

1) A SURVEY OF POST PURCHASE BEHAVIOUR OF MASTERS OF
BUSINESS ADMINISTRATION GRADUATES OF THE
UNIVERSITY OF NAIROBI: THE CASE OF MBA PARALLEL
PROGRAMME 7/

BY

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A Management Research Project Submitted in Partial
Fulfillment of the Requirements for the Degree of
Master of Business Administration
School of Business, University of Nairobi

September 2007

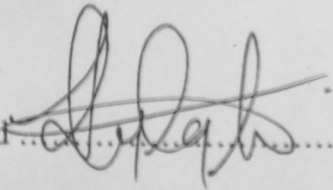


DECLARATION

I dedicate this management project to my wife Josephine Wambui and our two daughters

Samuel Ng'ang'a and Lucy Ng'ang'a for their understanding, patience and Prayers

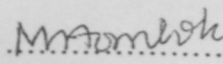
This Management Research Project is my original work and has not been submitted for award of a degree in the University of Nairobi any other University

Signed  Date 25-10-2007

Ngoru Joseph Ng'ang'a

Reg. No: D61/P/7149/04

This management Project has been submitted for examination with my approval as the University Supervisor

Signed  Date 27-10-2007

Mrs Margaret Ombok

Lecturer
School of Business
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DEDICATION

I dedicate this management project to my wife Josephine Wambui and our two daughters Sandra Ng'ang'a and Ivy Ng'ang'a for their understanding, patience and Prayers throughout my stay in school.

To all post graduate MBA Students who participated in the study thanks very much for your time and participation in this study.

To all lecturers who taught me at the University thanks and God Bless you.

To my dear mom, you occupy a special place in my heart and thanks for your understanding and encouragement.

My dear wife and daughters you were instrumental in the success of this study.

To the Almighty God, your mercy, love and protection made this possible amidst many problems. You were, You are and You shall forever remain the Only and Loving God.

Finally, I would want to thank all those MBA graduates who shared their time to provide the needed for my study.

ACKNOWLEDGEMENT

I owe my supervisor Mrs. Margaret Ombok special thanks for her overwhelming support and guidance. Her support greatly enhanced and enriched this study. Her uncompromising stance on quality and relevance greatly inspired me.

Mwalimu; forever I remain grateful and God bless you.

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ABSTRACT

The purpose of the study was to investigate the post purchase behaviour of Masters of Business Administration (MBA) parallel degree graduates of the University of Nairobi. The objectives of the study were to establish the extent of satisfaction or dissatisfaction of the parallel graduates, determine whether the level of satisfaction/dissatisfaction differed across specialization areas and establish the actions the graduates had taken as a result of satisfaction or dissatisfaction.

A descriptive study was used in this survey. The population of interest comprised all parallel Masters of Business Administration graduates of the University of Nairobi since the inception of the programme. A sample size of 80 graduates was selected using convenient sampling method. Questionnaires were emailed to respondents. Out of the 80 respondents, 62 of them returned the questionnaires reflecting a response rate of 77.5%. Primary data was collected using a structured questionnaire.

From analysis, it was found that there is a lot of satisfaction derived from the Masters of Business Administration on aspects of job performance and personal development aspects. Improved ability to work with teams was best rated aspect of job performance. Attainment of personal satisfaction /achievement was the best rated personal development aspect. There was less satisfaction with core service performance aspects apart from convenient location of the university and lecturer's qualifications. Though there was little difference across specialization areas marketing graduates enjoyed high levels of satisfaction compared to others. Majority of respondents expressed satisfaction with the programme and recommended friends to enroll. It was concluded that overall, the majority of students were satisfied with the Masters of Business Administration attained at the University of Nairobi.

It is recommended that the University should involve students in decision making on how to run the programme, handling of students complain should be streamlined and bookshop, library and medical facilities improved as well as provision of more parking space for students. Inability of the University to keep records of students broken down into specialization areas was a limitation of the study. It is suggested that post purchase behavior of MBA regular students and other Masters programmes within the University

of Nairobi be studied in the future. Similar studies should also be carried out in other Universities.

CHAPTER ONE INTRODUCTION

1.1 Background

The business environment is rapidly changing making it imperative for organizations to constantly adapt their activities in order to succeed (Ansof, 1987). Economies have been liberalized leading to more new markets and new entrants. Competition has set in with firms striving to increase, gain, or maintain their market share. The fast changing global business environments have led to fierce competition, increased choice for customers with lower prices, lower margins, replacement of tangible assets with information dramatically changing global infrastructures, from dependence to independence to interdependence, boundaries collapsing, market economies expanding i.e. deregulation and privatization, telecommunication infrastructures investment from analog to digital (World Economic Outlook, 1997).

With all these changes in the environment and with businesses becoming more sophisticated in their operations, and especially with the computerization of operations the need to have and maintain a well-trained and skilled manpower has been felt more than ever before. The Kenya government has responded to these challenges by setting its priorities in terms of provision of food, shelter, health and education (manpower). The government acknowledges that effective manpower provision depends on the provision of food, shelter and eradication of poverty. The government has adopted an approach of education as the sure way of facilitating provision of the much-needed manpower. A well-educated population is a precondition for sustained growth and development and so it is a healthy population (Kenya Vision 2030).

CHAPTER ONE

INTRODUCTION

1.1 Background

The business environment is rapidly changing making it imperative for organizations to constantly adapt their activities in order to succeed (Ansof, 1987). Economies have been liberalized leading to more new markets and new entrants. Competition has set in with firms aiming to increase, gain, or maintain their market share. The fast changing global business environment have led to more competition, increased choice for customers when lower prices, lower margins, replacement of tangible assets with information dramatically changing global infrastructures, from dependence to independence to interdependence, boundaries collapsing, market economies expanding i.e. deregulation and privatization, telecommunication infrastructures, investment from analog to digital (World Economic Outlook, 1997).

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0 opportunity to look at is to establish the post purchase behaviour of the students who go through this parallel academic programme.

The Kenya government has moved with speed in facilitating the provision of manpower to the economy from a mere one university in 1963 and has facilitated the establishment of five other public universities and host of other private universities (See appendix 1). The universities play a leading part through their research and advisory contributions. The number of students enrolling in the universities has risen steadily and the universities have come up with programmes to cater for students who meet the university minimum requirement for admission but are unable to get places in the public universities (Kihara, 2003). Every year between 200,000 – 300,000 students in Kenya sit for their Kenya Certificate of Secondary Education (KCSE) but out of these only 10,000 get vacancies to join public universities. About 60% of these students are absorbed in private universities and middle level colleges, and the remaining students who have failed undertake artisan courses. Close to 15,000 people graduate annually from both private and public universities in Kenya. Ten percent of these graduates need MBA qualification to prepare them for management positions in the various sectors of Kenyan economy.

With the universities establishing parallel academic programmes to cater for those in need of university education there has been increasing fear that the quality of education offered at the university is likely to be diluted. Negative publicity about the parallel programmes have been written by leading media houses in Kenya to the effect that students are buying degrees especially the M.B.A. (Kahara and Mutai, 2005). With this stinging criticism, the universities have done a lot to improve the quality of their parallel degree programmes with the aim of meeting the expectations of the students. This is in line with the adoption of strategic competitive strategies but one area that the universities haven't had the

opportunity to look at is to establish the post purchase behaviour of the students who go through this parallel academic programs.

1.1.1 Post purchase behaviour

Post purchase behaviour refers to the behaviour exhibited by consumers, after the purchase and use of a product. This behaviour is a product of the consumer's performance expectation before purchase and his evaluation of the products perceived performance after purchase and upon use (Swan and Combs, 1976). Consumers base their expectations on messages they receive from sellers, friends and other information sources. If sellers exaggerate the products performance consumers will experience disconfirmed expectations, which lead to dissatisfaction. Here the consumers coping style comes into play. Some consumers magnify the gap when the product is not perfect and they are highly dissatisfied. Other consumers minimize the gap and are less dissatisfied (Anderson, 1973).

The probability of a consumer experiencing post purchase dissonance as well as the magnitude of such dissonance is a function of, the degree of commitment or irrevocability of the decision, the importance of the decision to the consumer, the difficulty of choosing among alternatives and the individual's tendency to experience anxiety (Hawkings and Best, 1989). Dissonance occurs because making a relatively permanent commitment to a chosen alternative requires one to give up the attractive features of the unchosen alternatives. This is inconsistent with the desire for those features. Thus habitual and most limited decision making will not produce post purchase dissonance since one does not consider any attractive features in non chosen brand that are absent in the chosen brand. There is great importance in understanding consumers post purchase behaviour because such behaviour acts as framework upon which consumers evaluate products. It thus

provides the basis on which product improvement, product modification, product repositioning is based to the advantage of the manufacture with a view to pleasing consumers and making them more satisfied.

There is also the inherent danger of not understanding consumers post purchase behaviour. Dissatisfied consumers can respond to their experience in a very negative manner likely to hurt the product and the reputation of the manufacturer (Kibera and Waruingi, 1988). The consumer may take private actions i.e. the consumer decides to boycott the offending product and may urge his family friends or acquaintance to do likewise. The consumer may also take public actions i.e. making an effort to obtain redress directly by contacting the seller and asking for appropriate corrective action, writing a letter to the press; and taking legal action, if all other efforts to obtain redress fail. Such actions can dearly hurt the product and the manufacturer as well. An intangible product like education may be evaluated by the consumers using features such as qualifications of lecturers, absorption rate of the graduates in the labor market, library facilities, and relevance of training to demands by the employers.

1.1.2 Higher education in Kenya

Higher education is post-secondary education at colleges, universities, junior or community colleges, professional schools, technical institutes and teachers' training schools. The main players in the higher education have been the Ministry of Education the universities and polytechniques and a host of some well established private colleges. The education ministry has been the main policy making body. Initially the Ministry was divided into the Ministry of higher education and the Ministry of lower education but the two ministries were merged into one in 1983. Public universities have grown from one

constituent college with a mere 572 students at independence in 1963 to six with a total enrollment of more than 50,000 students (Kihara, 2003). Polytechnics have remained in Nairobi and Mombasa but recently one was established in Eldoret. Other players in higher education have been the providers of bursary fund in the private sector. The community development fund (CDF) initiated by the NARC government has been a reliable avenue of bursaries and scholarships. The Ford Foundation has also been providing scholarships to students wishing to pursue masters and undergraduate degrees.

Higher education in Kenya has been facing serious challenges. Inadequacy of institutions offering post secondary education, inadequate resources in the few institutions available to support quality education; and the management problem of these institutions. These challenges have acted as major constraints to the growth and development of higher education in Kenya. (Commission For Higher Education 2006). The above challenges have been addressed in a number of ways. The number of public universities has increased from one to six and the enrolment has risen to more than 50,000 students (Kihara, 2003). The Kenya government established a commission for higher education (CHE) in 1985 to regulate the growth and quality of higher education. The past trend where universities were established on the basis of religious orientation has stopped instead establishment of more 'secular' private universities has taken root (Tengo, 2000). The second way in which these challenges have been addressed is through massification of the university system. This started in earnest in the early 1990s when universities were compelled to admit more of the increasing number of qualified high school leavers during the double intake of 1990/1991 (Kihara, 2003). This had serious implications on the quality of education because the government did not have enough resources to sustain and manage such a big group (Odawa, 2005).

Another way through which these challenges have been addressed is through the introduction of parallel degree programmes officially known as module II degrees. This module II programme has taken care of students who sit their KCSE exam and attain the minimum requirement for entry into public universities but are unable to get entry due to limited bed capacity at the universities (Kihara, 2003). The programme has also led to the introduction of Masters of Business Administration (MBA), Masters of Arts (M.A) and recently Bachelors in Law (LLB) degrees been offered on part time basis. This has greatly benefited those who are employed and would have liked to further their studies but with absence of this module II programme, it remained a dream.

1.1.3 The University of Nairobi

The inception of the University of Nairobi is traced back to 1956 with the establishment of the Royal Technical College which admitted its first lot of A-level graduates for technical courses in April the same year. The Royal Technical College was transformed into the second university college in East Africa on 25 June 1961 under the name Royal College Nairobi and was admitted into a special relation with the University of London where upon it immediately began preparing students in the faculties of Arts, science and Engineering for award of degrees of the University of London. Meanwhile students in other faculties such as the faculty of special professional studies (Later renamed Faculty of commerce) and faculty of Architecture continued to offer diplomas for qualification of professional bodies and institutions (University of Nairobi Website).

