

**THE IMPACT OF BUSINESS ALIANCES AS A COMPETITIVE ADVANTAGE ON
A COMPANYS BRAND IMAGE AND CUSTOMER SATISFACTION: A CASE
STUDY OF JKUAT**

BY:

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DECLARATION

I hereby declare that this research project is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly with due reference to the literature and acknowledgement of collaborative research and discussions and that it has not been submitted anywhere for any award.

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DEDICATION

To my mother, Mrs. Fridah Wangeci your unequivocal support and guidance is forever the greatest asset that I am eternally thankful to God for. Thank you for being that constant equation that always adds up to love, encouragement, guidance and support. You're a blessing and this research project is very much a celebration of yours guidance and assurance and your constant dedication to instigate me to follow my goals and plans. To my sister, my solid mentor thank you for encouraging me to pursue my dreams. This project is for all of us.

ABSTRACT

Brands are always initial points of competitive offers in consuming markets, and then they can be so critical for organizations success. It is very important for brands to be strategically well managed (Wood, 2000, p663). Brand equity shows price gain absorbed by a strong brand vs. a mediocre one (Aaker 1996, p15, Barwise, et al. 1989, p25). Besides brand equity increases company's value indirectly through supporting customer's value. The higher education sector has a great role in development and during recent years encountered several challenges such as being on the increasing competition due to increased customers awareness and knowledge level. Speeds environmental changes and expedite movements of competitors in government and private sections and urgency of absorbing resources have motivated the industry to improve their customers' satisfaction degree in order to create lifetime patrons, maintain and enhancing their advantage through creating new values which require affiliation of the learning institutions and customers

The study aims to provide valid information to strongly retaliate that brands are important competitive points and attention should be focused on development of systematic point of view about products/services and brands, in order to describe how tangible assets- which are a brand manager's selective marketing mix- can combine with the product/ service forming brand equity and affecting buyer's decision. It seems that Kenya higher education industry doesn't have organized systematic and scientific plans to recognize and meet customers' needs and stop losing customers and to make lifetime patrons due to ineffective brand management decision.

In this research we are going to identify those customer satisfaction drivers which have an impact on creating brand equity and specify how the impact of the same can offer competitive advantage to company's brands. Consequently we can help managers to implement the same. So, the study of impediments for marketing activities and finding proper and scientific based solutions seems to be essential for developing marketing in organizations especially for the higher education. The findings can help the industry to formulate marketing strategies according to their requirements. The proposed model is what this research could share in scientific marketing theories related to branding and development of strategies for effectiveness in managing, and help marketing researchers to expand theories of brand which are all the sub-purpose of this research.

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ABBREVIATIONS

CBD	Central Business District
CSS	Customer satisfaction Survey
JKUAT	Jomo Kenyatta University of Agriculture and Technology
LC	Linkage Committee
NR	No response
PCA	Principal Component Analysis
PLWD	People Living With Disabilities
SI	Satisfaction index
SHRD	School of Human Resource Development

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Brands are always initial points of complete offers in consuming markets, a product's brand name is a cue for consumers and represents images that have been formed based on their past experience with a brand or information they have obtained about the brand. A strong brand is invaluable as the battle for customers intensifies day by day. It's important to spend time investing in researching, defining, and building your brand. After all your brand is the source of a promise to your consumer. It's a foundational piece in your marketing communication and one you do not want to be without. It is very important for brands to be strategically well managed (Swait et al., 1993)

Business partnerships enable company's realize growth potential more quickly than if pursuing an objective alone by opening access to each partner's network of customers, distribution channels, experience and markets collective objectives of the partners are met while reducing costs ,sharing risks and eventually rewards. Brand alliances have been around for years and are being used increasingly by marketers. They may take different forms, such as cobranding, ingredient branding, composite brand extension, and dual branding (Keller and Lehmann 2006). By forming an alliance with the right partners, firms may gain a host of benefits, including facilitating new product introduction, entering into new markets decreasing risk and cost, and enhancing competitive position in current markets. But the key to a successful brand alliance is choosing the right partner brand. (Desai and Keller 2002; Norris 1992 Park et al. 1996; Rao and Reukert 1994; Voss and Tansuhaj 1999).

A Competition in today's globalized world is higher than ever and the higher education sector is no exception. Competitive Advantage has become a central preoccupation. Competition is closely connected with a global free-market economy. Combined with the impact of globalization and the development of the global "knowledge economy", these competitive forces have resulted in the global competition phenomenon that is currently reshaping higher education. Many developments characterize global competition in higher education including the rise of global university rankings, declarations by nations to have a world-class university, the development of regional units of control and reform, the development of cross-border quality assessment (Knight, 2008; De Witt, 2002). The need for a competitive advantage to build an enduring product that is able to meet customer needs while beating the competition is therefore important to remain relevant .

Every company must at least have one advantage to successfully compete in the market. The higher education sector is rapidly growing in Kenya and the main challenge is how to increase access to higher education to cater for the increasing high number of school leavers and others who desire tertiary education (university), while maintaining quality and ensuring equity and affordability. As part of increasing post graduate education the higher education sector has used business collaborations entailing cooperation and collaboration of state/state institutions, universities, staff, students, private sector, professional bodies, households, communities, civil society and development agencies at large as a critical element in the transformation of Higher Education (Knight, 2008; De Witt, 2002).

The Jomo Kenyatta University of Agriculture and Technology (JKUAT) in a bid to compete in the higher education sector has partnered with a number of institutions for academic, research and technology purposes the organizations are both local and international

thus enabling the university increase its distribution on a wider scale. Further a number of learning institutions have partnered with the University as constituent colleges of the University offering all JKUAT courses to their respective students while other learning institutions are offering particular JKUAT courses and therefore enjoying the Strong brand benefits that the University has acquired over the years. These partnerships as well are beneficial to the University as it enables the University increase its distribution all over the country and beyond however this affiliated institutions have an impact on the JKUAT brand by association and therefore the need to carry out the study. Moreover a recent Customer Satisfaction Survey carried out by an independent consultant advised that the University reduce its number of collaborations for strategic management purposes therefore raising the need for this study to investigate the effects of brand collaborations on a company brand. (Borasoft 2013/2014; Customer Survey report 2013/2014).

1.1.1 Concept of Brands and Branding

A brand “is a set of mental associations, held by the consumer, which adds to the perceived value of a product or service” Keller (2008:48) .The American Marketing Association (AMA) defines a brand as a "name, term, sign, symbol or design, or a combination of them intended to identify the goods and services of one seller or group of sellers and to differentiate them from those of other sellers. In short the underlying value of a brand name is often its set of associations or meanings .Brands linked together can enhance or destruct customer perceptions as each constituent brand can act to create a new unique perception of the brand associated with it. A company’s brand image is defined as consumer perceptions of a brand and is measured as the brand associations held in consumers’ memory. The impression in the consumers' mind of a brand's total personality (real and imaginary qualities and

shortcomings). Branding is when that idea or image is marketed so that it is recognizable by more and more people, and identified with a certain service or product when there are many other companies offering the same service or product. Branding is therefore not about getting your target market to choose you over the competition, but it is about getting your prospects to see you as the only one that provides a solution to their problem. (Aaker, 1991).

It would appear, then, that brand alliances are of special strategic interest both, for established brands entering new markets, and for new brands to the market. Being so, this brings us to the question of whether brand alliances may in the long run erode the established brand while building the secondary brand. Vast alliances involve well established brands partnering with upcoming brands that are not yet well represented in the consumer minds. Is the consumer's share of mind divided then so as to build on the secondary brand while reducing on the primary brand or is the primary brand's equity unaffected and the secondary brand positively affected? (Grewal et al., 2003), (Bensebaa, 2004). Furthermore, the importance of having an established and well defined brand as a component of successful marketing strategies paints a rather black picture for new brands that are relatively unknown to consumers. Under such circumstances, a problem that is often debated nowadays is that of mitigating the users' perceptions of risk and uncertainty that arise during the initial contact with unknown brands bringing about the need to protect Primary brands while partnering with lesser known brands.

1.1.2 Business alliance

Business alliances are an arrangement or relationship among independent businesses with corresponding goals, established for a specific purpose and often for reducing costs and improving customer service. The collaboration is usually managed by a team with members

from each business and held together by one agreement giving an equal share of risk and opportunity to each business. A business partnership on the other hand serves the same goal and is a type of business organization in which two or more individuals pool money, skills, and other resources, and share profit and loss in accordance with terms of the partnership agreement. By extension business partnerships can be thought of as brand alliances which involves cooperative marketing activities involving short-term and or long-term combinations of two or more individual brands (Rao and Ruekert, 1994; Rao et al., 1999; Simonin and Ruth, 1998). Brand alliances can be represented physically by using two or more brands on a product (e.g., Diet Coke and NutraSweet) or symbolically by associating brand names, logos, or other brand assets in marketing communication efforts (Rao and Ruekert, 1994; Rao et al., 1999). A fresh trend in brand alliances is the partnership of one focal brand with multiple brand allies (Anonymous, 1997). In their influential paper, Rao and Ruekert (1994) argue that brand alliances can serve as marketplace signals for experience products.

That is, the primary brand and brand ally together can signal quality to the market place that the primary brand, standing alone, cannot (Rao and Ruekert, 1994). Rao et al. (1999) showed that signals were effective when product quality was *a priori* unobservable and when the signal was credible. The basic finding that a brand ally improves consumer evaluation of the focal brand has been replicated several times (e.g., Voss and Tansuhaj, 1999; Washburn et al., 2000). Recently, Desai and Keller (2002) provide evidence that when a brand extension involves an ingredient brand alliance, evaluations for the first extension are improved. Thus, when a single ally is present consumer evaluations of previously unknown brand are higher than when the unknown brand stands alone.

1.1.3 Competitive Advantage

A competitive advantage is what distinguishes you from the competition in the minds of your customers. Whether you are an employee, a business or a country, you need to have a clear competitive advantage and communicate it to your customers. In the present era, customer is the centre point of all the marketing activities. The Objectives of the marketers have shifted from “maximization of profits” to “maximization of customer satisfaction”. Business firms not only retain their current customers, but also Increase their market share by satisfying customers through a variety of intangible business aspects that go beyond the product quality.

The most important question is how a company can remain competitive in the face of the turbulent transformations taking place in the higher education sector. Adapting to an ever-changing environment has become the core business demand, requiring problem-solving tools and methods to be identified, selected and implemented quickly. Companies need to consider branding as Investments. Brand management strategies help make companies more focused and able to differentiate its products from the competition. MilindBade(May 2011),Brand Journey Bajaj Auto, May 2011.)What this study hopes to bring out and assist the University do is focus on keeping the sub brands and the mother brand well differentiated and the main motive behind establishing individual brand is to create differentiation which would help the University maintain existing relationship easily with its customers.

1.1.4 Customer Satisfaction

Customer satisfaction emerged as a distinct area of inquiry in the 1970s (Churchill & Surprenant, 1982), and companies both big and small have realized the strategic benefits of service quality and customer satisfaction as competition become more intense and global.

