Student/Lecturer relationship	3.77	2.36	2.59	2.91
	Exam and results administration	2.86	3.05	3.36	3.09
	Any other	2.82	2.82	2.91	2.18
	Grand Mean		3.00	2.83	2.94
	Grand Mean	3.02	2.92	2.95	

Source: Field data (2005)

CORRELATIONS- STAFF

Reliability		Satisfaction	Importance
Satisfaction	Pearson Correlation	1	.351
	Sig. (2 -tailed)	.	.109
	N	22	22
Importance	Pearson Correlation	.351	1
	Sig. (2 -tailed)	.109	.
	N	22	22

Responsiveness		Satisfaction	Importance
Satisfaction	Pearson Correlation	1	-.312
	Sig. (2 -tailed)	.	.157
	N	22	22
Importance	Pearson Correlation	-.312	1
	Sig. (2 -tailed)	.157	.
	N	22	22

Communication		Satisfaction	Importance
Satisfaction	Pearson Correlation	1	-.203
	Sig. (2 -tailed)	.	.365
	N	22	22
Importance	Pearson Correlation	-.203	1
	Sig. (2 -tailed)	.365	.
	N	22	22

Tangibility		Satisfaction	Importance
Satisfaction	Pearson Correlation	1	.031
	Sig. (2 -tailed)	.	.892
	N	22	22
Importance	Pearson Correlation	.031	1
	Sig. (2 -tailed)	.892	.
	N	22	22

Empathy		Satisfaction	Importance
Satisfaction	Pearson Correlation	1	.485*
	Sig. (2 -tailed)	.	.022
	N	22	22
Importance	Pearson Correlation	.485*	1
	Sig. (2 -tailed)	.022	.
	N	22	22

*. Correlation is significant at the 0.05 level (2-tailed)

Assurance		Satisfaction	Importance
Satisfaction	Pearson Correlation	1	-.155
	Sig. (2 -tailed)	.	.490
	N	22	22
Importance	Pearson Correlation	-.155	1
	Sig. (2 -tailed)	.490	.
	N	22	22

CORRELATIONS-STUDENTS

Reliability		Satisfaction	Importance
Satisfaction	Pearson Correlation	1	-.057
	Sig. (2 -tailed)	.	.488
	N	149	149
Importance	Pearson Correlation	-.057	1
	Sig. (2 -tailed)	.488	.
	N	149	149

Responsiveness		Satisfaction	Importance
Satisfaction	Pearson Correlation	1	.117
	Sig. (2 -tailed)	.	.157
	N	148	148
Importance	Pearson Correlation	.117	1
	Sig. (2 -tailed)	.157	.
	N	148	22

Communication		Satisfaction	Importance
Satisfaction	Pearson Correlation	1	.185*
	Sig. (2 -tailed)	.	.024
	N	149	149
Importance	Pearson Correlation	.185*	1
	Sig. (2 -tailed)	.024	.
	N	149	149

*. Correlation is significant at the 0.05 level (2-tailed)

Tangibility		Satisfaction	Importance
Satisfaction	Pearson Correlation	1	.246**
	Sig. (2 -tailed)	.	.003
	N	149	149
Importance	Pearson Correlation	.246**	1
	Sig. (2 -tailed)	.003	.
	N	149	149

** . Correlation is significant at the 0.01 level (2-tailed).

Empathy		Satisfaction	Importance
Satisfaction	Pearson Correlation	1	.171*
	Sig. (2 -tailed)	.	.037
	N	149	149
Importance	Pearson Correlation	.171*	1
	Sig. (2 -tailed)	.037	.
	N	149	149

*. Correlation is significant at the 0.05 level (2 -tailed)

Assurance		Satisfaction	Importance
Satisfaction	Pearson Correlation	1	.055
	Sig. (2 -tailed)	.	.508
	N	149	149
Importance	Pearson Correlation	.055	1
	Sig. (2 -tailed)	.508	.
	N	149	149