On 20th May 1964, the Royal College Nairobi was renamed university college Nairobi as a constituent college of inter-territorial, Federal University of East Africa, and henceforth the enrolled students were to study for degrees of the University of East Africa and not

London as was the case before. In 1970 the university college Nairobi transformed itself into the just national university in Kenya and was renamed the University of Nairobi. (University of Nairobi Website). In 1983 owing to rapid expansion and complexities in administration, the University of Nairobi underwent a major restructuring resulting in decentralization of the administration by creation of six (6) campus colleges headed by principals. Today the campus colleges have increased and have been renamed schools with various faculties within those schools (See appendix 2).

The University of Nairobi by its history and position therefore finds itself with an inherent role to provide leadership in the domain of higher education. It has the best-developed traditions and the deepest experience at this level of education in Kenya. As the custodian of this tradition and wealth of experience, the University of Nairobi has a special burden and obligation to others (Odawa, 2005). But this role has to be fulfilled now in the context of changed paradigms. The leadership demanded of this university has to be determined in the context of a global arena. The external environment within which this role has to be performed has changed dramatically and has now acquired an international character (UON, 2004). The Module II programme at the University of Nairobi has been facing serious challenges namely; competition from other universities offering MBAs, the need to maintain quality standards in education, the need to align courses with the expectations of the labour market and the need to remunerate and motivate lecturers in line with their added responsibilities. However the University of Nairobi being a market leader has maintained its programmes beyond the reach of its competitors and has tailored courses to meet market demands and a year ago reviewed the salaries of lecturers upward. (UON, 2004; Odawa 2005).

1.1.4 The Masters of Business Administration Programme

Randall (2001) defines Masters of Business Administration (MBA) as the degree granted after one or two years of graduate study at the university level, that provides training in theory and practice of business management. The MBA is basically a document that certifies that one has a competence in all the major functional management roles found in the modern corporate world. The MBA programme helps to equip participants with skills, techniques and understanding required for successful managerial careers in the public and private sector of the economy (UON, 2004). The programme caters for participants who have undergone prior business training as well as those whose professional backgrounds are in other disciplines outside business. The programme specifically aims to: provide a rigorous and critical grounding in key generic areas of management; enhance self confidence and the ability to evaluate practical business experience from an academic, practical and critical perspective; develop awareness of the changing local and international business environment; provide specialized knowledge of the chosen area; and instill a professional and problem solving attitude within the practice of management (UON, 2004).

The number of MBA graduates has grown dramatically over the past 100 years since the first graduate business degree was offered in 1900 at Dartmouth College's Amos Tuck School in New Hampshire USA. There are now about 900 MBA programmes offered throughout the world with about forty of these in Australia. Students are thus facing the challenge of deciding which of these programmes is best suited to their needs. The MBA is one of the most flexible degree programmes available in many academic institutions today. It prepares students for leadership in organizations, in independent business and

their own communities. It gives future managers, the knowledge, concepts and skills necessary to direct resources to meet specific organizations goals.

The MBA can help one to aim for a more fulfilling career. Its versatility is a special advantage. Although the MBA is not a guaranteed ticket to success, it can provide access to many personal and professional opportunities and can help one to achieve greater responsibility, higher earnings, more job satisfaction and greater visibility and advancement at work and in the community (UON, 2004). Given the high value many organizations place on decision making and problem solving abilities, MBA graduates are most sought after by majority of these institutions to meet these growing needs.

The University of Nairobi is among the Kenyan universities offering a Masters Degree a in Business Administration. Since the launch of MBA degree programme on full time basis in 1972, the University of Nairobi has continued to record the largest number of student admission per annum. In 1998, the university introduced the part-time programme commonly known as Module II or parallel degree programme. Today it is estimated that there are about 14,000 parallel students with a half of them pursuing the MBA. The MBA at the University of Nairobi is coordinated by the School of Business under three main departments namely; Accounting and finance, Business Administration and Management Science. Students can specialize in any of the main functional areas. Accounting; Finance; marketing operations management, Human Resource management; Management information Systems; strategic management; international business management and insurance. There have been a lot of challenges facing the MBA programme ranging from squeezed resources of the university to constrained teaching facilities and outright competition from other institutions that have started offering MBA degrees.

A good MBA programme is objectively defined in terms of the service delivery of the programme, absorption in the job market and achievements of its graduates. It involves issues like the number of specialization options available to the students, size of classes the prestige of the universities, the MBA alumni, job placement for the programme graduates and key skills development of graduates (Barret, 1996). A good MBA programme is also defined in terms of lecturer's qualifications and competencies and also the mode of programme. A good MBA programme should be able to demonstrate high levels of agreement between the expectations of the students and their ultimate realization (Bradshaw, 2003). Since the inception of Module II programme in 1998, 1,504 students have graduated (provisional figure).

1.2 Statement of the problem

The MBA is an important degree that is held with high esteem by both those who acquire it, teach and employers. According to Carl Volgt (2003), Associate Dean (UCLA), the experience and discipline learned in an accredited MBA programme trains individuals for the rapidly changing global economy. This is because MBA programmes are designed to train the generalist to have a deep understanding of not only the functional areas (such as marketing and finance) but also to understand how all the functional areas fit together. The MBA generally helps one in career development and a survey by Accountemps, a global temporary staffing service for accounting and finance professionals revealed that 80% of executives consider the MBA as important to reach senior management ranks with most companies. Besides it gives you not only more leverage in dictating new job titles and salary but also give you leverage in determining a better balance between work and life outside.

The MBA programme at the University of Nairobi both the regular and parallel programmes have been a source of regular supply of the much-needed trained manpower in both the public and private sectors of the economy. However despite the importance and resourcefulness of this programme the perception out there is very negative. In an article published by the East African Standard on 30/04/2005 it was alleged that students need not attend lectures or do their assignments and instead asks other students to do it on their behalf. The article further alleged that the quality of the parallel degree programmes is lower compared to the regular programmes and no wonder they complete their degrees in a shorter time. However the article disregards the fact that parallel programmes are rarely interrupted by university closure due to strikes and riots.

This perception out there has undermined the very values that the MBA parallel programme stands for and has even sent shivers down the spine of most employers. It is interesting to note that despite all these negative perception other universities have started to offer MBA programmes of similar nature namely Kenyatta University, Egerton University, Nazareth University and United States International University (USIU).

The University of Nairobi being the leading University in Kenya, has tried to put measures in place to safeguard and ensure that the quality of education remains unaffected. Professor Jacob Kamenyi the University of Nairobi Deputy Vice Chancellor admits the programme is under threat from unscrupulous students and a handful of lecturers who engage in unorthodox methods of study. These negative issues have been blown out of proportion through undeserved publicity. The University continues to maintain high reputation of programmes offered at this country's premier university. Interestingly in spite of this, the perception in the public domain remains bad about the

MBA programme and even other parallel programmes like Bachelor of Commerce (B Com). The University of Nairobi has tried general ways to redeem and change the perception by ensuring high quality of its programme.

The ultimate person who can redeem this perception is the consumer – the students themselves who have benefited from this programme. It is only them besides employers who can authoritatively make a judgment of the quality and management of the programme and not any other person relying on non authoritative sources. It is only by understanding the post purchase behaviour of the consumers that the real perception can be brought out. The Graduates of MBA parallel programme are in a position of authority to confess as to whether their expectations have been met by the programme and this can only be achieved by conducting a post purchase behaviour survey of the graduates. It is only by understanding consumers post purchase behaviour that the relevance and importance of a product or service to the consumer can be ascertained with finality (Kotler , 2004; Hawkins, 1989 ; Schiffman ,1996). Besides, it lays the foundation of future marketing strategies.

Studies on service quality by Masinde, (1986); Mwenda, (1987); Mukiri, (2001); Mbiru ,(2001); Kandie, (2002); and Mwaura, (2002) mainly focused on the following industries: energy, transportation, telecommunication and financial sectors in Kenya. Though studies on MBA degree have been conducted by Mbatha (2002) and Odawa (2005) both these studies focused on reasons for pursuing MBA and perceived quality for MBA for those in consumers (students) in session. No study has been conducted to evaluate the perception or satisfaction level of those who have already graduated from the MBA programme. The proposed study would be useful in clearing the doubts in the mind of the public and

perhaps a few students in session and would go along way in repositioning the University of Nairobi as the undisputed market leader in the provision of quality, relevant education.

This study sought to answer the following questions.

- (i) What is the post- purchase behaviour of MBA graduates of the MBA parallel programme (are they satisfied or dissatisfied)?
- (ii) Does the satisfaction or dissatisfaction differ across specialization areas?
- (iii) What actions have they taken as a result of being satisfied or dissatisfied if any?

1.3 Objectives of the study

The broad objective of this study was to determine the post purchase behaviour of the MBA graduates of the parallel programme. Specifically the study intended to:

- (i) Establish the extent of satisfaction or dissatisfaction of the MBA parallel graduates
- (ii) Determine whether the level of satisfaction /dissatisfaction differs across specialization areas.
- (iii) Establish the action that the MBA parallel graduates have taken as a result of satisfaction or dissatisfaction with the programme.

1.4 Importance of the study

The results of this study may be of use to the following:

- (i) The University of Nairobi School of Business will be able to understand what already graduated students feel about the MBA parallel programme.
- (ii) Other universities with similar programmes may benefit by using the findings of the study to harmonize their programmes with expectations of the students.

(iii) Potential MBA students planning to join the parallel programme at the university would benefit by having access to correct information about the programme that would help them make the right decisions.

(iv) Ministry of Education policy makers. They may have a chance to better understand the perception of students and quality implications of the parallel degree courses offered in universities.

(v) Society at large may have a chance to know the truth about parallel degree programmes offered in public universities.

(vi) Other scholars and researchers may use the findings as a source of reference.

LITERATURE REVIEW

2.1 Consumer Behaviour

The term consumer behaviour refers to the behaviour that consumers display in searching for, purchasing, using, evaluating and disposing of products and services that they expect will satisfy their needs (Schiffman, 1996). Consumer Behaviour is that behaviour exhibited by people in planning, purchasing and using economic goods and services (Kibera and Waruingi, 1988). Consumer behaviour is the study of how individuals make decision to spend their available resources (time, money, effort) on consumption related items. It includes the study of what they buy, why they buy it, when they buy it, where they buy it, how often they buy it, how they use it, how they evaluate it after the purchase, and how they dispose of it (Schiffman, 2004).

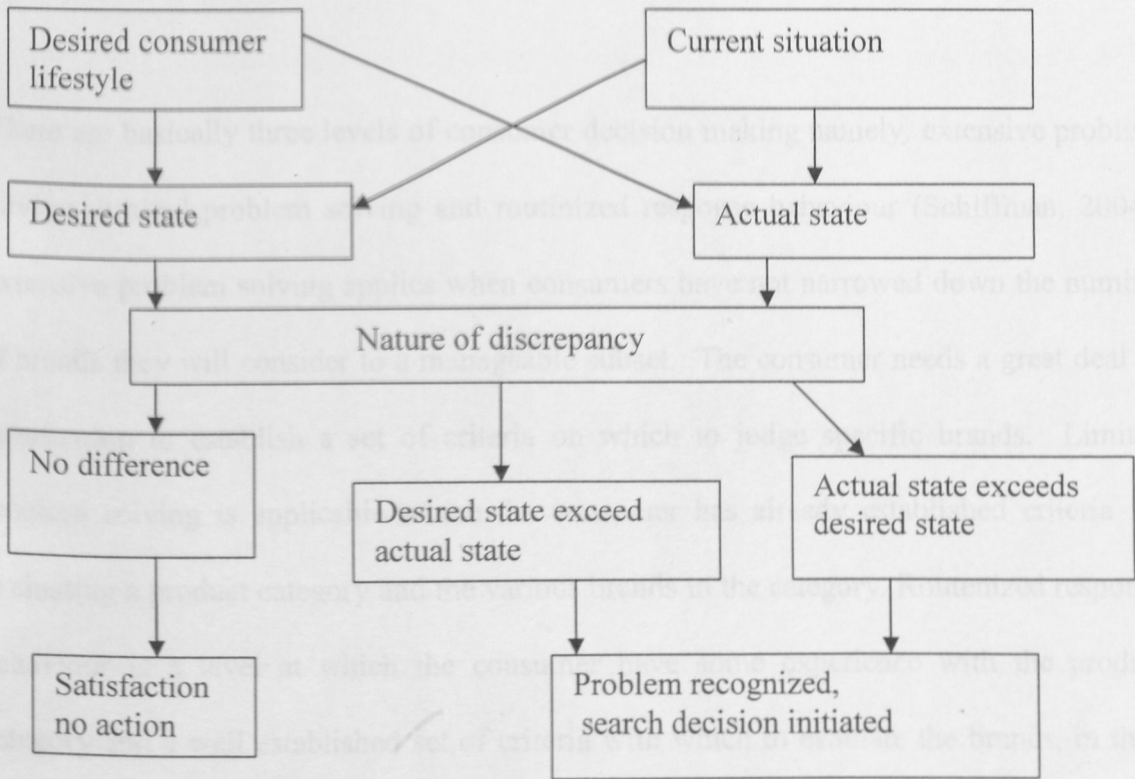
According to Shiffman (1996), consumer behaviour helps firms and organizations improve their marketing strategies by understanding such issues such as the psychology of how consumers think, feel, reason and select between different alternatives (e.g. brands, products); the psychology of how the consumer is influenced by his or her environment (e.g. culture, family, signs, media); the behaviour of consumers while shopping or making other marketing decisions; how limitations in consumer knowledge or information processing abilities influence decisions and marketing outcome; how the consumer motivation and decision strategies differ between products that vary in their level of importance and interest that they entail for their customer; and how marketers can adapt and improve their marketing campaigns and marketing strategies to more effectively reach the consumer.