The achievement of customer satisfaction has become a good business practice that businesses strive to achieve (Szymanski & Henard, 2000 cited in Yu et al, 2005). Several definitions have been offered for customer satisfaction over the past three decades. Anderson et al. (1994) suggested two definitions of customer satisfaction, in accordance with the two broad classes of customer experiences identified by the literature – transaction specific experiences and cumulative experiences (Mittal et al, 1999 cited in Zeithaml et al, 2009). With a transaction-specific experience, customer satisfaction is defined as the post-choice evaluative judgment of a specific purchase occasion. Whereas a cumulative experience, customer satisfaction is determined as a result of a customer's evaluation of his or her total purchase and consumption experience over time. Oliver (1997) cited in (Zeithaml et al, 2009) defined satisfaction as the consumer's fulfillment response. It is a judgment that a product or service feature, or the product or service itself, provides a pleasurable level of consumption related fulfillment. It is the ability of the service or product to meet the customer's needs and expectations.

Fornell et al. (1996) in their CSI model defined customer satisfaction as a function of customer expectations, perceived quality, and perceived value. Fornell et al. Customer expectations are customers' anticipation of the level of quality they are to receive from a company. They emphasize that the "...market's expectations represent both the served market's prior consumption experience with the firm's offering – including non-experiential information available through sources such as advertising and word-of-mouth – and a forecast of the supplier's ability to deliver quality in the future". They postulated that customer expectations have a direct and positive influence on overall customer satisfaction with an organization because of the on-going relationship with customer. Perceived Quality is a customers' measure of the recent service interaction with the company. They stated that

quality could be measured in terms of how the product meets customer's individual needs and error-free service delivery reliability.

This is also said to have a direct and positive impact on overall satisfaction. Perceived Value is a measure of quality relative to price paid - value for money (Anderson et al., 1994). They asserted that price has more impact on satisfaction in a customer's first purchase experience but a lesser impact on satisfaction for repeat purchases. Customer Complaints are customers who have talked to the service provider about a service that they were not happy within a specific time. They stated that satisfaction is negatively correlated to customer complaints – the more satisfied the customers, the less likely they are to complain. Customer Loyalty is customers' likelihood to purchase their next service with the same organization at a given price (price tolerance). Customer loyalty is the critical component of the model because it equals profitability (Heskett et al., 1997; Reichheld and Sasser, 1990).

1.1.5 The Higher Education Sector in Kenya

The Higher Education Systems defines it as “the totality of quantitative–structural features within a country. The term higher education within the Kenyan context includes: public and private universities, polytechnics, teacher training institutes, technical training institutes, institutes of technology and professional training institutions which could be government owned or commercial. All these constitute the tertiary education sub-sector. Kenya has a number of universities and other institutions of higher learning. There are 22 Public universities, 14 Chartered Private universities and 12 universities with Letter of Interim Authority. These universities are established through institutional Acts of Parliament under

the Universities Act, 2012 which provides for the development of university education, the establishment, accreditation and governance of universities. According to a 2004 report on reforming higher education in Kenya, the rapid expansion of university education in the country was a spontaneous response to the increasing demand for higher education necessitated by the increasing flow of students from schools. For other post-secondary institutions, further analysis can be conducted with respect to the student population in these universities. This is necessary in order to give a picture of the student enrolment and the niche captured by these universities, states that the total enrolment in both the public and private universities is 50,000 students with about 80% of this number being absorbed in the public universities and 20% in the private.

Due to liberalization and the need for universities to not only remain relevant but also attract funding the public universities have entered into internal collaborative arrangements with what are referred to as middle level colleges. In the hierarchy of higher education these are institutions which are below universities. They are situated between secondary schools and universities and offer courses that lead to the award of certificate and diploma and higher diploma qualifications. He further states that they enroll more than 60,000 students. Due to the collaborative arrangements with public universities, students in these colleges have the possibility of enrolling for degree Programmes. This is a positive development in the sense that there has been increased access to higher education especially with respect to university education. Naturally, there have been challenges as well especially with respect to quality and the assertions that these colleges have become “degree mills”. This has eroded brands where quality has been compromised in order to meet the growing demand. This study will seek to find if institutions brands are being considered in this endeavor of using partnerships to further meet growing higher education demands.

1.15 Jomo Kenyatta University of Agriculture and Technology (JKUAT)

JKUAT is a public university offering courses in Technology, Engineering, Science, Architecture and Building sciences. JKUAT main campus is situated in Juja, 36 Kilometers North East of Nairobi .The University organizational structure comprises the Chancellor appointed by the president who is deputized by the Vice Chancellor who is also deputized by the Deputy Vice Chancellors. JKUAT has three Deputy Vice chancellors appointed by the Council. These are DVC (Administration, Planning and Development), DVC (Academics Affairs) and DVC (Research, Production and Extension) .The next level as per the organizational structure is the University Management Board which is responsible for the day to day management of the University. The University has academic staff and administrative staff.

All members of staff of the University are appointed by the Council or persons or committees delegated power to appoint any member of the University. JKUAT has eight other campuses across the country and East Africa, Nairobi, Karen, Mombasa, Nakuru, Kisii, Kitale and Arusha. JKUAT has a network of approved centers throughout the country with fully fledged regional offices in Nairobi, Mombasa; Western Kenya, Kisumu; Rift Valley, Nakuru; and Central Kenya, Nyeri. There are also semi-autonomous constituent colleges which include Muranga Technical University, Taita Taveta Campus, Meru Campus, Cooperative College of Kenya and Multimedia University. A table (Appendix 2) represents up to forty institutions that the University has collaborated with thus evidencing the multiplicity of brand associations that JKUAT is involved with therefore raising the question as to the effects of the associations on the JKUAT brand.

1.2 Research Problem

In competitive market customer needs and satisfaction cannot be the only dimension for competition. Customer perceptions of brands can mean gaining customer loyalty and hence market share or losing it altogether where customer perceptions do not incline to the brand. Brands are always initial points of competitive offers in consuming markets, and thus critical for organizations success. (Rao and Ruekert, 1994). Rao et al. (1999) Brands with a high number of positive brand associations tend to have high levels of brand equity. Brand associations help consumers process or retrieve information, differentiate or position brands, give customers a reason-to-buy, create positive attitudes or feelings and provide a basis for extensions by creating a sense of fit between the brand name and the new product. In short, the underlying value of a brand name is often its set of associations or meanings (Aaker, 1991). Through co-branding, two brands can be linked together. These links can enhance or detract from consumers' perceptions of each constituent brand and can act to create a new, unique perception of the co-branded product. It therefore very important for brands to be strategically well managed (wood, 2000, p663).

Jomo Kenyatta University of Science and Technology has entered into a number of collaborations with a bid to meet the high growth in student mobility programmes as well as rapidly growing higher education in order to keep up with surging demand for post-secondary places. The University has an expansive network of affiliations spread out across the country thus increasing its network locations while reducing costs needed to set up centers across the country. Consumers may have developed a variety of associations with brand names that are subsequently paired in a partnership situation. The partnered product is new to the consumer, even though the constituent brand names are not. Therefore, consumers use the constituent

brand names to make judgments about the co-branded product in the absence of further information. (e.g. Aaker, 1991; Keller, 1993; Yoo and Donthu, 1997). This study will therefore investigate if the partnerships and alliances used by the university as a means of gaining competitive advantage have added to or eroded the University brand. Further high school students are becoming more discerning and brand-conscious in their choice of post-secondary institutions and therefore the need to build on the brand. Increasing number of collaborations of the University beg the question whether partners chosen are carefully vetted due to brand associations. Moreover strong emerging brands from the private sector warrants the public education sector to manage their brands more intensely in order to be able to compete in the industry. Ngome (2003)

A number of researches have been undertaken to build to the growing discipline of branding and brand management. Three of the closely related studies include Building Brands through Brand Alliances: Kevin E. Voss *And Bashar S. GAMMOH (2004) which centers on the use of primary brands to build stronger brand extensions as well as secondary brands. Therefore concentrating on how to build positive effects through alliances. Washburn, Judith H., Brian D. Till, and Randi Priluck. (2000). "Co-Branding: Brand Equity and Trial Effects,". Also conducted a study seeking to find the effect of brand partnering on brand equity and entry market strategies which again leans towards the use of partnerships and alliances to build brand equity and enter new markets. Simonin, Bernard L. and Julie A. Ruth. (1998). "Is a Company Known by the Company It Keeps? Assessing the Spillover Effects of Brand Alliances on Consumer Brand Attitudes," is another study assessing the impact of brand alliances on the primary brands and consumer attitudes and thus leaving the eventual market share consequence of the effects on the partnering. This research will increase the breadth of previous research findings by carrying out the study on another product category which is the

higher education industry. Second though previous research suggests that there may be decreasing (or negative) effects as additional allies are added customer satisfaction has not been evaluated as such. Therefore raising the need to assess the impact of business alliances as a competitive advantage on company brands and Customer satisfaction?

1.3 Objective of the study

The research objective is to:

- i) To investigate the effect of business collaborations on company brands
- ii) To find out the impact of brand collaborations on customer satisfaction.

1.4 Value of the study

This study will appeal to governments, business owners, company CEO's and all non-Marketing people that brands are important business assets worth managing. Branding is an effective tool to bring-in new customers, as well as building relationships. Therefore the importance of managing all business activities and mostly brand alliances as the study shall show the effect of the same on customer satisfaction and consequently profit and business revenues.

The Higher education sector shall be sensitized on branding as a major asset to the industry and a means for competing globally therefore raising the need to manage the brands intensely JKUAT as a University shall be able to show the impact of the brand associations on customer satisfaction and thus be able to make management decisions based on the results.

This study shall increase the breadth of knowledge to the Academia in the relatively new discipline of co-branding and brand management and overall assist in increasing the strength of the previous researches which the academia can use to advise nations and come up with a much stronger and comprehensive information on the discipline.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This Chapter aims to establish a theoretical framework of corporate restructuring and will focus on the key thematic areas of Branding, Business alliances, competitive advantage and customer satisfaction.

2.2 Theoretical foundation of the study

The study shall base its theoretical foundation on the Resource Based Theory, Information Integration Theory, Competitive Advantage Theory and the Customer Satisfaction Theory.

2.3 Resource Based Theory

The resource-based view (RBV) as a basis for the competitive advantage of a firm lies primarily in the application of a bundle of valuable tangible or intangible resources at the firm's disposal (Mwailu & Mercer, 1983 p142, Wernerfelt, 1984, p172; Rumelt, 1984, p557-558; Penrose, 1959). To transform a short-run competitive advantage into a sustained competitive advantage requires that these resources are heterogeneous in nature and not perfectly mobile (p105-106; Peteraf, 1993, p180). Effectively, this translates into valuable resources that are neither perfectly imitable nor substitutable without great effort (Barney, 1991). If these conditions hold, the bundle of resources can sustain the firm's above average returns. The VRIO and VRIN model also constitutes a part of RBV. There is strong evidence that supports the RBV. Identify the firm's potential key resources. Evaluate whether these resources fulfill the following criteria Valuable; A resource must enable a firm to employ a value-creating strategy, by either outperforming its competitors or reduce its own weaknesses Relevant in this perspective is that the transaction costs associated with the investment in the resource cannot be higher than the discounted future rents that flow out of the value-creating

strategy (Mahoney and Pandian, 1992, p370; Conner, 1992, p131). Rare ;To be of value, a resource must be rare by definition. In a perfectly competitive strategic factor market for a resource, the price of the resource will be a reflection of the expected discounted future above-average returns (Barney, 1986a, p1232-1233; Dierickx and Cool, 1989, p1504; p100).

In-imitable; If a valuable resource is controlled by only one firm it could be a source of a competitive advantage. This advantage could be sustainable if competitors are not able to duplicate this strategic asset perfectly (Peteraf, 1993, p183; Barney, 1986b, p658). The term isolating mechanism was introduced by Rumelt (1984, p567) to explain why firms might not be able to imitate a resource to the degree that they are able to compete with the firm having the valuable resource (Peteraf, 1993, p182-183; Mahoney and Pandian, 1992, p371). An important underlying factor of inimitability is causal ambiguity, which occurs if the source from which a firm's competitive advantage stems is unknown (Peteraf, 1993, p182; Lippman and Rumelt, 1982, p420). If the resource in question is knowledge-based or socially complex, causal ambiguity is more likely to occur as these types of resources are more likely to be idiosyncratic to the firm in which it resides (Peteraf, 1993, p183; Mahoney and Pandian, 1992, p365; [2] p110). Conner and Prahalad go so far as to say knowledge-based resources are the essence of the resource-based perspective"

urther the resource must be; non-substitutable – Even if a resource is rare, potentially value-creating and imperfectly imitable, an equally important aspect is lack of substitutability if competitors are able to counter the firm's value-creating strategy with a substitute, and prices are driven down to the point that the price equals the discounted future rents resulting in zero economic profits. Care for and protect resources that possess these evaluations, because doing so can improve organizational performance. The VRIN characteristics mentioned are individually necessary, but not sufficient conditions for a sustained competitive advantage

(Dierickx and Cool, 1989, p1506; Priem and Butler, 2001a, p25). Within the framework of the resource-based view, the chain is as strong as its weakest link and therefore requires the resource to display each of the four characteristics to be a possible source of a sustainable competitive advantage (Crook, Ketchen, Combs, and Todd, 2008)

2.4 Information Integration Theory

Information Integration Theory We turn to information integration theory and attitude accessibility to provide a theoretical foundation for understanding consumers' consideration of a brands. Information integration theory describes the process by which stimuli are combined to form beliefs or attitudes (Anderson 1981). According to information integration theory, attitudes or beliefs are formed and modified as people receive, interpret, evaluate, and then integrate stimulus information with existing beliefs or attitudes. Moreover, the more salient or accessible a brand attitude, the more likely it is that the individual will access that attitude upon observing cues associated with the brand (Fazio 1986, 1989) and will bias information processing in a direction implied by the valence of those attitudes (Fazio and Williams 1986; Houston and Fazio 1989).

Similarly, consumer researchers have long known that judgments of a product or service are influenced by the perceptual or evaluative characteristics of material in close proximity, which are generally referred to as context effects (Lynch, Chakravarti, and Mitra 1991)., so that judgments about the brandalliance are likely to be affected by prior attitudes toward each brand, and subsequent judgments about each brand re likely to be affected by the context of the other brand. The brandalliance stimulus information, presented through advertising or by experiencing it directly, accesses related affect and beliefs about those brands and products that are stored in memory

2.5 Brand relationships theory

This was introduced by Gummesson (2002) explaining that there is a common belief that relationships are something that explicitly occurs between human beings. It has been shown that consumers define the brand relationship from their own individual perspectives and the brand relationship and relational value are very much personalized in the minds of consumers. Customers generate individual relationships based on their individual perception of brand value, brand meaning and their experiences. That is, customers seem to personally create the brand through their communications across multiple contexts. (Lindberg-Repo, Kirsti, 2001:233)

Research has also explored the personal component of the relationship between a brand and its customers. Fournier (1998) examined the nature of relationships that customers have as well as want to have—with companies (Fournier and Yao 1997, Fournier et al. 1998). Fournier views brand-relationship quality as multifaceted and consisting of six dimensions beyond loyalty or commitment along which consumer brand relationships vary: self-concept connection, commitment or nostalgic attachment, behavioral interdependence, love/passion, intimacy, and brand-partner quality.

She suggests the following typology of metaphors to represent common customer-brand relationships: arranged marriages, casual friends/buddies, marriages of convenience, committed partnerships, best friendships, compartmentalized friendships, kinships, rebounds/avoidance-driven relationships, childhood friendships, courtships, dependencies, flings, enmities, secret affairs, and enslavements. While this typology contains most positive relationships, it may overlook a range of possible negative (e.g., adversary) and neutral (e.g., trading partner) ones. Aaker et al. (2004) conducted a two-month longitudinal investigation

of the development and evolution of relationships between consumers and brands. They found that two factors experiencing a transgression and the personality of the brand had a significant influence on developmental form and dynamics.

2.5.1 Brand Extensions.

Brand extensions are one of the most heavily-researched and influential areas in marketing (Czellar 2003). Marketing academics have played an important role in identifying key theoretical and managerial issues and providing insights and guidance. Research has shown that extension success depends largely on consumers' perceptions of fit between a new extension and parent brand (Aaker and Keller 1990). There are a number of bases of fit virtually any brand association is a potential basis but two key bases are competence (attribute) and image (Batra et al. 1993). Research has also shown that positively evaluated symbolic associations may be the basis of extension evaluations (Reddy et al. 1994, Park et al. 1991), even if overall brand attitude itself is not necessarily high (Broniarczyk and Alba 1994).

One key conclusion is that consumers need to see the proposed extension as making sense. Based on a meta-analysis of seven studies using 131 different brand extensions, Bottomley and Holden (2001) concluded that brand extension evaluations are based on the quality of the original brand, the fit between the parent and extension categories, and the interaction of the two, although cultural differences influenced the relative importance attached to these model components. Studies have shown how well known and well-regarded brands can extend more successfully (Aaker and Keller 1990, Bottomley and Doyle 1996) and into more diverse categories (Keller and Aaker 1992, Rangaswamy et al. 1993). In addition the amount of brand equity has been shown to be correlated with the highest or lowest-quality member in the product line for vertical product extensions (Randall et al. 1998). Brands with

varied product category associations developed through past extensions have been shown to be especially extendible (Dacin and Smith 1994, Keller and Aaker 1992, Sheinin and Schmitt 1994). As a result, introductory marketing programs for extensions from an established brand can be more efficient (Erdem and Sun 2002, Smith 1992, Smith and Park 1992).

2.5.2 Business Partnerships and Collaborations

The international business literature has already acknowledged a number of positive outcomes for companies actively engaged in Business alliances, such as higher return on equity, better return on investment, and higher success rates, compared with integration through mergers and Acquisitions, or companies in the Fortune 500 list that avoid building inter-corporate relationships (Booz-Allen & Hamilton, 1999). Much of the fundamentals in this field were established with the seminal edited volume by Contractor and Lorange (1988) on Cooperative Strategies in International Business, with contributions from Buckley and Casson on a theory of co-operation', Contractor and Lorange on 'the strategy and economic basis for cooperative ventures', Harrigan on 'partner asymmetries' - among other positional papers in the same volume.

The research in the field was marked also by contributions from Cunningham & Calligan (1991) on 'competitiveness through networks of relationships', Hamel (1991) on 'interpartner learning in strategic alliances', Auster (1994) on 'theoretical perspectives on inter organizational linkages', Gulati (1995) on the relations between repeated transactions and trust', Doz (1996) on the 'learning processes in strategic alliances', Little, et.al. (1998) on 'management of collaborations in technology based product markets'. Due to lack of trust, policy of access is required to ensure security between organisations.

The access control policy of a single organisation or service is defined in terms of roles and their privileges. Given a request to access a resource or perform an operation, the service enforces the policy by analyzing the credentials of the requester and deciding if the requester is authorized to perform the actions in the request B2B integration is basically about the secured coordination of information among businesses and their information systems. It promises to dramatically transform the way business is conducted among organizations. Negotiation of common access to a set of resources reflects the sharing preferences of the parties involved. Such negotiations typically seek agreement on a set of access properties. (Booz-Allen & Hamilton, 1999).

2.5 Competitive Advantage Theory

Basically, strategy is about two things: deciding where you want your business to go, and deciding how to get there. A more complete definition is based on competitive advantage, the object of most corporate strategy .Competitive advantage grows out of value a firm is able to create for its buyers that exceeds the firm's cost of creating it. Value is what buyers are willing to pay, and superior value stems from offering lower prices than competitors for equivalent benefits or providing unique benefits that more than offset a higher price. There are two basic types of competitive advantage: cost leadership and differentiation. Michael Porter, Competitive Advantage, 1985.

The figure below defines the choices of "generic strategy" a firm can follow. A firm's relative position within an industry is given by its choice of competitive advantage (cost leadership vs. differentiation) and its choice of competitive scope. Competitive scope distinguishes between firms targeting broad industry segments and firms focusing on a

narrow segment. Generic strategies are useful because they characterize strategic positions at the simplest and broadest level. Porter maintains that achieving competitive advantage requires a firm to make a choice about the type and scope of its competitive advantage. There are different risks inherent in each generic strategy, but being "all things to all people" is a sure recipe for mediocrity - getting "stuck in the middle". Treacy and Wiersema (1995) offer another popular generic framework for gaining competitive advantage. In their framework, a firm typically will choose to emphasize one of three "value disciplines": product leadership, operational excellence, and customer intimacy.

		COMPETITIVE ADVANTAGE	
		Lower Cost	Differentiation
COMPETITIVE SCOPE	Broad Target	1. Cost Leadership	2. Differentiation
	Narrow Target	3A. Cost Focus	3B. Differentiation Focus

2.5 Customer Satisfaction

Fornell et al. (1996) developed the American Customer Satisfaction Index (ACSI) based on the Swedish Customer Barometer. The ACSI is a cause-and-effect model showing drivers of satisfaction on the left side (customer expectations, perceived quality, and perceived value), satisfaction in the centre, and outcomes of satisfaction on the right side (customer complaints and customer loyalty, including customer retention and price tolerance) Customer expectations are customers' anticipation of the level of quality they are to receive from a company. They emphasize that the Market's expectations represent both the served market's prior consumption experience with the firm's offering – including non-experiential

information available through sources such as advertising and word-of-mouth – and a forecast of the supplier's ability to deliver quality in the future”. They postulated that customer expectations have a direct and positive influence on overall customer satisfaction with an organization because of the on-going relationship with customer. It also influences both perceived quality and perceived value as shown in the figure.

Perceived Quality is a customers’ measure of the recent service interaction with the company. They stated that quality could be measured in terms of how the product meets customer’s individual needs and error-free service delivery – reliability. This is also said to have a direct and positive impact on overall satisfaction. They asserted that price has more impact on satisfaction in a customer’s first purchase experience but a lesser impact on satisfaction for repeat purchases. Customer Loyalty is customers’ likelihood to purchase their next service with the same organization at a given price (price tolerance).

Customer loyalty is the critical component of the model because it equals profitability (Heskett et al., 1997; Reichheld and Sasser, 1990). Price is also seen as a Determinant of Customer Satisfaction, The influence of price on satisfaction has been given a lot of attention by researchers over the years (for example Anderson et al., 1994; Salvador et al., 2006). The service quality models (both the gaps model and SERVQUAL) assume that customers come into a service encounter with a prior expectation, this expectation is then matched with the actual service experience to determine the service quality of that organisation (Zeithaml et al 1985; Grönroos 1990).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter will present the research methodology to be used for the study. Research methodology gives details regarding the procedures used in conducting the study. This chapter will therefore focus on: The research design, population, data collection techniques and method of data analysis.

3.2 Research Design

A research design is defined as a set of guidelines and instructions to be followed in addressing the research problem. The study was carried out through a cross sectional survey intended to establish the impact of collaborations on Company brands. The research design to be adopted will be a descriptive study. According to Sekaran (2003). A descriptive study is undertaken in order to ascertain and describe characteristics of the variables of interest in a situation.