2.2 Consumer purchase decision process

According to (Kibera and Waruingi, 1988), consumer behaviour can be viewed as a complex decision process by the individual consumer over time. Accordingly, the actual transaction on purchase may be preceded by an involved series of related psychological and physiological activities that influence its nature and may be followed by other psychological and physiological activities that may influence similar transactions in the future. Problem recognition is the first stage of the consumer decision process and it must occur (Hawkins, 1999; Kotler, 2004; Hansen, 1972; Block, 1979). According to Hansen (1972), the recognition of a problem is the result of a discrepancy between a desired state and an actual state that is sufficient to arouse and activate the decision process. The kind of action taken by consumers in response to recognized problems relates directly to the situation, its importance to the consumer, and the dissatisfaction or inconvenience created by the problem.

As the consumer moves from a very low level of involvement with the purchase to a high level of involvement, decision making becomes increasingly complex. Purchase involvement is a continuum but three types of processes occur along the continuum habitual, limited and extended decision making. Habitual decision making involves in effect no decision making per se. Under this a problem is recognized and internal search provides a single preferred solution (preferred brand) and an evaluation is only done if the brand fails to perform. Limited decision making covers the middle ground between habitual decision-making and extensive decision making. In its simplest form it is similar to habitual decision making and in its complex form it is similar to extended decision making (Hawkins, 1989). Extended decision making is a response to a very high level of purchase (Hansen, 1972).

Fig 1. A model of problem recognition



Source; Hawkins Best & Coney, (1989) **Consumer Behaviour**, Implications for marketing strategy, 4th edition, Richard D. Irwin, Inc, p. 535

The above model shows that any time the desired state is perceived as being greater than or less than the actual state, a problem has been recognized. Any time the desired state is equal to the actual state no problem exists. Once a problem has been recognized the desire to resolve a particular problem depends on two factors the magnitude of the discrepancy between the desired and actual states and the relative importance of the problem (Bearden, 1995). A small discrepancy may not motivate the consumer to move to the next stage of the decision process but a major one moves the consumer to the information search process. A large discrepancy may exist but it may not move the consumer to the next stage because the relative importance of the problem is small (Hawkins, 1989). According to Hawkins (1989), there are several uncontrollable factors that affect problem

recognition namely culture/social class; reference groups; household characteristics; financial status/expectations; previous decisions and individual development. Hansen (1972) says desired state is also affected by the same factors.

There are basically three levels of consumer decision making namely: extensive problem solving, limited problem solving and routinized response behaviour (Schiffman, 2004). Extensive problem solving applies when consumers have not narrowed down the number of brands they will consider to a manageable subset. The consumer needs a great deal of information to establish a set of criteria on which to judge specific brands. Limited problem solving is applicable where the consumer has already established criteria for evaluating a product category and the various brands in the category. Routinized response behaviour is a level at which the consumer have some experience with the product category and a well established set of criteria with which to evaluate the brands, in their evoked sets and basically involves review of what they already know.

The second stage in the purchase decision process is the pre purchase search and this begins when a consumer perceives a need that might be satisfied by the purchase and consumption of the product (Kotler, 2004; Schiffman, 2004). A consumer who senses the need for information on which to base a choice is in this stage. The recollection of past experiences (drawn from long-term memory storage) might provide the consumer with adequate information to make the present choice. On the other hand if the consumer has had no experience he or she may have to engage in extensive search of the outside involvement for useful information on which to base a choice. Consumers usually search their memories before seeking external sources of information regarding a given consumption related need (Lazer and Culley, 1983). The greater the past experience

(internal source) the less the reliance on external sources (marketing and non-commercial information). The degree of risk also affects this stage as the higher the risk, the higher the likelihood to engage in complex information search and evaluation (Zikmund and D'Amico, 1995). How much information a consumer will gather also depends on various situational factors. As the total amount of search efforts increases, the consumers' attitude toward shopping becomes more positive. External search effort is greatest for consumers who have least amount of product category knowledge (Sharon Beatty, 1987).

The third stage of the purchase decision process is the evaluation of alternatives. At this stage the consumer has all the information he wants from both internal and external sources. He thus takes time to evaluate the various alternatives open to him. According to Schiffman (2004), when evaluating potential alternatives consumers tend to use two types of information; list of brands from which they seek to make their selection of (the evoked set) and the criteria they will use to evaluate each brand. Based on the information gathered the consumer identifies and evaluates ways to meet his or her need. This step involves deciding what features of the product are important and identifying which of those features each alternative offers (Churchill and Peter, 1995). Zikmund and D'Amico (1995) says analyzing possible purchases, the prospective buyer considers the appropriate choice criteria that are the critical attributes the consumer uses to evaluate the alternative. The criteria the consumers use in this evaluation are drawn from past experience and feelings towards various brands. Opinions of family members and friends are also considered (Stanton et al, 1995).

The evoked set is generally only a part, a subset of all the brands of which the consumer is aware. These brands in turn frequently are only a portion of all the brands in the market.

Making a selection from a sample of all possible brands is a human characteristic that helps simplify the decision making process. The criteria used to evaluate the brands are based on important product attributes that vary across product categories. For paper towels a consumer would perhaps go for strength, design, price, colour, package size and absorbency for example.

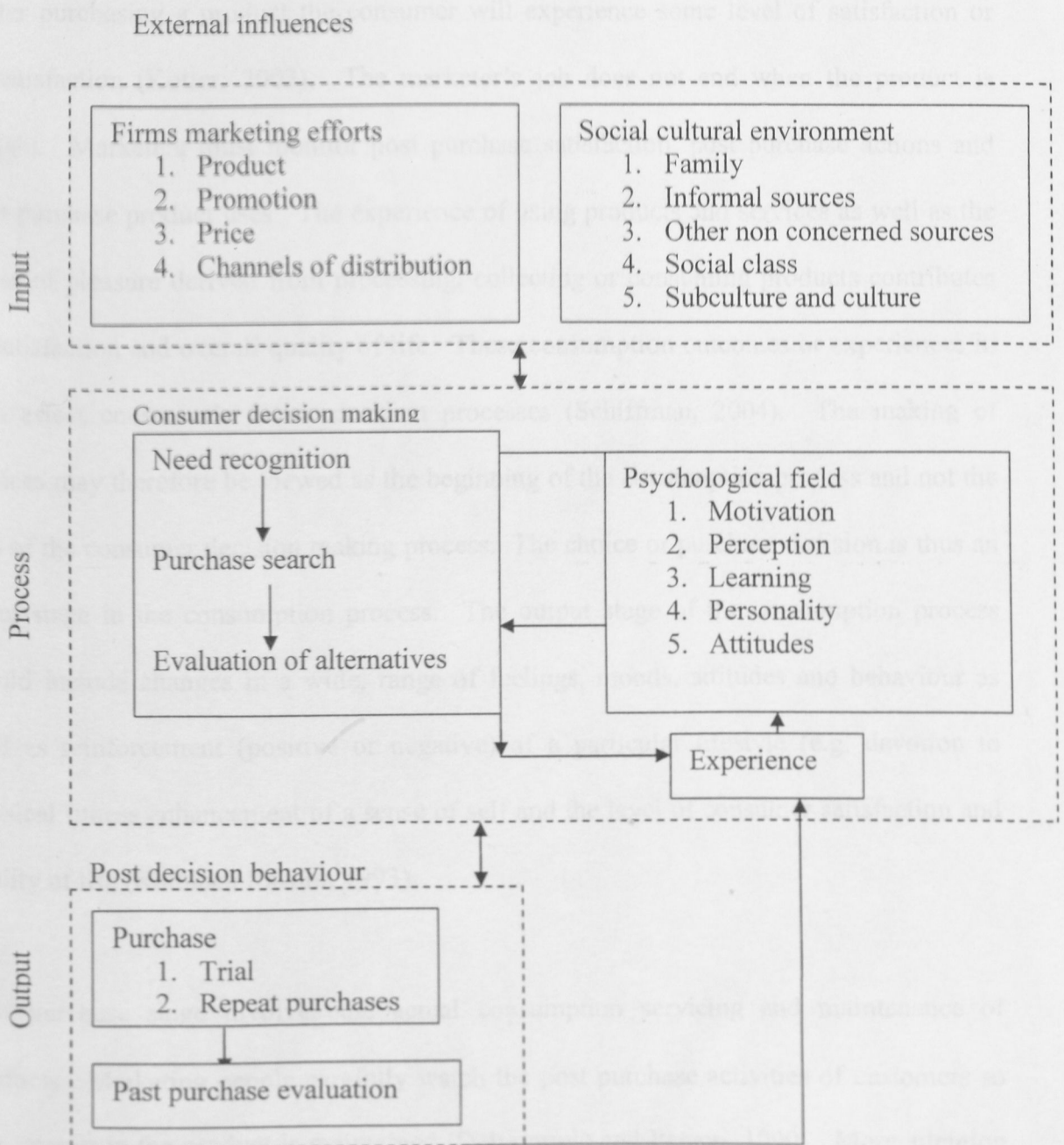
Consumer decision rules often referred to as heuristics decision strategies and information processing strategies are procedures used by consumers to facilitate brand choices (Schiffman, 2004). There are two categories of this decision rules compensatory and non-compensatory decision rules. Under compensatory decision rules, the consumer uses relevant attributes of a brand for evaluation and computes weighted or summated score for each brand that represents the brands relative merit as a potential purchase choice. Non-compensatory decision rules do not allow consumers to balance positive evaluations of a brand on one attribute against a negative evaluation on some other attribute.

The final stage of the buying process is a decision to buy or not (Assel, 1998). This final stage is complex and according to Stanton (1991), a series of related decisions must be made regarding features, where and when to make the actual transaction, how to take delivery or possession, the method of payment and other issues. Consumers will purchase those brands that achieve the highest level of consumer satisfaction (Zikmund and D'Amico, 1995). Consumers make two types of purchases; trial purchases and repeat purchases (Schiffman, 2004). Where a consumer buys a product for the first time and in small quantities then this is considered a trial purchase and thus it's considered an attempt to evaluate a product through direct use. Trial purchases are not feasible with available goods where the consumer moves directly from evaluation to long-term commitment

(through purchase without the opportunity for an actual trial). Repeat purchases behaviour is closely related to the concept of brand loyalty and it indicates that the consumer is satisfied with the product and would like to use them again and again.

Purchasing and consumption must be distinguished here because purchase depends on the consumer's expectations of the degree to which a product is likely to satisfy him and secondly a different person from the one who purchased it may consume a product. The consumer's post purchase evaluation of the product determines his behaviour in the future whether to go for repeat purchases or to change brands. The consumer decision making process transforms the consumer such that by the end of the process the consumer is more knowledgeable about the products and has formed new ideas and learnt others or reinforced old beliefs and attitude towards brands (Stanton et al, 1991). He is in essence a changed person.