The rationale for survey method is when a researcher is interested in collecting data from a large group of respondents within a population. This study fits within the descriptive Survey because no variables will be manipulated and data was collected from different respondents. In addition, a survey study is preferred because it will enable the researcher have an in-depth understanding of the research problem across the different collaborating institutions.

3.3 Population

The population in this study covered a sample of the JKUAT stakeholders as well as five partnering institutions which were JKUAT collaborating partner's offering JKUAT courses. According to Cooper and Schindler (2003) a probability sample, is where every operation in the population has a chance to be in the survey. Since it was not possible to survey all the JKUAT stakeholders as well as the population in the partnering institutions the probability survey will estimate the sample population to survey as representative of each of the stakeholders.

3.4 Data Collection

The study utilized both Primary and secondary data. The primary data was collected using questionnaire as it is an efficient data collection mechanism particularly in quantitative analysis as respondents were subjected to same sets of questions. The target respondents will be various JKUAT stakeholders who are customers at the JKUAT as well as partner institutions as they are able to give the information as to their perception of the JKUAT brand. The target questionnaire will have both close and open ended questions which will be organized in two parts.

The first part will focus on the general organization bio data and the second will address the impact of the collaborations on the JKUAT brand. The questionnaires will be administered through drop and pick method to give the respondent ample time to respond to the queries. To improve the response rate follow up was done through telephone calls as well as checks to the customer. Secondary Data will be gathered from available published records. These

include; previous years Customer Satisfaction Survey reports as well as University rankings locally and internationally as well as web metric ranking reports.

3.5 Data Analysis

This is the process commenced after data collection and ended at the point of interpretation and processing data. It involved coding, editing and tabulation as a basis for further analysis. In this study both quantitative and qualitative methods of data analysis will be applied. The quantitative analysis was used to analyze both secondary and primary data. Through descriptive statistics which involved use of percentages, frequencies, measures of central tendencies and deviations by use of SPSS (Statistical Package for Social Sciences)

Qualitative data on the other hand derived from the questionnaire was content analyzed which compared the responses to document implication of collaborations on Company brands and customer satisfaction. The output of the results was presented in form of tables' graphs and pie charts as these will give a clear picture on the results at a glance.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

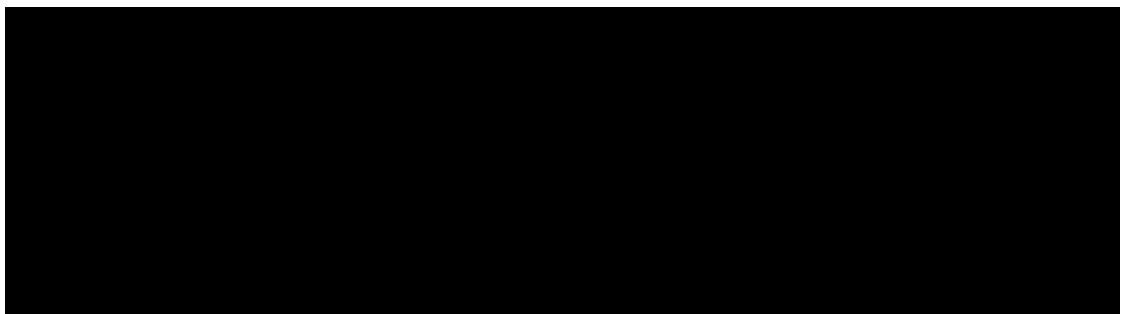
The chapter presents the analysis of data collected from the respondent and discusses the research findings of the impact of brand alliances as a competitive advantage to company brand image and customer satisfaction. All completed questionnaires were edited for accuracy, uniformity, consistency and completeness. A response rate of 66% was achieved from a target population of 200. These above average response rate is attributed to constant respondent follow up despite dispersed location of the affiliated colleges therefore limiting the ability to make many counter visits to follow up respondents due to financial and time limitations.

4.2 Demographic Profile of the Respondents

4.2.1 Gender of Respondents

The respondents were requested to indicate their gender and the results are illustrated on Figure 3.1. The results indicated that most (53%) of the respondents were female while 47% were male. This implies that most of the JKUAT students are female.

Figure 0-1: Gender of respondents

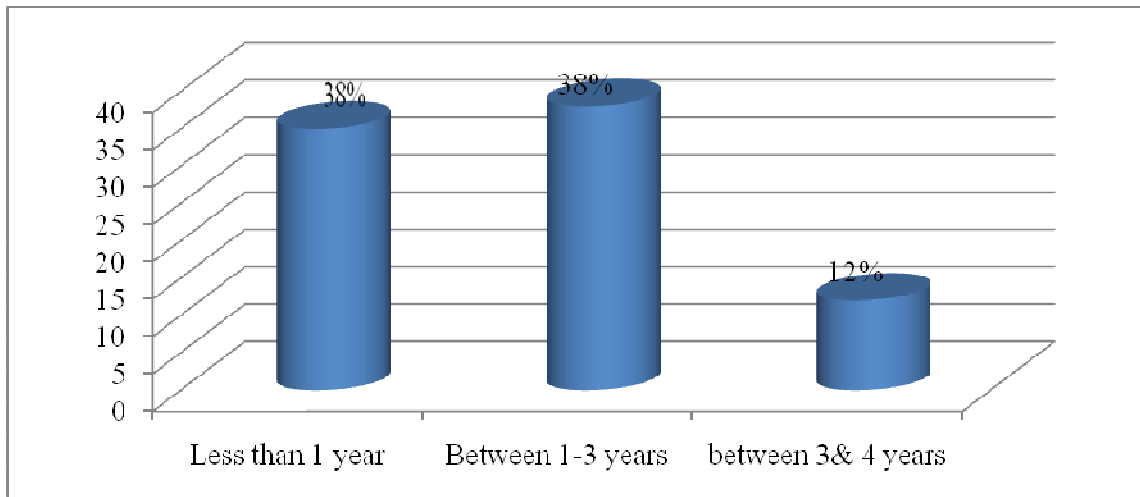


Source: JKUAT CSS 2014

4.2.2 Year of study

Overall sample is majorly shared between 1st, 2nd, 3rd and 4th years which reflect the nature of the course duration for most courses offered. The respondents were also asked to indicate the number of years they have studied at JKUAT. According to the results in Figure 3.3, 22% of respondents have studied at the university for a period of less than 1 year, 38% have studied between 1 and 3 years, 18% have studied between 3 and 4 years.

Figure 0-2: Year of study

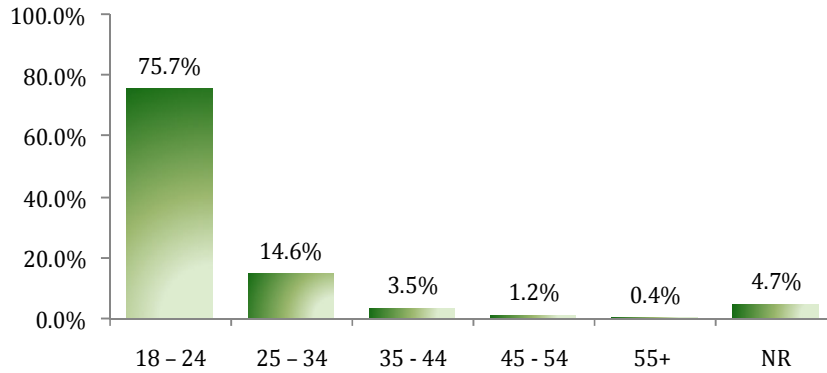


Source: JKUAT SS 2014

4.2.3 Age

Three quarter of respondents are aged between 18 and 24 years of age. Those who are aged 25-34 years account for 14.6% of the sample.

Figure 0-3: Gender of respondents



Source: JKUAT SS 2014

4.2.4 Level of Study

About two third of the respondents are undergraduate students, diploma students accounts for 12% while post graduate and certificate accounts for 7% and 5% respectively.

Table 0-1: Level of study

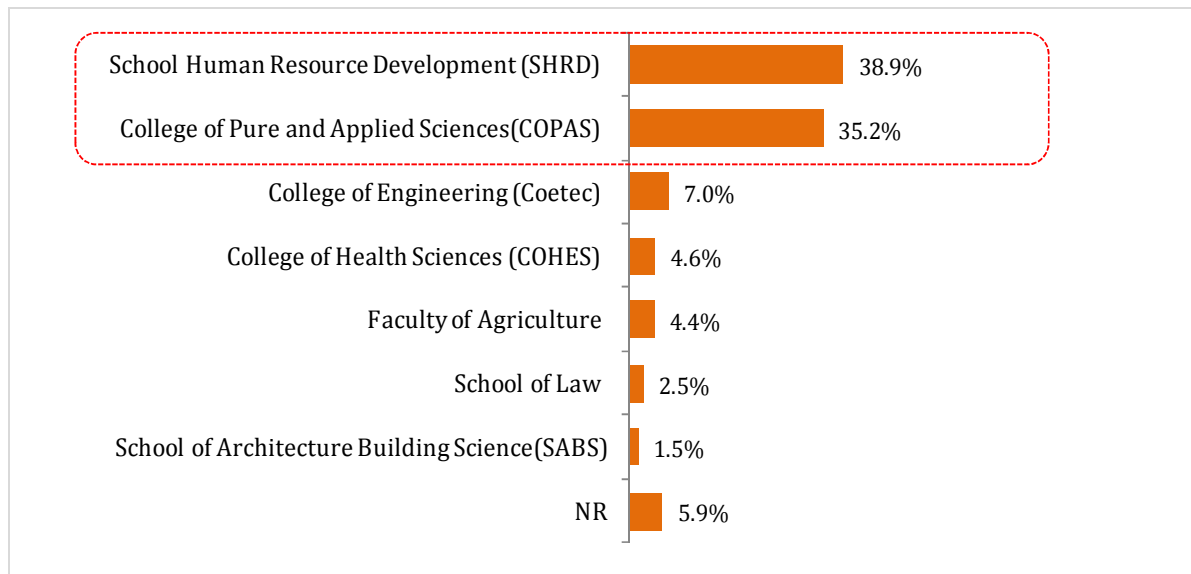
		Undergraduate	Diploma	Post-graduate	Certificate	RTA
Total		68%	12%	7%	5%	7%
	Cooperative	84%	7%	1%	2%	4%
	pioneer	67%	18%	3%	10%	2%
	Morgan	61%	21%	2%	9%	8%
	Zetech college	58%	23%	1%	6%	11%
	Conner stone training Institute	49%	11%	28%	5%	6%

Source: JKUAT SS 2014

4.2.5 Schools/Faculties

In terms of faculties and schools, the highest representation came from the school of Human Resource Development (SHRD) and College of Pure and Applied Sciences (COPAS) at 38.9% and 35.2% respectively. On the flipside the least representation was from the School of Architecture Building Science (SABS) and school of law. The picking of respondents was however random and every student had equal chance of being pick hence each category is reflective of it relative proportion in JKUAT.

Figure 4.3 Schools/Faculties



Source: JKUAT SS 2014

4.2.6 Response from the affiliated colleges

The survey was structured on various respondent characteristics namely gender, age, years of services and education background and organizational characteristics namely campus, college, faculty and division. 3.2.1 Respondents' Campuses. The results indicate that majority of the respondents (5%) were from JKUAT main campus, 6% were from Cooperative College of Kenya, 4% were from Megan College, 5% from Cornerstone Training Institute, 2% from, Pioneer International College, and 2% from Zetech College Nairobi.

Table 4.3 Colleges

Campus	Frequency	Percent
Cooperative College of Kenya	17	0.14
Megan College	16	0,13
Cornerstone Training Institute,	15	0,125
Pioneer International College	17	0,141
Zetech College	25	0.21
Total	90	1

Source: JKUAT SS 2014

4.3 Student Satisfaction levels

Table 4.5 presents the SIs calculated by overall (pooled customer) and separately for the gender and level of study segments. The overall SI for students was calculated at 70.1%. Across gender, the respective indices were calculated to 70.4% and 69.4% while on level of study the highest satisfaction was among the certificate students (78.1) and lowest among the undergraduate (68.5%). On the other hand, comparisons across the thirteen service dimensions underline 'Compliance with Service Charter', 'Learning Resources and Facilities', 'Service Delivery', 'Catering services' and 'Students Life', as the dimension where the level of satisfaction is lowest and which present the best opportunity for improvements.

Table 4.4 Satisfaction levels

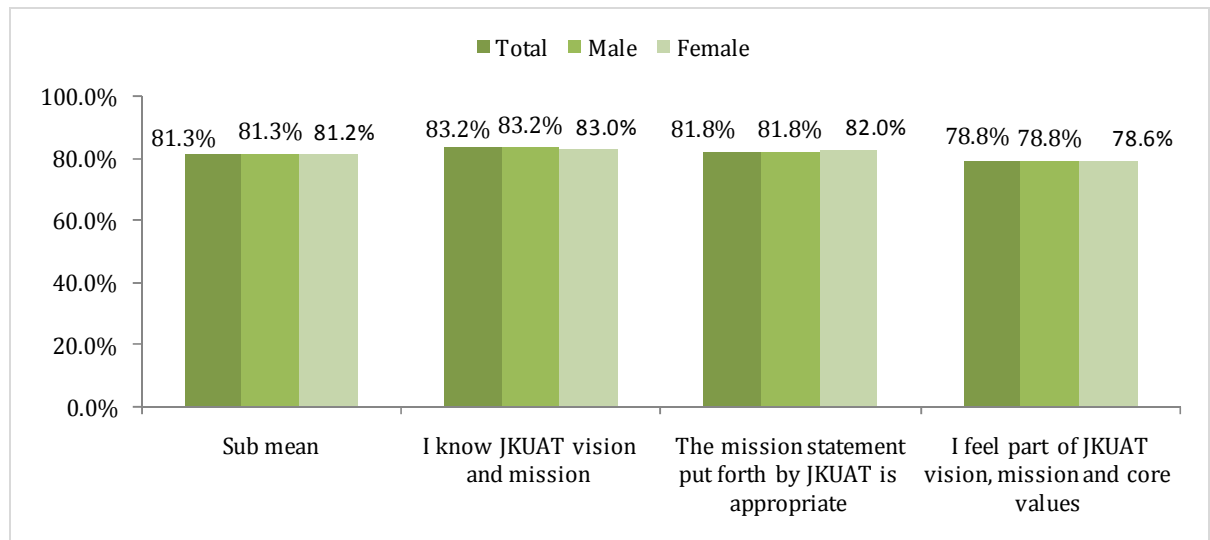
Satisfaction Dimensions	Total	Gender				Level of Study	
		Male	Female	Certificat	Diploma	Undergraduate	Post-graduate
Physical Environment	82.5%	82.8%	82.0%	88.1%	87.4%	81.8%	81.7%
JKUAT Corporate Image	81.3%	81.3%	81.2%	83.8%	88.3%	79.7%	78.8%
Orientation	73.2%	73.7%	72.4%	75.3%	77.3%	72.9%	70.5%
Course Design, Delivery & Assessment	72.9%	73.4%	71.9%	82.2%	76.4%	71.0%	78.2%
Academic Support	72.4%	72.7%	72.1%	82.0%	76.7%	70.5%	78.4%
Organization and Management	71.8%	71.8%	71.9%	81.0%	76.0%	69.9%	77.0%
Registration	71.7%	71.3%	72.3%	78.5%	79.8%	69.2%	75.8%
Disability Mainstreaming	69.3%	69.9%	68.0%	78.1%	70.5%	69.7%	61.5%
Compliance with Service Charter	66.9%	68.0%	65.0%	74.9%	68.5%	65.7%	69.7%
Learning Resources and Facilities	64.6%	65.6%	62.6%	76.2%	67.4%	63.1%	63.7%
Service Delivery	62.6%	63.1%	61.9%	75.7%	71.1%	59.3%	70.0%
Catering services	62.3%	62.9%	61.0%	68.2%	66.8%	61.3%	70.1%
Students Life	59.4%	59.2%	59.7%	71.8%	65.0%	57.1%	69.5%
Overall Mean	70.1%	70.4%	69.4%	78.1%	74.7%	68.5%	72.7%

Source: JKUAT SS 2014

4.3.1 JKUAT Corporate Image

Satisfaction with JKUAT image was high overall recoding a mean of 81.3% and ranging from 78.8 (I feel part of JKUAT vision, mission and core values) to 83.2%

Table 4.5 Corporate Image



Source: JKUAT SS 2014

Comparatively by campuses the satisfaction index ranges from a low of 70.4% (Cornerstone) to a high of 92.6% (Cooperative). On the basis of Item that register mean Score of less than

70% one area emerges as a priority for improvement in (I feel part of JKUAT vision, mission and core values). JKUAT management need to communicate and reaffirms their commitment to students at (Cornerstone).JKUAT in a relationship with its customers and have made a promise of superior service. It is therefore incumbent upon the brand to keep its promises.

Table 4.5: Satisfaction with JKUAT Corporate Image (by Campuses)

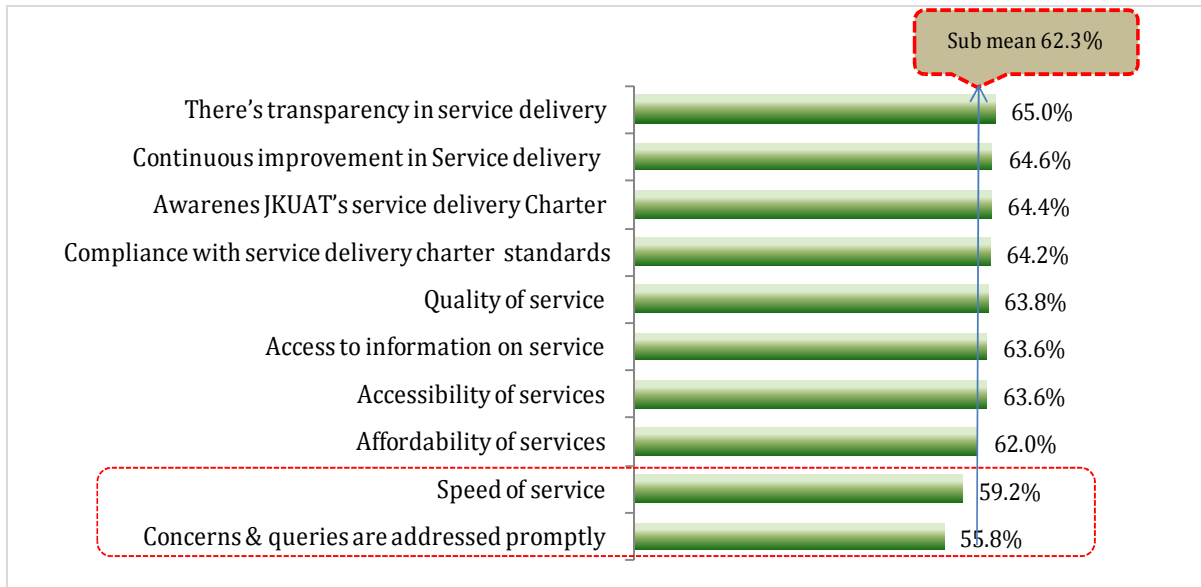
Campus	Sub Mean	I know JKUAT vision and mission	The mission statement put forth by JKUAT is appropriate	I feel part of JKUAT vision, mission and core values
Cooperative	92.6%	93%	94%	90%
pioneer	91.2%	91%	93%	90%
zotech	87.9%	88%	88%	88%
morgan	87.5%	89%	87%	86%
connerstone	70.4%	74%	73%	65%

Source: JKUAT SS 2014

4.3.2 Service Delivery

Service quality is critical to an organization success. Service encounters (the interactions between customers and front-line staff) have great potential to create customer loyalty but have equal potential for customer dissatisfaction. JKUAT service delivery was evaluated using ten statements and covering a wide range of service delivery attributes. The overall satisfaction mean stood at 62.3%. The range of satisfaction between attribute is narrow and ranges from a low of 56% (Concerns & queries are addressed promptly) to 65% (There’s transparency in service delivery).

Figure 4-4: Satisfaction with service delivery



Source: JKUAT SS 2014

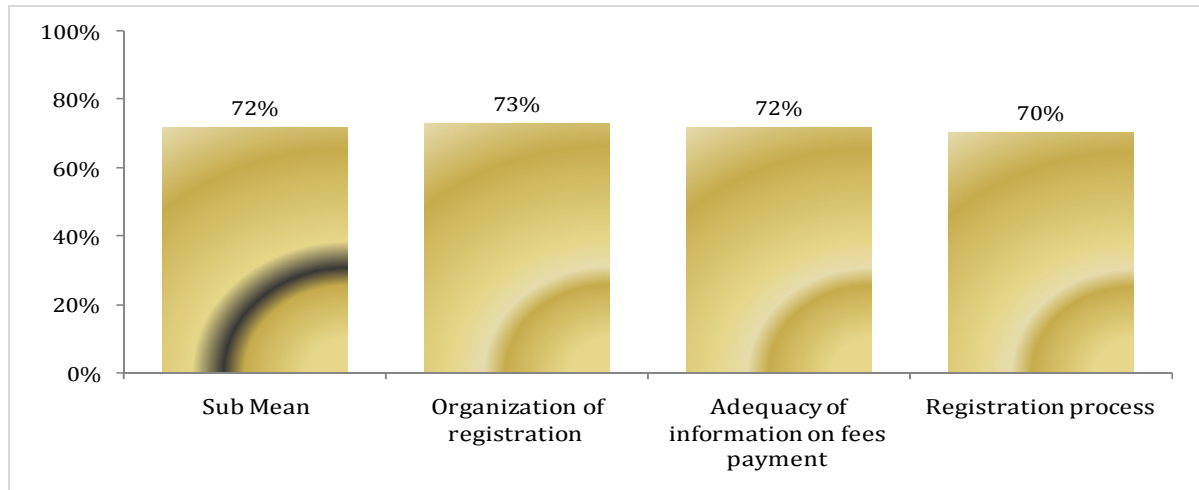
4.3.3 Compliance with Service Delivery Charter

Compliance with service delivery charter was evaluated using the service delivery standards put forth by JKAUT. The overall mean stood at 66.9%. Service standards that perform well (above 70% satisfaction are; Offering uninterrupted power supply, registering Students within 3 weeks of the start of semester, effective and efficient disposal of waste, continuous Supply of clean and treated water, announcing opening dates one month before the start of the programme and Dealing with sick student as soon as a case is reported. On the flip side the service standards where students show some level of dissatisfaction are;Offering transport services to students when required, Issuing provisional result slips within six weeks of subsequent Semester, ensuring control of pests as soon as it is reported or noted, handling complains within 14 days of receipt, Handling accommodation grievances as soon as issues arise, Issuing academic transcripts on time and executing teaching from the first week of the semester.