Fig. 2: A Simple model of consumer decision making process



Source: Schiffman and Kanuk (1996) **Consumer Behaviour** 5th Edition, Prentice Hall of India. Pg. 561

and anxiety adequately leads to a loyal cadre of repeat purchases (Lazer and Culley, 1983).

The experiences of the consumer through consumption and his post purchase behaviour are crucial ingredients in the buyer behaviour model. Customers compare their expectations with the actual experiences of using the product and on the basis of these they assess their satisfaction or dissatisfaction and this determines their next course of action or behaviour (Dalyrymple and Parson, 1990). Studies have been done emphasizing on the post purchase behaviour in terms of post purchase satisfaction or post purchase dissonances.

2.3.1 Post purchase satisfaction or dissatisfaction

When consumers make a decision to choose one alternative at the expense of the other he is always left wondering whether he made the right decision or not (Hawkins, 1989). This is a common occurrence after making a difficult relatively permanent decision and the doubts or anxiety that grips the consumer are referred to as post purchase dissonance. However not all consumer decisions are followed by post purchase dissonance and the probability of consumer experiencing dissonance and its magnitude is a function of the degree of commitment or irrevocability of the decision; the importance of the decision to the consumer; the difficulty of choosing among alternatives and the individuals tendency to experience anxiety. Dissonance occurs because making a relatively permanent commitment to a chosen alternative requires one to give up the attractive features of the unchosen alternatives and thus habitual and most limited decision making will not produce post purchase dissonance (Schiffman, 2004).

Kotler (1997) argues that customer satisfaction is a core business process which entails all the activities involved in making it easy for customers to reach the right parties with the organization and receive quick and satisfactory services answers and solutions to their problems. The meaning of customer satisfaction varies considerably from one company to another. La' Onde and Zinser (1976) found a range of views; all the activities required to accept process, deliver and build customers in accordance with customer expectations and as a complex of activities involving all areas of business that combine to deliver and involve the company's products in a fashion that is perceived as satisfactory by the customers and in advance of organization objectives.

Christopher et al (1991) viewed customer satisfaction as based on the ability to build bonds with customers and other markets or groups to ensure long-term relationships of mutual advantage. He looked at customer satisfaction as a process that provides time and place utilities to the customers and which involved pre-transaction considerations, post transactions relating to the exchange process with customers. He notes that provision of customer satisfaction involves understanding what the customers buy and determining how additional value can be added to the product or services offered.

The buyer's satisfaction is a function of the closeness between the buyer's expectations and the products perceived performance. If performance falls short of expectations the customer is disappointed; if it meets expectations the customer is satisfied; if it exceeds expectations the customer is delighted (Kotler, 2005). These feelings make a difference in whether the customer buys the product again and talks favourably or unfavourably about it to others. Consumers form their expectations on the basis of messages received from sellers, friends and other information sources. The larger the gap between expectations and performance, the greater the consumer's dissatisfaction. Here, the consumers coping

style comes into play. Some consumers magnify the gap when the product is not perfect and they are highly dissatisfied; others minimize the gap and are less dissatisfied. The importance of post purchase satisfaction suggests that product claims must truthfully represent the products likely performance. Some sellers are known to understate performance levels so that consumers experience higher than expected satisfaction with the product (Kotler, 2005).

Assael (1998) however notes that in many cases a decision may involve two or more close alternatives and could go either way. Consumers may feel insecure when they make their decisions especially if it involves substantial financial loss or social risks. Negative information about the chosen product causes dissonance. If the disparity between prior expectations and subsequent product performance is not great, the assimilation effect occurs, that is the consumer ignores the product defects and their evaluation of the product remains positive. On the other hand, if there is a great disparity between prior expectations and performance, a contrast effect is likely to take place where consumers recognize and magnify poor performance.

The theory of cognitive dissonance is useful in explaining and predicting post purchase behaviour (Lazer and Culley, 1983). The theory compares two things that occur together but do not fit or belong together. Dissonance is a feeling of insecurity about a purchase decision made. Donnelly (1992) argues that the occurrence of post purchase dissonance is related to the concepts of cognitive dissonance. The theory suggests that there is often lack of consistency or harmony among an individual various cognition or attitudes and beliefs after a decision has been made that the individuals has doubts and second thoughts about the choice made. Bearden et al (1995) says dissonance can affect post purchase attitudes, change behaviour and cause additional information search.

Kibera and Waruingi (1998) say almost every purchase is likely to lead to some discomfort and dissonance increases with the importance of the decision and the difficulty involved in choosing one product versus another. Consumers may react to dissonance by returning a product or by seeking re-assurance from sellers that the product is good. Kardes (1990) suggests that consumers strive for consonance (consistency between target behaviour and target attitude). Dissonance or behaviour inconsistency produces an unpleasant tension referred to as dissonance arousal. When it occurs people are motivated to reduce dissonance arousal by changing their attitude to make it consistent with the behaviour that was performed.

Anderson Fornhell and Lehmann (1994) when investigating 25,000 customers of seventy seven Swedish service organization in a variety of sectors noted that organizations with higher reported customer satisfaction levels also show significantly higher returns. It is said that an annual 1% increase in customer satisfaction is worth 11.4% improvement in current return on investment. Research also shows that increasing customer's satisfaction and loyalty helps create future revenues (Fornel, 1992; Danala and Rust, 1996), decrease price elasticities (Anderson, 1996) and reduce the cost of future interactions (Rechiherd and Sasser, 1990).

2.3.2 Determinants of post purchase satisfaction or dissatisfaction

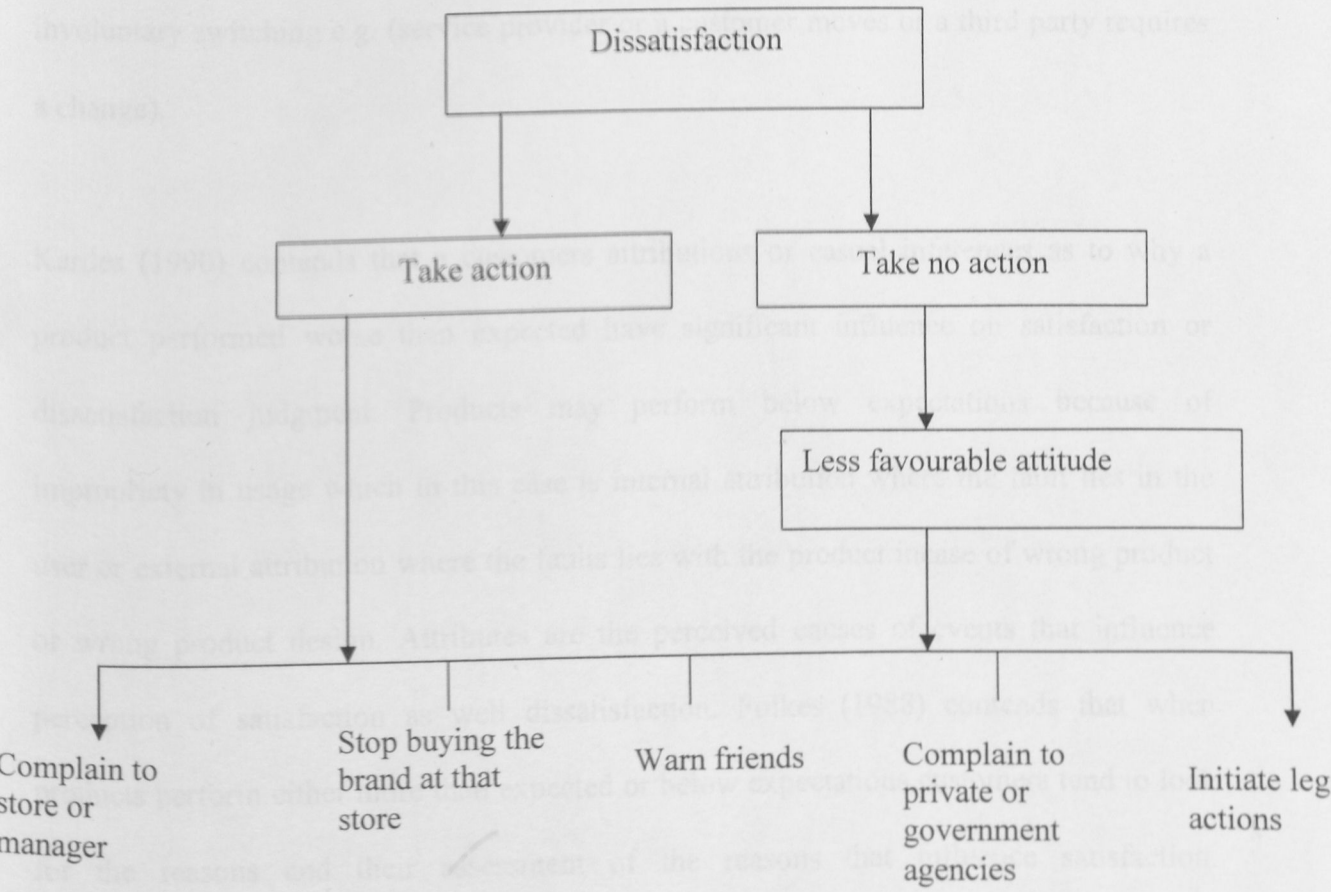
Customers, when purchasing goods employ many tangible cues to judge satisfaction (Mukiri, 2001). In most cases tangible evidence is limited to the service providers physical facilities, equipment and personnel. In the absence of tangible cues, consumers must depend on other ones (Mukiri, 2001). Researchers and managers of service firms concur that customer satisfaction involves a comparison of expectations and performance. Lewis

and Booms (1983) looked at customer satisfaction as a measure of how well the service level delivered matches the expectations of the customer. Gronroos (1982) contends that customers compare the service they expect with perceptions of the service they receive in evaluating satisfaction. Smith and Houston (1982) claims that customer satisfaction is confirmation or disconfirmation of expectations. They based their research on the disconfirmation paradigm that maintains that satisfaction is related to size and direction of the disconfirmation.

Low favourable attitude

Research has shown that customers will make trade off among different service features e.g. price level versus quality friendliness of personnel versus level of customization depending on the type of service being evaluated (Ostrum and Lacubucci, 1995). According to Engel, Blackwell and Kotler (1998), the three most important expectations in the mind of customer are: expectations about product performances, expectations about the costs and efforts that must be expended to obtain intended benefits from the product or service and the expectations of social approval from product purchase and use. The judgment of the customer after the purchase of the product could either be as expected by the customers, to an extent better than expected or to an extent worse than expected. The first two leads to satisfaction and customers are bound to repeat purchases or talk positively about the product or service and even recommend it to friends (Kibera and Waruingi, 1989). The dissatisfied customers will be those who find the product worse than expected to some extent. These customers will either take private action or public ones against the service or product provider (Kibera and Waruingi, 1989).

Fig 3: Dissatisfaction model



Source: Hawkins, Best and Coney 2005: **Consumer Behaviour**, Implications for Marketing Strategy 9th edition Tata Mcgraw publishing page 641.

Hawkins and Coney (2005) argue that besides the expectations of the customer on the performance of the product there are a number of other evaluation criteria that the customer applies to gauge whether he is satisfied or dissatisfied. These are core service failure for example, (simple billing errors and some catastrophes, service encounter failures (rudeness, unresponsiveness and knowledge level of service employees), pricing e.g. (high prices, unfair price practices, deceptive pricing), inconvenience e.g. (inconvenient location of outlets, hours of operation, waiting time for service appointments), responsiveness to service failures e.g. (reluctant responses, failure to respond and negative responses), attraction by competitors e.g. (more reasonable, more reliable, higher quality and better value), ethical problems e.g. (dishonest behaviour,

intimidating behaviour, unsafe or unhealthy practices or conflict of interest) and involuntary switching e.g. (service provider or a customer moves or a third party requires a change).

Kardes (1990) contends that a customer's attributions or casual inferences as to why a product performed worse than expected have significant influence on satisfaction or dissatisfaction judgment. Products may perform below expectations because of impropriety in usage which in this case is internal attribution where the fault lies in the user or external attribution where the fault lies with the product in case of wrong product or wrong product design. Attributes are the perceived causes of events that influence perception of satisfaction as well dissatisfaction. Folkes (1988) contends that when products perform either more than expected or below expectations customers tend to look for the reasons and their assessment of the reasons that influence satisfaction. Unfortunately customers rarely take responsibility for the outcome when it is below their expectations. Emotions can also affect the satisfaction of customers (Price, Arnold and Debler (1995). The emotions could be stable, pre-existing or specific all of which influence the customer's satisfaction. Customer's perception is also critical in influencing his satisfaction.

2.4. Determinants of student's satisfaction or dissatisfaction in the universities

Researchers and managers of service firms concur that customer satisfaction involves a comparison of expectations and performance. Booms (1983) and Gronroos (1982) contend that customer satisfaction involves comparison of the expectations of the customer and the degree to which these expectations have been met. There have been arguments as to whether the students can be considered as student customer. Ritzer Mercantilist approach stands at one extreme and holds that the student is comparable to any buyer who demands

a good service, quality courses at low cost (Odawa, 2005). However according to Barret (1996), the objective of education is never to satisfy the student consumer since the person assuming this roles does not know how to specify his or her needs especially at the beginning of the course.

Mbatha (2002) however does not buy the argument by Barret and contends that when students are joining the MBA course they for sure have their expectations. Their expectations are two fold; those that the programme specifically aim to instill in students and those others that students have in as far as their places of work, occupation, personal development and status in society are concerned.

According to (Faculty of Commerce Handbook, University of Nairobi, 1982), those expectations instills into students and are assumed to be automatic on completion of the course are provision of rigorous and critical base in key areas of management; enhancement of self confidence and ability to evaluate business establishments from academic, practical and critical perspectives; creation of awareness on the first changing local and global business environment; provision of specialized knowledge in the chosen area of study and instilling of professional approach and problem solving attitude in the management practice.

Mbatha (2002) says that other expectations of the students pursuing MBA are those formed by the students outside what they officially expect on completion of the course. This includes, but not limited to personal development; promotion at work place; career change; employment; personal satisfaction; making more money and as an avenue to gaining entry to other academic programmes. Students who study for personal development reasons want to acquire critical knowledge which they can apply at their

work place and which will help them manage more effectively in an increasingly complex and changing environment. This group of students finds that their skills as lawyers, scientists, engineers etc may not be useful in making them good managers and as such they enroll for MBA to supplement existing specialist knowledge. People who wish to change careers often study for an MBA in the hope of gaining a management position or starting up their consultancy (Mbatha, 2002). However there are those who believe that a piece of paper is just what is important but they are surprised by what they learn. Some of the reasons above are borne out of the fact that the professional practices of accountants, lawyers, doctors and other health care providers (such as psychologist) are facing growing pressure to consolidate, to increase in size, to utilize more sophisticated marketing, information technology, customer service and financial strategies as a means to achieve business success. They thus result to studying MBA in order to reinforce their business skills and hence profitability of their practices.

Mbatha (2002) thus argues that though the satisfaction of students tends to be different when they are in session and when they are already through with the course it is nonetheless a matter of comparing expectations and performance. Students in sessions would evaluate for example the physical facilities of the university, teaching facilities, parking space, library facilities, bookshop facilities and handling of students grievances among others to determine whether they are satisfied or not. However students who have completed would result to an evaluation of the programme by comparing their expectations before taking the programme with what this programme have helped them achieve so far.

2.5 Post Purchase Actions

Satisfaction or dissatisfaction will influence a consumer's subsequent behaviour. Satisfied consumers will most likely purchase the product again (Kurtz and Boone, 1992). Dissatisfied consumers may abandon or return the product. Kibera and Waruingi (1998) says dissatisfied customers can respond to their experience in two ways; he may show a non-behavioural response by doing nothing about it or he may choose to resolve his dissatisfaction by doing something about it. There are a number of actions open to consumers who do not want to ignore their dissatisfaction. These consumers may take private actions or take public actions. Private actions involve abandoning the offending product or modifying his behaviour in another way and urging his family friends or acquaintances to do the same. Public actions may involve making an effort to obtain redress directly by contacting the seller and asking for appropriate corrective action that may involve adjustment of the purchase prices; exchange of the product or repairing the product (Kibera and Waruingi, 1998). The consumer may also write a letter to the press or take legal actions if all other efforts to obtain redress fail.

2.6 Summary

Buying behaviour does not begin or end at the instant a customer commits money in exchange for goods or services. Any purchase involves a process that begins when a consumer starts to recognize a need or desire for a product and it is not complete until the consumer possesses the product and has evaluated its utility which can be long after the act of exchange (Lazer and Culley, 1983). After the consumer has purchased a product, he may experience, post purchase satisfaction or dissatisfaction, or he may not be sure if he has made the right decision, also known as cognitive dissonance. All these feelings will influence the consumers' belief or attitude towards the product and will have an impact on

future purchase rate of the product by the consumer and his post purchase behaviour. This may include telling it to his friends, asking for redress of refund incase of dissatisfaction, or being more prone to advertisements and assuring information.

The role of the marketer is therefore to ensure that his customers are always satisfied, as this will result in higher sales through increase in purchases and free advertisement through word of mouth. The marketer can therefore ensure this; by conducting consumer, follow-up's to gauge their level of satisfaction, allowing for the unsolicited part of listening that is being receptive to consumers comments and complaints and addressing them accordingly.

However for the marketer to be sure of his actions, he must conduct post purchase behaviour of his customers to get the information directly from the consumer. This is what this study aimed to achieve by conducting a post purchase behaviour of MBA graduates as none has been conducted before and those conducted have dealt on the reasons why students take MBA by Mbatha (2002) and service quality perception of MBA students (those in session) by Odawa (2005).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research design

The study was a descriptive survey aimed at determining the post purchase behaviour of MBA graduates of the University of Nairobi parallel degree programme. Being a descriptive survey, it aimed at determining who, what, when and how of a phenomenon. Njoroge (2003); Mwaura (2001); Mwendah (1986); and Odawa (2005), have used the design in related studies.

3.2 The population

The population of interest in this study included all the MBA parallel graduates from the University of Nairobi since the inception of the parallel programme in 1998. The study population were all graduates from December 2000 to December 2006. According to the board of Post Graduate Studies, University of Nairobi records, 1158 graduates have successfully completed MBA programme since its inception.

3.3 Sample and sampling design

A convenient sample of 80 graduates was included in the study. The researcher obtained names and contacts of 8 graduates from the board of post graduate studies. Each of the eight graduates led the researcher to 10 others from different specialization areas. The list obtained from the board did not have a breakdown of graduates broken down into specialization areas. Accordingly since the researcher expected some specialization areas to be more popular than others, there was thus the need to pick an equal number of respondents from the eight specialization areas. The graduates were picked from those who graduated between year 2000 and 2006(see appendix 5). This non-probability

sampling method was used due to the inherent difficulties of locating the whereabouts of members of the population. However care was exercised to ensure that the researcher's bias in selecting the sample did not affect the findings of the study. The choice of 80 students was based on the rule that the sample size should be at least thirty or more (Daniel and Terrell, 1992). Cooper and Emory (1995) observed that in a population of ten million a sample of two million can be misleading as opposed to sample of one thousand drawn in a proper manner.

3.4 Data collection

Primary data was collected using a structured questionnaire. The questionnaires were e-mailed to their respective e-mail addresses and a follow-up on their cell phones was initiated to minimize non-response. The questionnaire was divided into three sections. Part A contained questions aimed at obtaining demographic data. Part B had questions aimed at determining the post purchase behaviour of the graduates. Part C contained questions to establish actions taken by graduates as a result of satisfaction or dissatisfaction.

3.5 Operational dimensions of post purchase behaviour

Post purchase behaviour of customers either points at satisfaction or dissatisfaction. Table 1 shows the operational dimensions of post purchase behaviour. A five Point Likert-scales was used to measure the post purchase behaviour and actions of the graduates. Njoroge (2003) and Mwaura (2002) successfully used the likert scale in related studies.

Table 1 Operational dimensions of post purchase behaviour

Broad generic dimension of post purchase behaviour	Expanded dimension	Relevant questions
Job performance	<ol style="list-style-type: none"> 1. Rigorous and critical base in key areas of management 2. Enhancement of self confidence 3. Ability to evaluate business establishments from academic, practical and critical perspectives. 4. Awareness on the first changing local and global business environment. 5. Specialized knowledge of the chosen area of study. 6. Professionalism in problem solving attitude in management. 7. Improved ability to work with teams. 8. Improved analytical skills. 	4 (i-viii)
Personal development	<ol style="list-style-type: none"> 9. Promotion at work place 10. Career change 11. Securing employment 12. Making more money/increased salary. 13. Avenue to gaining entry to other academic programmes. 14. Better job. 15. Improved image in the society (enhancement of social ego) 16. Personal satisfaction/achievement 	5 (ix-xvi)
Core service Performance	<ol style="list-style-type: none"> 17. Convenient location of the university. 18. Lecturers qualifications 19. State of teaching facilities e.g. chairs, LCD's, projectors etc. 20. Lecturer's commitment and availability. 21. Relevance of the courses to market trends. 22. Fees amount paid compared to other universities. 23. Handling of coursework assessment e.g. CATS, term papers, assignments etc. 24. Lecture's knowledge of the 	6. (i-xix)

	<p>subject matter of courses.</p> <p>25. Approachability of lecturers by students.</p> <p>26. Teaching methodologies adopted by lectures</p> <p>27. Medical facilities.</p> <p>28. Handling of students complaints.</p> <p>29. Adequacy of bookshop facilities.</p> <p>30. Adequacy of library facilities.</p> <p>31. Adequacy of computer lab facilities</p> <p>32. Students representation in decision making</p> <p>33. Availability of parking space.</p> <p>34. Adequacy of lecture theaters.</p> <p>35. State of lecture theaters e.g. painted, clean etc.</p>	
Satisfaction /dissatisfaction across specialization areas		7 (a, b&c)
Satisfaction /dissatisfaction action	<ul style="list-style-type: none"> - Recommended a friend to enroll. - Talked positively about the program - Sent complimentary letter to the university. - Plans to join /joined the university alumni. - Discouraged other potential students wishing to enroll. - Talked negatively about the programme - Sought legal redress 	8 (i-ix)

3.6 Data analysis

Data collected in part A was analyzed using frequencies, tables and percentages. Data

collected in part B and C was analyzed using the mean and standard deviation to

determine various responses of graduates after completion of the MBA .The findings were

presented inform of tables.

CHAPTER FOUR

DATA ANALYSIS AND STUDY FINDINGS

4.1 Introduction

This chapter presents the analysis and study findings. Out of 80 questionnaires sent out to respondents, 62 of them were filled and returned reflecting a 77.5% response rate. Descriptive statistics was used for data analysis and their possible interpretations by use of percentages mean scores and standard deviation. Findings are presented inform of tables.

4.2 Demographic profiles of respondents

Data on demographic characteristics of the respondents was analyzed so as to get better understanding of the respondents.

4.2.1 Gender of the respondents

The respondents were asked to indicate their gender. The table below presents the findings.

Table 2: Gender of Respondents

Gender	No.	Percentage
Male	35	56.45
Female	27	43.54
Total	62	100

Source: Research Data

Most of the respondents were male (56.45%) and the rest were female (43.54%)

4.2.2 Year of graduation

The respondents were asked to indicate which year they graduated. The findings are presented below

Table 3: Respondents year of graduation

Year	Frequency	Percent
2000	5	8.064
2001	8	12.903
2002	12	19.354
2003	0	0.000
2004	14	22.580
2005	8	12.903
2006	10	16.129
Non-response	5	8.064
Total	62	100.0

Source: Research Data

Majority of the respondents graduated in 2004 (22.580%). Year 2001 and 2005 had the same number of respondents (12.903%). Year 2002 also had a big number of respondents (19.354). None of the respondents indicated that they graduated in year 2003. However five respondents did not indicate their year of graduation.

4.2.3 Area of specialization

The respondents were asked to indicate their area of specialization. The findings are tabulated below.

Table 4: Respondents area of specialization

Area of specialization	Frequency	percentage
Marketing	10	16.1
Finance	8	12.9
Accounts	7	11.3
Strategic management	10	16.1
Management science	5	8.1
Human resources	6	9.7
International business management	8	12.9
Operations management	7	11.3
Non response	1	1.6
Total	62	100

Source: Research Data

Majority of the respondents specialized in Marketing (16.1%) and Strategic management (16.1%) followed by International business management (12.9%), Finance (12.9%),

Accounts (11.3%), Operations management (11.3%) Human resources (9.7%) and finally Management science (8.1%). One respondent did not indicate his year of specialization.