4.3.4 Registration

Four survey items were used to evaluate customer satisfaction with JKUAT'S functions related to student's registration. Overall, satisfaction rating of 72% is observed, with scores ranging from 73% to 70%

Figure 4.5: Registration



Source: JKUAT SS 2014

Comparisons by sub-groups show that the difference in satisfaction levels between the affiliated colleges falls within a narrow range of 10% to 15% .

Table 4.6: Satisfaction with Registration (by Gender, level and study and campus)

		Sub Mean	Organization of registration	Information on fees payment	Registration process
Total		71.7%	73%	72%	70%
Gender	Female	72.3%	74%	72%	71%
	Male	71.3%	73%	71%	70%
Level of Study	Diploma	79.8%	80%	81%	78%
	Certificate	78.5%	80%	81%	75%
	Post-graduate	75.8%	77%	76%	75%

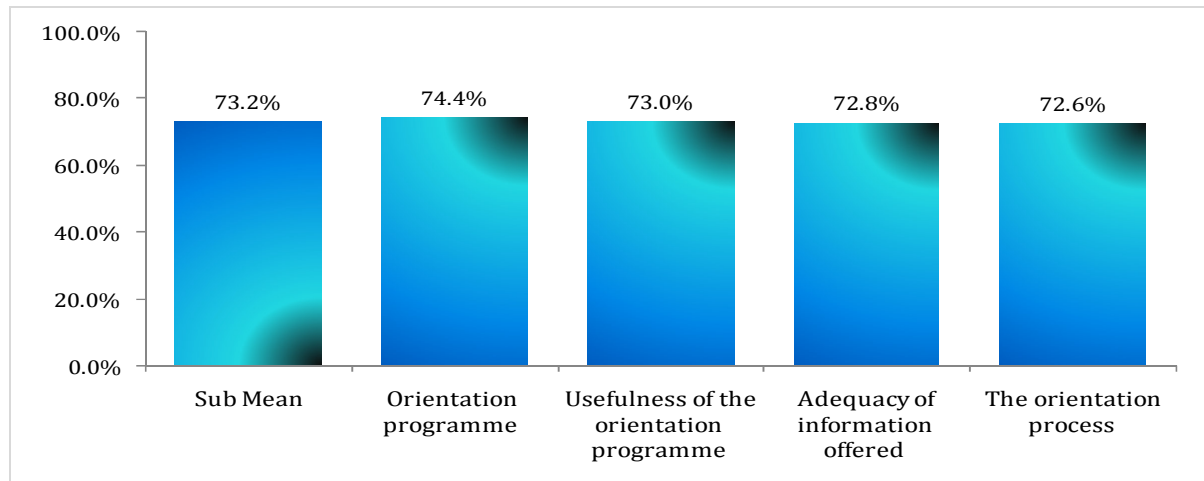
	Undergraduate	69.2%	71%	69%	68%
Campus	Cooperative	86.4%	92%	85%	82%
	Pioneer	85.8%	89%	81%	87%
	Morgan	84.9%	85%	85%	85%
	zotech	82.4%	84%	82%	81%
	cornerstone	79.5%	80%	79%	80%

Source: JKUAT SS 2014

4.3.5 Orientation

Student Orientation Program is designed to assist in making the transition to life at the university for incoming students as smooth as possible. Four survey items were used to evaluate satisfaction levels on hisdimension. Rather high satisfaction levels are observed (73.2%), with the scores ranging from 73.2% to 74.4%.

Table 4.6: Satisfaction



Source: JKUAT SS 2014

When comparison is made across the sub-groups, notable contrasts are observed. It is observed that satisfaction levels are unequivocally higher in all affiliated campuses, exception being made in some campuses.

Table 4.7: Satisfaction

		Sub Mean	Orientation programme	Usefulness of the orientation programme	Adequacy of information offered	Orientation process
	Total	73.2%	74.4%	73.0%	72.8%	72.6%
Gender	Male	73.7%	74.6%	73.6%	73.4%	73.0%
	Female	72.4%	73.8%	71.6%	71.8%	72.2%
Level of Study	Diploma	77.3%	77.8%	77.2%	77.0%	77.2%
	Certificate	75.3%	76.0%	74.4%	76.0%	74.8%
	Undergraduate	72.9%	74.0%	72.6%	72.4%	72.4%
	Post-graduate	70.5%	72.0%	70.4%	70.0%	69.4%
Campus	Pioneer	80.7%	80.6%	82.8%	79.0%	80.4%
	cooperative	80.1%	87.8%	76.8%	77.4%	78.2%
	morgan	79.7%	81.8%	78.2%	78.6%	80.0%
	Zetech	79.1%	79.2%	79.6%	79.0%	78.6%
	cornerstone	74.3%	75.6%	74.2%	73.4%	73.8%

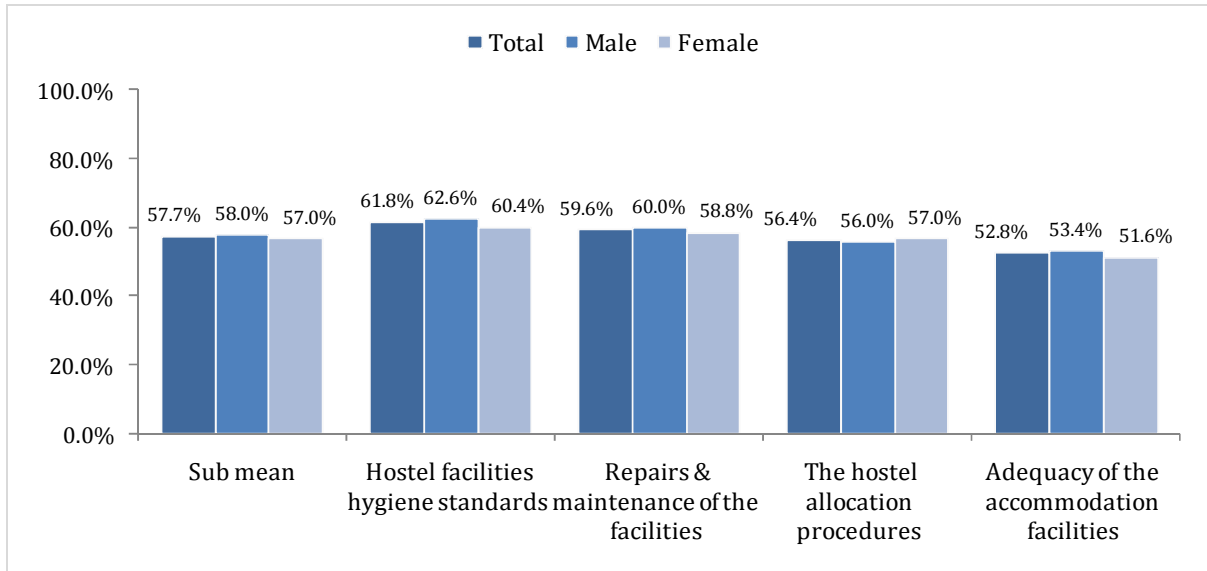
Source: JKUAT SS 2014

4.3.6 Catering

4.3.6.1 Accommodation

Four survey items were used to evaluate customer satisfaction with accommodation provision at JKUAT. Overall, satisfaction rating of 57.7% is observed, with scores ranging from 51.8% to 61.8%. Comparisons by gender sub-groups show that the difference in satisfaction levels between male and female students falls within a narrow range of 1% to 3%.

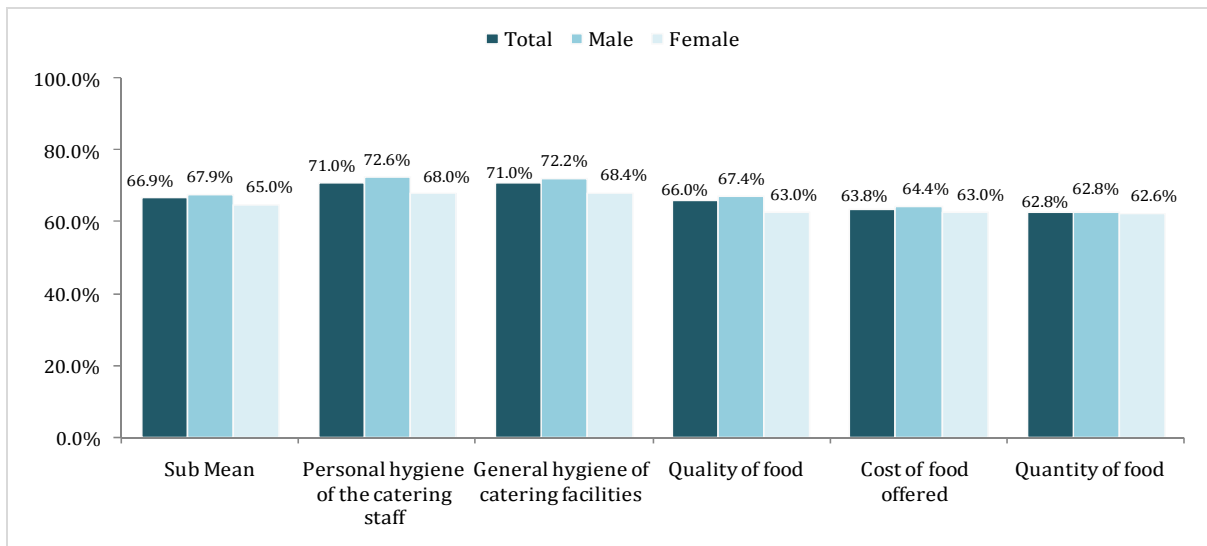
Figure 4.7: Satisfaction with accommodation facilities



Source: JKUAT SS 2014

4.3.6.2 Catering

Moderate satisfaction is evident in respect to catering (Figure 4-11). The overall satisfaction score is 66.9%. By statement the satisfaction score falls within a narrow range of 2% to 4%.Figure 4.8: Satisfaction with Catering Services



Source: JKUAT SS 2014

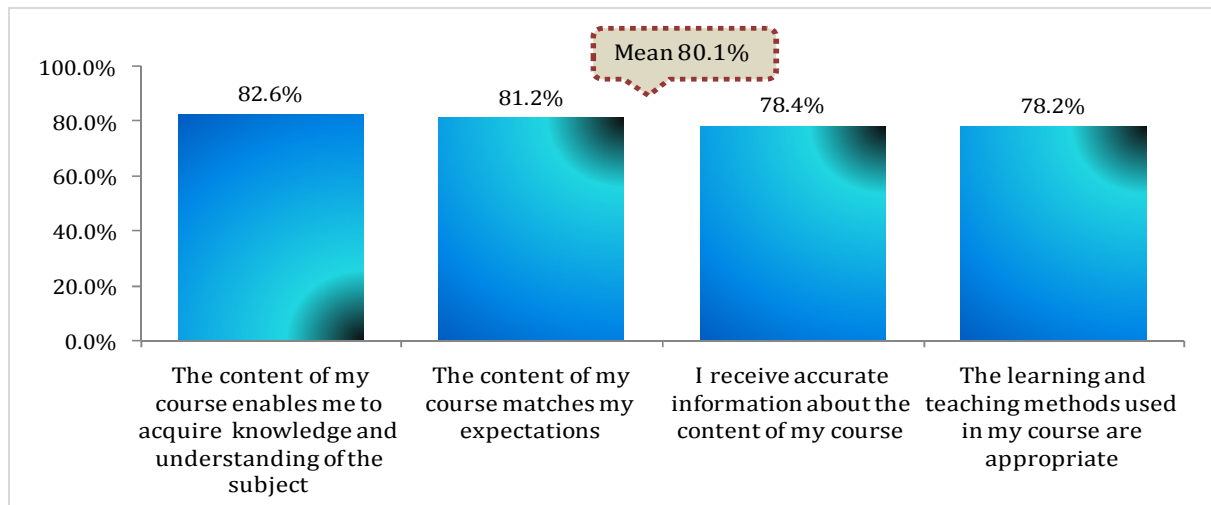
4.3.7 Course Design, Delivery and Assessment

Aligning course content (or curriculum), assessment, and delivery (or pedagogy or instructional strategy) to design learning module, course, and programs is pivotal to advancing state of art of practice university education. Students satisfactions in those areas were assessed i.e. course content, delivery of the course and Assessment and feedback.