4.3 The respondents' level of satisfaction or dissatisfaction with the MBA parallel programme

Booms (1983) contend that satisfaction involves comparison of expectations and performance. Respondents were asked to rate the MBA parallel programme on the basis of aspects of job performance, personal development, and core service performance.

The respondents were to rate the given aspects to depict their level of satisfaction using a five point scale i.e. 1=very dissatisfied, 2=Dissatisfied, 3=neither satisfied nor dissatisfied, 4=satisfied 5=Very satisfied.

4.3.1 Level of satisfaction or dissatisfaction exhibited by respondents on the aspects job performance

Several aspects were rated under job performance. The table below presents the findings.

Table 5: Satisfaction or dissatisfaction on aspects of job performance

Aspects	Mean	Std. Deviation
Rigorous and critical base in key areas of management	4.40	.73
Enhancement of self confidence	4.52	.65
Ability to evaluate business establishment from academic, practical and critical perspectives	4.37	.75
Improved a awareness on the first changing local and global business environment	4.21	.83
Acquisition of specialized knowledge of the chosen area of study	4.44	.74
Improved professionalism in problem solving attitude in management	4.37	.77
Improved ability to work with teams	4.65	.60
Improved analytical skills	4.43	.69

Source: Research Data

As indicated on the Table above, the MBA parallel degree programme instilled satisfaction levels on students' expectation on aspects of job performance since all the

aspects depicting students' expectations were rated as satisfied. The graduates expressed high satisfactory levels on the programme for the enhancement of their self confidence with a mean of (4.52) and their improved ability to work with teams (4.65). In general the respondents were satisfied with what the MBA helped them to achieve in performing their jobs as all aspects had a mean score of over 4.

4.3.2 Satisfaction imparted by MBA on graduates personal development aspects

Mbatha (2002) argues that besides the automatic expectations on completion of MBA rated in the preceding section, there're other expectation by students on personal development aspects. This includes but not limited to personal development; promotion at workplace; career change; employment; personal satisfaction; making more money and as an avenue to gaining entry to other academic programmes. The respondents were asked to rate how the MBA had helped them to achieve these aspects on a five point scale i.e. 1=No extent, 2= Small extent, 3=Moderate extent, 4= Large extent, 5=Very large extent. The findings are presented in the table below. A mean score of 1 was interpreted to mean low satisfaction, 3 implied moderate satisfaction while 5 implied high satisfaction. A standard deviation less than 1 meant that there were no significant deviation as responses while that > 1 meant that deviating in responses were significant.

Table 6; Satisfaction or dissatisfaction imparted by MBA on personal development aspects

Aspects	Mean	Std. Deviation
Promotion at work place	3.51	1.42
Career change	3.87	1.27
Securing employment	3.70	1.40
Making more money/salary increment	3.67	1.28
Avenue to gaining entry to other academic programmes	3.77	1.23
Better job	3.79	1.36
Improved image in the society enhancement of social ego	3.60	1.21
Personal satisfaction/achievement	4.61	.78

Source: Research Data

Personal achievement was rated the aspect which gave students the highest level of satisfaction with a mean score of 4.61 followed by career change and MBA as an avenue to gaining entry to other academic programmes .minority of the respondents felt that the MBA helped them to get promotion at their work places (3.51)

4.3.3 Satisfaction or dissatisfaction imparted by The MBA on core service performance

Customers when purchasing goods employ many tangible cues to judge satisfaction (Mukiri, 2001). In most cases tangible evidence is limited to service providers physical facilities, equipments and personnel (Mukiri, 2001).In this section respondents were asked to rate the facilities , equipments and personnel of the university of Nairobi on a five point scale i.e.1=No extent, 2= Small extent, 3=Moderate extent, 4= Large extent, 5=Very large extent. The findings are presented in the table below

Table 7: level of satisfaction or dissatisfaction imparted by MBA on aspects of core service performance

Aspect	Mean	Std. Deviation
Convenient location of the university	4.18	.71
Lecturer's qualification	4.12	.74
State of teaching facilities	3.33	1.23
Lecturer's commitment and availability	3.98	.91
Relevance of the course to market trends	3.88	.92
Fees amount paid compared to other universities offering MBA's	3.23	1.11
Handling of course work assessment i.e. CATS, Term papers, Assignments etc	3.57	1.08
Lecturer's knowledge of the subject matter of the courses	3.84	.81
Approachability of lectures by students	3.88	.93
Teaching methodologies adopted by the lecturers	3.84	.78
medical facilities	2.85	1.23
Handling of students complaints	2.19	1.27
Adequacy of bookshop facilities	3.05	1.06
Adequacy of library facilities	3.29	1.25
Adequacy of computer lab facilities	2.43	.90
Students representation in decision making	2.27	.95
Availability of student parking space	2.25	.99
Adequacy of lecture theaters	2.90	1.02
State of lecture theaters e.g. painted, clean well lit etc.	3.53	1.08

Source: Research Data.

Core aspects of the MBA programme which were rated to be good portrayed the satisfaction levels of the respondents.. These include convenient location of the university (mean 4.18), lecturer's qualification (4.12), lecturer's commitment and availability (3.98), relevance of the course to market trends (3.88), approachability of lectures by students (3.88) among others. On the other hand, some aspects were rated to be poor and they portrayed how the respondents were dissatisfied with them. These include handling of student's complaints (2.19), availability of student parking space (2.25), student's representation in decision making (2.27) and adequacy of computer lab facilities (2.43). However, the respondents also portrayed moderate or fair satisfaction on aspects such as

State of teaching facilities (3.33), adequacy of library facilities (3.29), fees amount paid compared to other universities offering MBA's (3.23).

4.3.4 Overall satisfaction or dissatisfaction on job performance, personal development and core service performance.

In this section a comparison of satisfaction or dissatisfaction across the three dimensions of post purchase behaviour is done and findings tabulated below.

Table 8: Overall satisfaction or dissatisfaction on the three post purchase dimensions

Dimension	Overall mean	Mean standard deviation
Job performance	4.42	0.7
Personal development	3.82	1.24
Core service performance	3.30	0.99

Source: Research Data

Respondents derived the highest levels of satisfaction from aspects of job performance (4.42) followed by personal development (3.82) and finally core service performance aspects.

4.4 Satisfaction or dissatisfaction across specialization areas

In this section respondents satisfaction was compared across specialization areas on various aspects. The findings are presented in the tables shown in the next sections.

4.4.1 Satisfaction across specialization areas on job performance aspects

A comparison of satisfaction levels of respondents across areas of specialization is presented in the table 9 below. Respondents who specialized in finance exhibited the highest level of satisfaction (4.86) on rigorous and critical base in key areas of management followed by strategic management (4.60) human resources (4.50) and marketing (4.40). On enhancement of self confidence respondents who specialized in

marketing exhibited the highest satisfaction level (4.60) followed by finance and operations management (4.57). Ability to evaluate business establishments from academic, practical and critical perspectives received the highest ranking from finance (4.71) and operations.

Management (4.43) and marketing (4.3). Awareness of fast changing local and global business environment received highest rating from finance and operations management (4.57) followed by human resources respondents (4.50). Respondents of human resources, strategic management and marketing rated acquisition of specialized knowledge in the area of study best with means of (4.83), (4.70) and (4.6) respectively. Marketing respondents rated professionalism in problem solving attitude in management highest with a mean of 4.8 followed by strategic management (4.29). Improved ability to work with teams was rated highly by human resources respondents (4.83) followed by finance respondents (4.71) and international business management respondents (4.63). Improved analytical skills was rated best by respondents in operations management (4.86) followed by human resources (4.67), strategic management (4.60) and marketing (4.5).

Most respondents were satisfied with improved ability to work with teams, which received the average mean (4.59), enhancement of self confidence of (4.50), improved analytical skills (4.42). Other aspects of job performance received average means of, specialized knowledge in the area of study (4.40), rigorous and critical base in key areas of management (4.39), professionalism in problem solving attitude in management (4.34), ability to evaluate business establishments from academic, practical and critical perspectives (4.32) and awareness on the first changing local and global business environment (4.16).

Table 9: Satisfaction across specialization on job performance aspects

	Marketing		Finance		Accounting		S/ Management		M/Science		H/Resource		IB Management		Operations management		Av. Mean
	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	Sd	Mean	Sd	Mean	Sd	Mean	Sd	Mean	
1. Rigorous and critical base in key areas of management	4.4	0.8	4.86	0.38	4.0	0.82	4.60	0.52	0.69	4.40	1.34	4.50	0.84	4.25	0.71	4.14	4.39
2. Enhancement of self confidence	4.6	0.52	4.57	0.53	4.14	0.90	4.40	0.84	0.79	4.40	0.55	4.83	0.41	4.50	0.53	4.57	4.50
3. Ability to evaluate business establishments from academic, practical and critical perspectives.	4.3	0.82	4.71	0.49	4.29	0.95	4.30	0.67	0.53	4.40	0.57	4.17	0.75	4.00	1.07	4.43	4.32
4. Awareness on the first changing local and global business environment.	3.9	0.99	4.57	0.53	4.00	1.29	4.40	0.70	0.79	4.0	1.00	4.50	0.55	3.75	0.46	4.57	4.16
5. Specialized knowledge of the chosen area of study.	4.6	0.52	4.29	0.95	4.14	0.38	4.70	0.48	0.79	4.40	0.89	4.83	0.41	3.88	1.13	4.43	4.40
6. Professionalism in problem solving attitude in management.	4.8	0.42	4.43	0.53	4.29	0.95	4.50	0.71	1.07	4.40	0.55	4.33	0.82	4.13	0.99	3.86	4.34
7. Improved ability to work with teams.	4.7	0.67	4.71	0.49	4.57	0.53	4.60	0.70	0.76	4.40	0.55	4.83	0.41	4.63	0.74	4.29	4.59
8. Improved analytical skills.	4.5	0.71	4.14	0.69	3.86	0.90	4.60	0.52	0.38	4.40	0.55	4.67	0.52	4.38	0.92	4.86	4.42

Source: Research Data

4.4.2 Satisfaction across specialization areas on personal development aspects

Findings on satisfaction levels across specialization areas on personal development aspects are presented in table 10 below. Human resources respondents rated promotion at work place highly (4.40) followed by strategic management respondents (4.00). Human resources respondents rated the aspect of career change highest (4.20) followed respondents in operations management (4.0) finance respondents (3.86) and marketing (3.57). Operations management respondents felt the MBA helped them to secure employment (4.80) followed by marketing (4.443), management science (4.00). Human resources and marketing respondents rated the aspects of making more money highly with means of (4.20) and (4.14) respectively. Respondents in marketing and finance felt the MBA helped them as an avenue to gaining entry to other academic programmes by rating the aspect (4.43) and (4.0) respectively. Marketing respondents highly rated the MBA as a tool to gaining better employment (4.71) followed by Human resources (4.20) and Operations management (4.0). Respondents in Operations management, strategic management and accounting rated the aspect of improved image of the society highly with the following respective means (4.60), (4.57), and (4.50). The MBA as a source of personal satisfaction and achievement was rated highly by strategic management respondents (4.75) and marketing (4.57).

In general the MBA was rated best in helping respondents achieve personal satisfaction with an average mean of (4.19), improved image in the society (4.13), as a means of achieving promotion at work place (3.85) and as an avenue to gaining entry to other academic programmes (3.79). Respondents however felt it was not very important as a means of making more money (3.63) career change (3.6) and securing employment (3.59).