4.3.7.1 Course Content

Assessment of this dimension is first on course content. With this group, four items were used to assess satisfaction with Course content. Figure 4-12 presents the average percentage in order of importance from most to least. Based on average score, results suggest reasonably high satisfaction on this dimension (80.1%), with scores varying from 78.2% to 82.6%.

Figure 4.9: Satisfaction with Course Content



Source: JKUAT SS 2014

When comparison is made across the Gender, Course level and campuses sub-groups, notable contrasts are observed in respect to ‘appropriateness of Learning & teaching methods used’ satisfaction being comparatively lower in cornerstone.

Table 4.8: Satisfaction with Course Content (by Gender, level of study and campus)

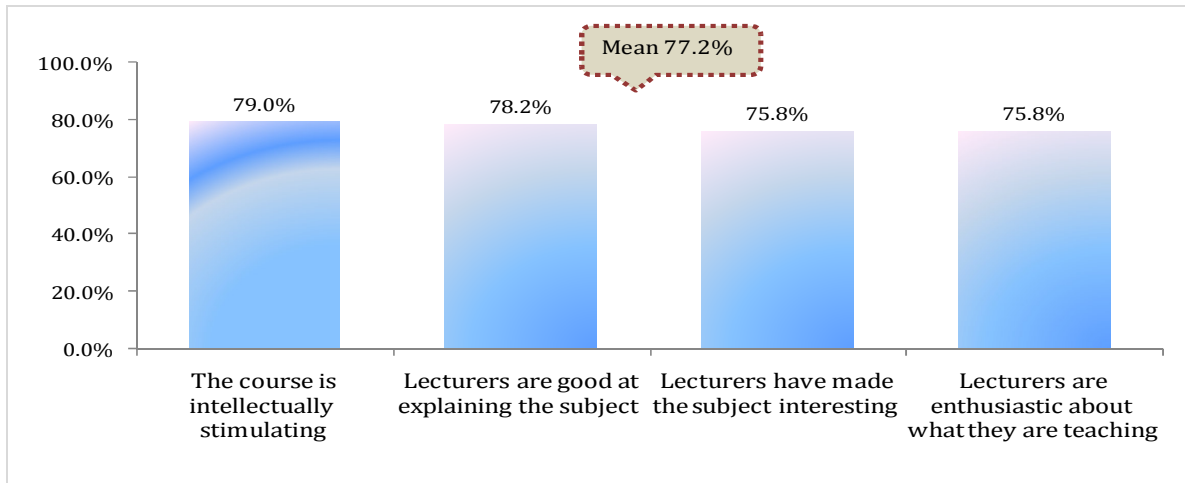
		Sub mean	The content of my course enables me to acquire knowledge of the subject	The content of my course matches my expectations	I receive accurate info about the course content	Learning & teaching methods used are appropriate
Gender	Male	79.9%	82.6%	81.2%	78.2%	77.6%
	Female	80.4%	82.6%	81.0%	79.0%	79.0%
Level of Study	Certificate	89.1%	91.6%	89.2%	87.0%	88.6%
	Post-graduate	85.5%	87.2%	88.6%	83.8%	82.4%
	Diploma	85.0%	87.6%	86.0%	84.2%	82.0%
	Undergraduate	78.0%	80.6%	78.8%	76.2%	76.2%
Campus	Pioneer	89.0%	89.8%	88.8%	89.2%	88.0%
	Morgan	88.7%	91.6%	89.4%	86.0%	87.6%
	cooperative	87.7%	93.0%	90.4%	84.2%	83.0%
	Zetech	87.4%	90.4%	89.8%	85.0%	84.4%
	Cornerstone	85.9%	89.2%	89.2%	86.6%	78.4%

Source: JKUAT SS 2014

4.3.7.2 Course delivery

Four survey items were used to evaluate student’s satisfaction with course delivery. Overall, satisfaction rating of 77.2% is observed, with scores ranging from 75.8% to 79.0%.

Figure 4.9 course delivery



Source: JKUAT SS 2014

Comparisons by sub-groups show that there is narrow difference between male and female while the difference in satisfaction in levels of study falls within a narrow range. Notable difference of opinion is observed in respect to campuses, with highest satisfaction apparent in pioneer Campus. On the flipside, fairly low satisfaction is apparent in main campus and corner stone campus.

Table 4.9: Satisfaction

		Sub mean	The course is intellectually stimulating	Lecturers are good at explaining the subject	Lecturers have made the subject interesting	Lecturers are enthusiastic about teaching
	Total	77.2%	79.0%	78.2%	75.8%	75.8%
Gender	Male	77.3%	79.0%	78.4%	75.6%	76.0%
	Female	77.0%	79.0%	77.6%	75.8%	75.6%
Level of Study	Certificate	89.0%	90.0%	88.4%	89.2%	88.4%
	Diploma	82.8%	83.8%	82.8%	82.2%	82.2%
	Post-graduate	82.5%	82.6%	83.0%	82.2%	82.2%
	Undergraduate	74.8%	77.0%	76.0%	73.0%	73.2%

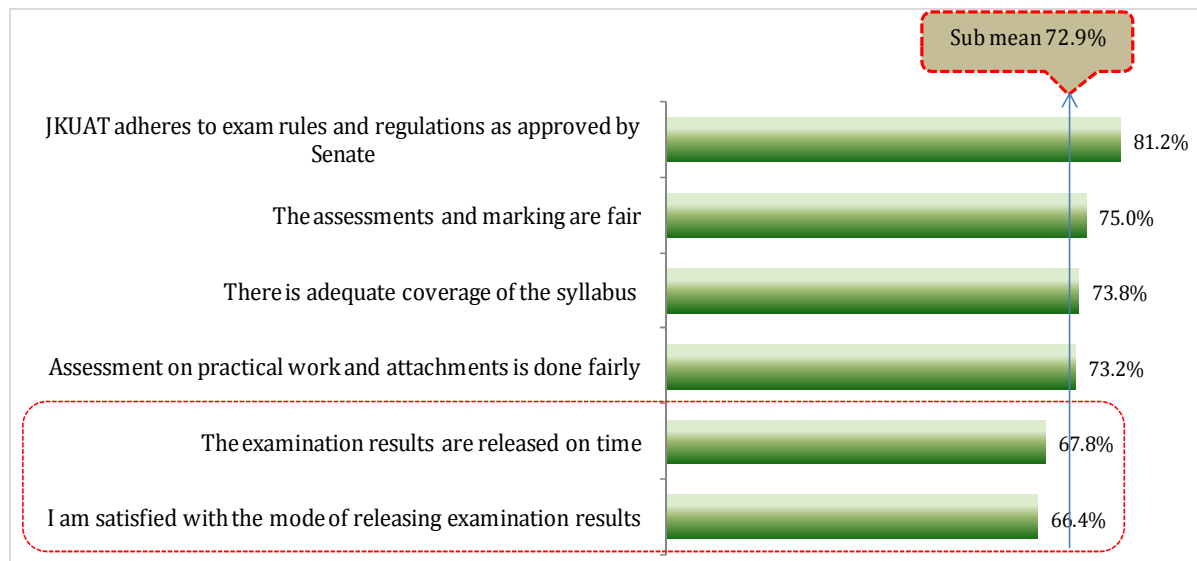
Campus	Pioneer	87.6%	89.0%	88.2%	86.8%	86.4%
	Morgan	87.1%	87.8%	87.4%	86.2%	86.8%
	Cooperative	85.1%	85.0%	83.0%	87.6%	84.6%
	Zetech	84.6%	85.4%	84.2%	84.6%	84.0%
	Cornerstone	82.7%	87.6%	83.8%	79.2%	80.0%

Source: JKUAT SS 2014

4.3.7.3 Assessment and Feedback

Respondents are satisfied overall (Mean=72.9%) with the assessment and feedback (Figure 4-14). Mean satisfaction ratings for specific services range from a low of 66.4% (mode of releasing examination results) to a high of 81.2% (adherence to exam rules and regulations as approved by Senate). Looking at attribute with satisfaction Rating of less than 70%, two items emerge as priority areas of improvement; mode of releasing examination results and timely release of examination results.

Figure 4.10: Assessment of feedback



Source: JKUAT SS 2014

Making a comparison between the two sub-groups, it is seen that lower satisfaction levels is decidedly apparent among the undergraduate sub-group, although with overall minimal difference of just 5%. Comparisons across the specific service attributes show that notable contrasts between undergraduate and other levels of study are evident in respect to ‘syllabus coverage’, ‘assessment of practical work’, and ‘fair marking’.

Table 4.11: Satisfaction with Assessment and Feedback (by Gender and Level of Study)

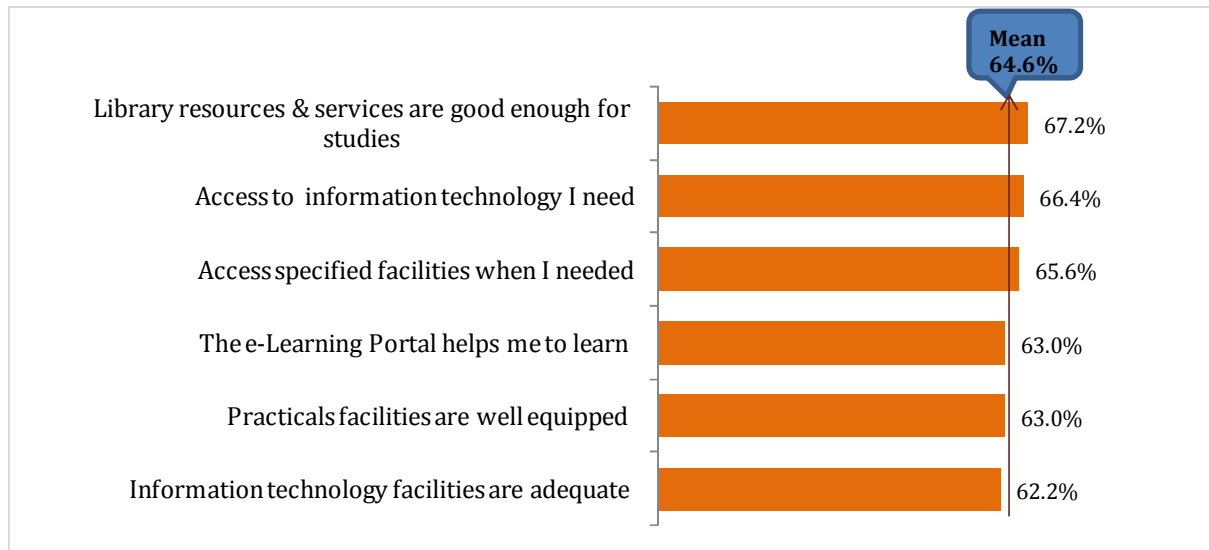
	Gender		Level of Study			
	Male	Female	Certificate	Diploma	Undergraduate	Post-graduate
JKUAT adheres to exam rules and regulations as approved by Senate	81.6%	80.4%	88.2%	86.4%	79.8%	81.6%
The assessments and marking are fair	75.8%	73.4%	84.0%	82.2%	72.4%	80.4%
There is adequate coverage of the syllabus	74.0%	73.4%	84.8%	76.0%	72.0%	81.2%
Assessment on practical work and attachments is done fairly	73.6%	72.6%	82.4%	77.8%	71.2%	78.4%
The examination results are released on time	68.4%	66.6%	78.8%	68.4%	65.8%	75.2%
I am satisfied with the mode of releasing examination results	67.0%	65.2%	74.8%	67.8%	64.8%	72.2%
Sub Mean	73.4%	71.9%	82.2%	76.4%	71.0%	78.2%

Source: JKUAT SS 2014

4.3.8 Learning Resources and Facilities

When it comes learning resources and facilities, it is notable that this dimension draws moderate satisfaction scores, 64% overall and ranging from low of 62.2% (Information technology facilities are adequate) to a high of 67.2%(Library resources & services are good enough for studies). In a broad sense, what seems to drive satisfaction the most in respect to this mode of dimension is adequacy of library resources and services.