Table 10: Satisfaction across specialization areas on personal development aspects

	Marketing		Finance		Accounting		S/ Management		M/Science		H/Resource		IB Management		Operations Management		Av. Mean
	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	
9. Promotion at work place	3.0	1.53	3.14	1.46	3.83	1.60	4.00	1.00	4.00	1.73	4.40	0.55	3.17	1.47	3.80	1.64	3.85
10. Career change	3.57	1.40	3.86	1.40	3.50	1.52	3.14	1.57	3.60	1.67	4.20	1.79	3.00	1.67	4.00	1.22	3.6
11. Securing employment	4.43	1.13	3.43	1.38	3.38	0.98	3.00	1.15	4.00	1.00	3.20	1.48	2.50	1.52	4.80	0.45	3.59
12. Making more money/increased salary.	4.14	0.69	3.71	1.53	3.50	1.97	3.17	0.95	3.60	1.95	4.20	0.84	3.17	1.47	3.60	0.89	3.63
13. Avenue to gaining entry to other academic programmes.	4.43	0.79	4.00	1.53	3.83	1.47	4.29	1.11	3.80	1.64	3.80	1.64	3.00	1.79	3.20	1.30	3.79
14. Better job.	4.71	0.49	3.00	1.35	3.67	1.37	3.57	1.51	3.60	1.52	4.20	0.84	3.33	1.51	4.00	1.22	3.76
15. Improved image in the society (enhancement of social ego)	3.43	0.98	3.14		4.50	0.84	4.57	0.53	4.33	4.20	4.20	1.2	4.33	0.82	4.60	0.89	4.13
16. Personal satisfaction/achievement	4.57	0.79	4.0	0.82	4.10	0.82	4.75	0.50	3.67	0.58	4.33	5.8	4.0	1.0	4.17	0.98	4.19

Source: Research Data

4.4.3 Satisfaction across specialization areas on core service performance aspects

Strategic management respondents rated convenient location of the University highest (4.75) followed by Operations management respondents (4.17) and accounting (4.10). Lectures qualification was rated highest by marketing respondents (4.50) and operations management (4.33). Finance respondents rated state of teaching facilities (4.00). Commitment and availability of lectures was rated best by marketing respondents (4.33). Relevance of courses won the hearts of accounting respondents (4.25) as did the handling of course work (4.25). Marketing respondents felt fees payable was comparable to other universities. Management science and international business respondents rated the aspect of handling of course work (4.0) and (4.14) respectively.

Respondents in strategic management and marketing felt lectures were knowledgeable in their areas (4.25) and (4.17) respectively. Accounting and management science respondents felt that lectures were more approachable by rating them (4.67) and (4.25). The teaching methodologies adopted by lectures were highly rated by operations management respondents (4.17), international business management (4.14) and marketing (4.0). Medical facilities were poorly rated by all respondents from different areas with finance giving the lowest rating of 2.0.

Most respondents felt handling of students complaints was poor with strategic management respondents rating the aspect (1.50) and operations management (1.33). Respondents in strategic management rated adequacy of bookshop facilities (3.25) and finance (2.67). Adequacy of library facilities, adequacy of computer lab facilities, students representation in decision making, availability of parking space were other poorly rated aspects receiving a means of less than 3 by respondents from all areas of specialization apart from operations management respondents who rated adequacy of library facilities (4.17). Marketing and operations management respondents rated adequacy of lecture theatres with means of (3.33) and (3.50) respectively but other respondents rated it poorly. State of lecture theaters was rated (4.33), (4.33), (4.0) and (3.83) by respondents in strategic management, management science, operations management and marketing respectively.

The best rated aspects of core service performance were convenient location of the University with an average mean of (4.12) lectures qualification with an average mean of (3.93), lectures commitment and availability (3.93), relevance of courses to the market (3.9), approachability of lectures by students (3.89), lectures knowledge of the subject matter (3.82) and teaching methodologies adopted by lectures (3.78). The poorly rated aspects were handling of students complaints (2.02), students representation in decision making (2.22), availability of parking space (2.32), adequacy of computer lab facilities (2.34), adequacy of bookshop facilities (2.76) adequacy of lecture theaters (2.87), and adequacy of medical facilities (2.93).

Table 11: satisfaction across specialization areas on core service performance aspects

	Marketing		Finance		Accounting		S/ Management		M/Science		H/Resource		IB Management		Operations Management		Av. Mean
	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	
17. Convenient location of the university.	4.0	0.63	4.0	0.82	4.10	0.82	4.75	0.50	3.67	0.58	4.33	0.58	4.0	1.0	4.17	0.89	4.12
18. 1Lecturers qualifications	4.50	0.55	4.00	1.00	3.50	0.58	3.58	0.58	3.67	0.58	4.05	1.0	3.86	0.69	4.33	0.82	3.93
19. State of teaching facilities e.g. chairs, LCD's, projectors etc.	3.67	1.03	4.00	1.00	2.25	1.50	2.0	0.82	3.67	1.15	3.00	1.73	3.29	1.50	3.50	1.22	3.17
20. Lecturer's commitment and availability.	4.33	1.03	4.0	1.73	3.75	0.96	4.0	0.82	3.67	1.15	4.0	1.0	3.86	1.21	3.83	0.75	3.93
21. Relevance of the courses to market trends.	3.67	1.51	4.0	1.73	4.25	0.96	4.0	0.82	4.0	1.0	3.33	0.58	3.78	0.76	4.17	0.75	3.90
22. Fees amount paid compared to other universities.	3.50	1.52	4.0	1.0	3.25	0.50	3.50	0.58	3.67	0.58	2.67	0.58	3.29	1.50	2.67	1.03	3.31
23. Handling of coursework assessment e.g. CATS, term papers, assignments etc.	3.00	1.28	3.00	1.00	4.25	0.96	3.75	0.50	4.0	1.0	3.33	0.58	4.14	0.90	3.83	1.33	3.58
24. Lecture's knowledge of the subject matter of courses.	4.17	0.41	4.0	1.0	3.50	0.58	4.25	0.50	3.33	1.15	3.33	0.58	4.0	0.82	4.0	0.89	3.82
25. Approachability of lecturers by students.	3.50	1.05	4.0	1.0	4.25	0.96	3.50	0.58	4.67	0.58	3.6	1.53	3.57	1.13	4.33	0.82	3.89
26. Teaching methodologies adopted by lectures	4.0	0.89	4.33	0.58	3.25	0.96	3.75	0.50	3.33	0.58	3.2	1.53	4.14	0.69	4.17	0.41	3.78
27. Medical facilities.	3.33	1.21	2.0	1.73	3.0	1.41	2.25	0.96	3.67	0.58	3.33	0.58	2.71	0.38	3.17	1.17	2.93
28. Handling of students complaints.	3.50	1.76	1.67	1.15	2.50	1.73	1.50	1.0	1.67	1.15	2.33	1.73	1.71	1.50	1.33	0.52	2.02
29. Adequacy of bookshop facilities.	2.67	0.52	2.0	1.0	2.75	0.96	3.25	0.96	2.33	1.15	3.0	1.53	2.43	0.79	3.67	0.82	2.76
30. Adequacy of library facilities.	3.0	0.89	2.67	1.53	3.25	1.50	3.25	1.71	2.67	1.53	3.33	0.58	2.86	1.21	4.17	0.98	3.15
31. Adequacy of computer lab facilities	2.33	0.52	2.33	1.15	2.25	0.50	2.25	1.50	1.9	1.15	1.67	0.58	2.29	0.78	3.0	1.10	2.34
32. Students representation in decision making	1.67	1.21	1.67	0.58	2.25	0.96	2.25	0.96	3.67	0.58	1.67	0.58	2.14	0.69	2.50	0.55	2.22
33. Availability of parking space.	2.50	1.38	2.67	1.53	2.25	1.26	2.0	0.82	2.67	0.58	2.67	0.58	2.0	0.58	1.83	0.75	2.32
34. Adequacy of lecture theaters.	3.33	0.52	3.0	1.0	2.50	1.29	2.25	0.96	2.67	0.58	3.0	1.0	2.71	0.95	3.50	1.05	2.87
35. State of lecture theaters e.g. painted, clean etc	3.83	0.75	3.25	0.96	1.75	0.96	4.33	0.96	4.33	0.58	3.67	1.53	3.86	0.69	4.0	0.89	3.62

4.4.4 Overall satisfaction or dissatisfaction across specialization areas

The MBA was rated on job performance aspect as best by Human resources respondents (4.582) followed by Finance respondents (4.535), strategic management (4.512) and marketing (4.475). On personal development aspects the rating was best by human resources respondents (4.67) followed by marketing (4.03), operations management (4.02) and management science (3.82). Core service performance aspects were rated best by management science respondents (3.56) followed by operations management (3.4), marketing respondents (3.39) and International business management (3.19).

On the overall marketing respondents were more satisfied than respondents from other areas of specialization with an average mean of (3.965) followed by operations management respondents (3.937), management science (3.910), and strategic management (3.830). The respondents who got the least satisfaction in the MBA were accounting (3.677) and international business management (3.646).

Table 12: Overall satisfaction or dissatisfaction across specialization areas

Areas of specialization	Job performance aspects	Personal development aspects	Core service performance aspects	Average mean
Marketing	4.475	4.03	3.39	3.965
Finance	4.535	3.53	3.18	3.748
Accounting	4.161	3.78	3.09	3.677
Strategic management	4.512	3.81	3.17	3.830
Management science	4.350	3.82	3.56	3.910
Human resources mgt.	4.582	4.07	2.9	3.850
International business mgt.	4.440	3.31	3.19	3.646
Operations management	4.393	4.02	3.4	3.937

Source: Research Data

4.5 Actions taken by the respondents due to satisfaction/dissatisfaction with the MBA programme

For those who were satisfied with the MBA programme, majority (33.7%) recommended their friends or relatives to enroll for the course. Some (25.3%) planned to join the university alumni group, while others (20.5%) just talked positively about the programme to others. A minority portrayed that because of the satisfaction, they are already pursuing a PHD programme (2.4%). 14.5% wrote letters of compliment to individual lectures and 3.6% plans to join PHD programme.

Table 13: Actions taken due to satisfaction

Category label	Frequency	Percentage
Recommended a friend or relative to enroll	28	33.7
Talked positively about the programme to others	17	20.5
Sent complementary letter to the University/individual Lectures	12	14.5
Plans to join the university alumni	21	25.3
Plans to join PHD programme	3	3.6
Already pursuing PHD	2	2.4
Total responses	83	100.0

For those who were dissatisfied with the programme 33.3% indicated that they talked negatively about the programme. Some gave their suggestion for improvement to the lecturer (33.3%) while some gave their suggestion for improvement to the University administration were 33.3%. However, majority of the respondents didn't answer this item and it can be inferred that if they were dissatisfied no action was taken or the overall satisfactory on the programme outweighed the dissatisfaction.

Table 14 : Actions taken due to dissatisfaction

Category label	Frequency	Percentage
Talked negatively about the programme	1	33.3
Gave my suggestion for improvement to the lecturer	1	33.3
Gave my suggestion for improvement to the University administration	1	33.3
Total responses	3	100

Source: Research Data

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of the study as regards to the objectives of the study. Based on the findings the chapter outlines the summary, conclusions and recommendations as far as the satisfaction or dissatisfaction of graduates with the MBA.

In this chapter, the research findings are summarized, conclusion and recommendations to the study are drawn and research gaps are identified for future studies.

The study was a survey on the post purchase behaviour of the MBA graduates of the parallel programme offered at the University of Nairobi. It aimed at establishing the extent of satisfaction or dissatisfaction of the MBA parallel graduates, determine whether the level of satisfaction /dissatisfaction differed across specialization areas and finally establish the action that the MBA parallel graduates have taken as a result of satisfaction or dissatisfaction with the programme.

5.2 Summary

From the study findings it was found that, the MBA parallel degree programme instilled satisfaction levels on job performance aspects i.e. what the parallel degree programme alleges to instill on students automatically upon completion). High satisfactory levels were achieved in the aspects of enhancement of the respondents' self-confidence and their improved ability to work with teams. These two attributes among others are very important in the labour market because many organizations use them as benchmarks to determining suitability or unsuitability of potential employees. Therefore it can be inferred

that the MBA parallel degree programme meets the expectations of its customers to satisfactory levels.

On the satisfaction imparted by the MBA programme on graduates personal development aspects it was established that the respondents were satisfied to a large extent by the following aspects; career change; securing better jobs; securing employment, getting and derivation of a sense of personal satisfaction/achievement. This was an indication that the choice made by the respondents to pursue the course, was directed by internal/intrinsic motivation rather than extrinsic/external/reward motivation.

The respondents expressed an overall satisfaction on the core aspects of the MBA programme such as convenient location of the university, lecturer's qualification, lecturer's commitment and availability, relevance of the course to market trends, approachability of lectures by students among others. On the other hand, the respondents expressed their overall dissatisfaction on some aspects like handling of student's complaints, unavailability of student parking space, poor student's representation in decision making and inadequacy of computer lab facilities. The state of teaching facilities, adequacy of library facilities, fees amount paid compared to other universities offering MBA's were among those aspects which fostered a moderate satisfaction level unto the respondents

Human resources respondents rated job performance aspects best followed by finance respondents and strategic management. Human resources respondents again rated personal development aspects best followed by marketing and operations management. Core service performance aspects were rated best by respondents in Management science

followed by operations management and marketing respondents. Job performance aspects were rated better by respondents from the various specialization areas than core service performance aspects. Though there was minimal differences in the level of satisfaction or dissatisfaction across specialization areas, marketing respondents were more satisfied than respondents from other specialization areas followed by operations management respondents, management science and strategic management.

Depending on the level of satisfaction/dissatisfaction with the MBA programme, the respondent undertook various actions to curb or promote the situation. For those who were satisfied, majority recommended their friends or relative to enroll for the course some planned to join the university alumni group, while others just talked positively about the programme to others. A minority portrayed that because of the satisfaction, they had plans to join PHD programme and a few indicated that already, they were pursuing a PHD programme.

A minority of the respondents expressed that they were dissatisfied with the programme. Because of this therefore, they gave their suggestion for improvement to individual lecturers, some gave their suggestion for improvement to the University administration and some talked negatively about the programme to their friends. However, majority of the respondents didn't answer this item and it can be inferred that if they were dissatisfied no action was taken or the overall satisfaction on the programme outweighed the dissatisfaction.

5.3 Conclusion

In conclusion, education is a precious commodity and therefore considered as a means of accelerating economic development through increased labour productivity. The MBA programme at the University of Nairobi both the regular and parallel programmes have been a source of regular supply of the much-needed trained manpower in both the public and private sectors of the economy. There were high levels of satisfaction imparted by The MBA on aspects of job performance and personal development aspects. Best rated aspect on job performance was improved ability to work with teams. Best rated aspect of personal development was attainment of personal satisfaction and achievement. Convenient location of the University of Nairobi was the best rated aspect of core service performance. Job performance aspects derived the greatest amount of satisfaction in respondents. Though there were little variations in the level of satisfaction or dissatisfaction across specialization areas, marketing respondents were more satisfied than respondents from other areas of specialization. Even though high satisfaction levels were expressed by the respondents of this study in regard to the MBA parallel programme, much need to be done especially in changing the general public's negative attitudes with regard to this programme. Majority of respondents were satisfied with the programme and had taken actions due to this satisfaction the popular ones been recommending friends to enroll and plans to join the University alumni.

5.4 Recommendations

The Nairobi university administration should improve on certain aspects of core service performance among them putting in place measures to handle student's complaints and ensuring students are represented in decision making regarding how the programme is run. The University should also put in place measures to increase and improve available

parking space. Computer lab facilities require improvement through increasing the number of available computers. The number of lecture theatres should be increased to cater for the increasing number of students. Bookshop and library facilities need improvement. The bookshop needs more books and variety of them and the library is in dire need of more current editions of various subjects. Above all the medical facilities should be improved so as to cater well for the sick students. The available facilities also should be maintained in good conditions because of the high costs attached to the buying of new ones. The chairs in lecture theatres need to be repaired or replaced with new ones just like the LCD's and projectors need to be regularly serviced and maintained.

Policy makers, educators and curriculum planners should work together towards designing a good MBA programme which will impart competence and other quality attributes to its clients (student), which are acceptable in the labour market. By doing so the programme will attract many students to enroll hence its sustainability

All stakeholders should be involved in decision making for the wellbeing and success of any organization. Students should be well represented in decision making in the departmental levels and even higher levels so that they can express their views regarding matters pertaining them. Since also, they are the main consumers of the MBA product, by taking part in decision making they will be satisfied n what is taking place within this programme.

5.5 Limitations of the study

The study was limited to the MBA parallel programme offered at the University .The list obtained from the board of post graduates did not have graduates broken down into

specialization areas. Some respondents had to be literally followed up to return the filled questionnaires taking the researcher a lot of time and expenses. The questionnaire had 98% of the questions closed ended limiting opinion of the graduates.

5.6 Suggestions for Future research

Since the study was limited to only the MBA parallel programme offered at the University of Nairobi, there is a need to carry out an extensive, similar study on the regular MBA programme and even all masters programmes offered by the university, so as to have a comprehensive report on the post purchase behaviour of the masters graduates of the University of Nairobi. Alternatively, a similar study incorporating all universities in Kenya offering the parallel MBA programme so as to generalize the levels of satisfaction/dissatisfaction attached to the programme across the universities.

Future studies should incorporate other methods of data collection like the interviews and also the observation method. Observation will provide first hand and reliable data on availability and the state of the teaching /learning facilities e.g. library, computer rooms and lecture theaters. Open ended questions should be included in the in the questionnaire as they help the researcher to get the respondents opinions and hence draw qualitative inferences on some key issues of the study.

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Scott Theological College

United States International University

African Nazarene University

East Africa School of Theology

Kenya Highlands Bible College

Nairobi Evangelical Graduate School of Theology

Nairobi International School of Theology

Pan African Christian college

St Paul's United Theological college

Kenya Methodist University

Kabarak University

Kisumu Women's University of Science and Technology

Agia Khas University

Strathmore University

1. Chartered Universities are fully accredited and offer own degrees.

2. Registered universities are those that were offering degrees before the establishment of the commission for Higher Education in 1985.

3. Universities operating under letters of interim authority are awaiting the award of charters.

Source: commission for Higher Education (CHE), 2006

APPENDIX 1

KENYA PUBLIC AND PRIVATE UNIVERSITIES

NAME OF UNIVERSITY	YEAR ESTABLISHED
PUBLIC UNIVERSITIES	
University of Nairobi	1970
Moi university	1984
Kenyatta University	1985
Egerton University	1987
Jomo Kenyatta University of Agriculture and Technology	1993
Maseno University	2001
Name of University	
University of Eastern Africa Baraton	Chartered 1991
Catholic University of Eastern Africa	Chartered 1992
Scott Theological College	Chartered 1991
United States International University	Chartered 1991
African Nazarene University	Chartered 1991
East Africa School of Theology	Registered 1999
Kenya Highlands Bible College	Registered 1999
Nairobi Evangelical Graduate School of Theology	Registered 1999
Nairobi International School of Theology	Registered 1999
Pan African Christian college	Registered 1999
St. Paul's United Theological college	Registered 1999
Kenya Methodist University	Letter of Interim Authority 1997
Kabarak University	Letter of Interim Authority 1997
Kiriri Women's University of Science and Technology	Letter of Interim Authority 1997
Aga Khan University	Letter of Interim Authority 1997
Strathmore University	Letter of Interim Authority 1997

1. Chartered Universities are fully accredited and offer own degrees.
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3. Universities operating under letters of Interim authority are awaiting the award of charters.

Source: commission for Higher Education (CHE), 2006

APPENDIX 2

LIST OF SCHOOLS AND FACULTIES/INSTITUTES

School of Agriculture and Veterinary sciences at upper Kabete

- > Faculty of Agriculture
- > Institute of Dry land Research Development and utilization
- > Faculty of Veterinary Medicine

School of Architecture and Engineering at Main campus

- > Faculty of Engineering
- > Housing and Building Research Institute (HABRI)
- > Institute of Nuclear Science
- > Faculty of Architecture, Design and Development

School of Biological and Physical Sciences at Chiromo

- > Institute of Computer Science
- > Faculty of Science

School of Education and External Studies at Kikuyu

- > Faculty of Education
- > Faculty of External studies
- > Faculty of Social Sciences

School of Health Sciences at Kenyatta National Hospital

- > Faculty of medicine
- > Faculty of dental Surgery
- > Faculty of Pharmacy

School of Humanities and social Sciences at Main Campus

- > Faculty of Arts
- > Faculty of Commerce
- > Faculty of Law
- > School of Journalism
- > Institute of Diplomacy and International Studies
- > Population Studies Research Institute
- > Institute of Development Studies
- > Institute of African Studies

APPENDIX 3

LETTER OF INTRODUCTION TO RESPONDENTS

Ngoru Joseph Ng'ang'a
School of Business
University of Nairobi
P. O. Box 30197
Nairobi.

Dear Sir/Madam,

REF: COLLECTION OF RESEARCH DATA

I am a post graduate student at the University of Nairobi school of business studies pursuing a Masters of Business Administration (MBA). I am conducting a management research in “**Post Purchase Behaviour of MBA Graduates of the University of Nairobi case of MBA Parallel Programme**”.

You have been selected to form part of this study. This is thus, to kindly request you to assist by filling out the accompanying questionnaire. The information you give will be treated in strict confidence and is purely for academic purposes. The final report will by no means bear your name.

A copy of the final report will be availed to you upon request.

Your assistance and co-operation will be highly appreciated. May God Bless You in Advance.

Yours faithfully,

Ngoru Joseph Ng'ang'a
(Student)

Margaret Ombok
Lecturer / Supervisor
School of Business

(ii)	Enhancement of self confidence					
(iii)	Ability to evaluate business establishments from academic, practical and critical perspectives	(5) Very large Extent	(4) Large Extent	(3) Moderate extent	(2) Small Extent	(1) No Extent
(iv)	Improved awareness on the first changing local and global business environment					
(v)	Acquisition of specialized knowledge of the chosen area of study					
(vi)	Improved professionalism in problem solving attitude in management					
(vii)	Improved ability to work with teams					
(vii)	Improved analytical skills					

5. At a personal level you had your own expectations, which you hoped the MBA would help you to achieve upon graduation. On a scale of 1-5 where 5-very large extent and 1 – no extent indicate the extent to which the MBA helped you achieve the expectations.

No.	Aspects	(5) Very large Extent	(4) Large Extent	(3) Moderate extent	(2) Small Extent	(1) No Extent
(i)	Promotion at work place					
(ii)	Career change					
(iii)	Securing employment					
(iv)	Making more money/salary Increment					
(v)	Avenue to gaining entry to other academic programs					
(vi)	Better job					
(vii)	Improved image in the society enhancement of social ego)					
(viii)	Personal satisfaction /achievement					

6. There are certain core aspects of the MBA programme of the University of Nairobi, which have a significant bearing on your overall satisfaction/dissatisfaction disposition. On a scale of 1-5 where 5-very good and 1 – very poor how you rate the aspects.

No.	Aspects	(5) Very good	(4) Good	(3) Fair	(2) Poor	(1) Very poor
(i)	Convenient location of the university					
(ii)	Lecturer's qualifications					
(iii)	State of teaching facilities e.g. chairs, LCD's projectors					
(iv)	Lecturer's commitment and availability					
(v)	Relevance of the courses to market trends					
(vi)	Fees amount paid compared to other universities offering MBA's					
(vii)	Handling of course work assessment i.e. CATS, Term papers, Assignments etc.					
(viii)	Lecturers knowledge of the subject matter of the courses					
(ix)	Approachability of lecturers by students					
(x)	Teaching methodologies adopted by lecturers					

(xi)	Medical facilities					
(xii)	Handling of students complaints					
(xiii)	Adequacy of bookshop facilities					
(xiv)	Adequacy library facilities					
(xv)	Adequacy of computer lab facilities					
(xvi)	Students representation in decision making					
(xvii)	Availability of students parking space					
(xviii)	Adequacy of lecturer theaters					
(xix)	State of lecturer theaters e.g. painted, clean, well lit etc.					

PART C

7. Owing to your satisfaction/dissatisfaction what action have you taken or did you take?

Tick in the appropriate box

Actions taken due to satisfaction	
Recommended a friend or relative to enroll	
Talked positively about the programme to others	
Sent complimentary letter to the university / individual lecturers	
Plans to join the university alumni	
Any other action specify	

Actions due to dissatisfaction	
Sent a protest letter to the university	
Discouraged others from enrolling	
Talked negatively about the programme	
Sought legal redress	
Any other action specify	

God Bless You for Your Time, Effort and Cooperation

APPENDIX 5

MBA PARALLEL PROGRAMME GRADUATES

YEAR	NO. OF GRADUATES
2000	47
2001	78
2002	116
2003	0
2004	244
2005	145
2005	145
2006	383
TOTAL	1158

Source: Board of post graduate studies University of Nairobi

No graduation held in 2003

2 Graduation ceremonies held in 2005