Figure 4.11: Learning Resources and Facilities



Source: JKUAT SS 2014

When comparison is made across the gender and level of study sub-groups, notable contrasts are observed. It is observed that satisfaction levels are unequivocally higher among certificate students (76.2%).

Table 4.12: Learning Resources and Facilities (by Gender and Level of Study)

	Gender		Level of Study			
	Male	Female	Certificate	Diploma	Undergraduate	Post-graduate
Library resources & services are good enough for my studies	68.6%	64.6%	76.2%	68.4%	66.4%	65.6%
I have been able to access information technology when I need to	67.4%	64.6%	76.0%	68.0%	65.4%	63.4%
I have been able to access specified facilities when I need to	66.6%	63.6%	76.2%	69.4%	64.2%	63.6%
The facilities are well equipped for the purpose of practicals	64.4%	60.6%	77.4%	66.0%	61.4%	62.6%
The e-Learning Portal helps me to learn	63.8%	61.6%	77.2%	66.0%	61.0%	64.0%
The information technology facilities are adequate	62.8%	60.8%	74.4%	66.6%	60.2%	63.2%
Sub mean	65.6%	62.6%	76.2%	67.4%	63.1%	63.7%

Source: JKUAT SS 2014

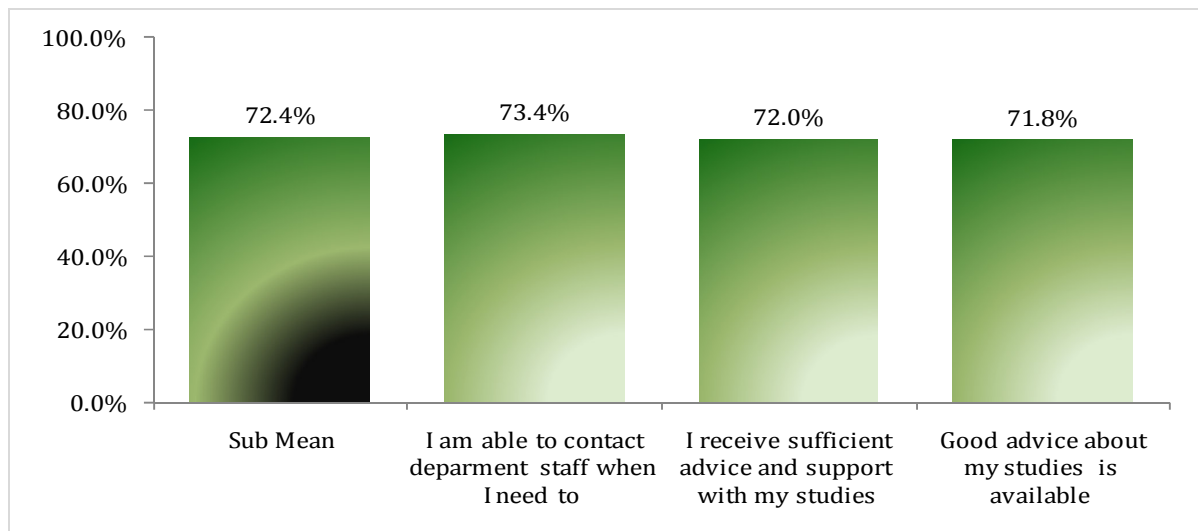
Responding to the open-ended enquiry, respondents showed disquiet regarding learning resources and facilities, which underlines plausible gaps in the functional outcomes.1 Particularly, ‘information technology facilities’ was consistently mentioned as the area of improvement. In terms of e-learning portal, the views expressed emphasized the need, not

only to raise capacity, but also to update promptly, as is illustrated in the following comment: “after completing a unit, they do not remove it from the subject pending”. Chat sessions are also not available and the interaction is only through email. Nonetheless, the responses also revealed positive viewpoints regarding the learning resources and facilities. Specifically, respondents showed approval regarding adequacy of learning Materials.

4.3.9 Academic Support

A set of three statements was used to assess student satisfaction with academic support in comparison to their expected JKUAT brand. Rather moderate satisfaction is evident with the dimension registering an average score of 72.4% overall and ranging from 71.8% (Good advice is available from my department about my studies) to 73.4% (I am able to contact department staff when I need to)

Figure 4.12: Satisfaction with Academic Support



Source: JKUAT SS 2014

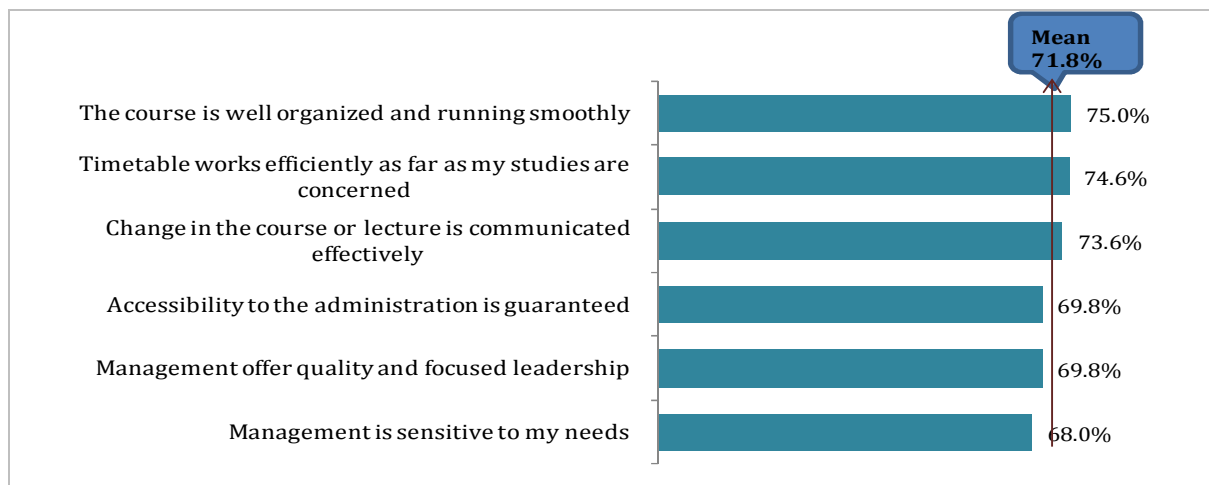
Low satisfaction scores (overall) are evident in cornerstone when campuses are put in perspective with ‘availability of good advice’ being low in zetech also.

4.3.10 Organization and Management

Six items were used to assess satisfaction with JKUAT organization and management.

Figure 4-17 presents the average percentage in order of importance from most to least. Based on average score, results suggest reasonably high satisfaction on this dimension (71.8%), with scores varying from 68.0% to 75.0%.: Satisfaction Organization and Management (by Campus)

Figure 4.13: Organizational and managemnet



Source: JKUAT SS 2014

When gender and level of study sub-groups are taken into account, it is perhaps not surprising that satisfaction overall emerge lower among the undergraduate students, given that the quality of public engagement is likely to be of greater concern to them given majority are government sponsored. Conversely, certificate students stand out in terms of the higher positive ratings with regard to four out of the six items examined, with notable contrasts evident to that regard in respect to ‘course organization)’.

Table 4.13: Organizational management and Support

	Gender		Level of Study			
	Male	Female	Certificate	Diploma	Undergraduate	Post-graduate
The course is well organized and running smoothly	75.0%	75.2%	84.0%	79.2%	73.4%	78.6%
The timetable works efficiently as far as my studies are concerned	74.6%	74.6%	82.4%	76.0%	73.0%	82.0%
Any change in the course or lecture is communicated effectively	73.6%	73.6%	81.8%	77.2%	72.2%	77.0%
Management offer quality and focused leadership	69.6%	70.4%	79.4%	75.2%	67.4%	75.4%
Accessibility to the administration is guaranteed and satisfactory	69.6%	70.0%	80.2%	75.6%	67.4%	75.6%
Management is sensitive to my needs	68.4%	67.6%	78.4%	72.8%	65.8%	73.4%
Sub Mean	71.8%	71.9%	81.0%	76.0%	69.9%	77.0%

Source: JKUAT SS 2014

Table 4.14: student life

	Gender		Level of Study			
	Male	Female	Certificate	Diploma	Undergraduate	Post-graduate
Health care is provided to students	68.8%	66.4%	74.6%	65.0%	67.6%	71.4%
Residence hall regulations are reasonable	64.2%	64.6%	72.4%	70.8%	62.2%	72.6%
Living conditions in the residence halls are comfortable	59.0%	61.2%	75.6%	69.2%	57.0%	69.8%
The Students' Union has had a positive impact on my student experience'	56.0%	59.6%	71.8%	67.4%	53.6%	71.6%
There are a sufficient number of recreational facilities for students	56.4%	56.0%	68.2%	59.8%	54.2%	69.4%
Student activity fees are put to good use	51.0%	50.4%	68.0%	58.0%	47.8%	62.2%
Sub Mean	59.2%	59.7%	71.8%	65.0%	57.1%	69.5%

Source: JKUAT SS 2014

4.4 Secondary Customers

The section of this report presents the findings from the responses secured for the customer whose interaction with JKUAT comes from other services that support their core mandate.

4.4.1 Sample profile

A total of 138 respondents participated in the survey representing different groups of JKUAT customers. These are; Neighboring community (41%), Parents/guardians (29%), collaborators & Partners (16%) and Suppliers of goods and services (14%). In term of gender the study was represented by 65% male and 355 female

Table 4-15: Sample profile

		Count	%
Total		138	100%
Gender	Male	90	65%
	Female	48	35%
Customer category	Neighboring community	56	41%
	Suppliers	20	14%
	Collaborators & partners	22	16%
	Parents/Guardians	40	29%

Source: JKUAT SS 2014

4.4.1.1 Collaborators Satisfaction

Ten survey items were used to evaluate customer satisfaction among the collaborators and partners, regarding functions related to ‘collaboration with JKUAT’. On average, results indicate relatively high score (78.6%), although this figure masks significant differences across the attributes ranging from 70.0% to 93.4%. Overall, the lowest score is apparent in respect to ‘Communication of approval decision and Signing of memorandum of understanding’.

Table 4;16 Corroborators Satisfaction

Service Attributes	Total
Continuous maintenance of database of collaborations	93.4%
Recognition and acknowledgement of development partners	85.0%
Compliance with agreements involving research institutions, industry and other partners	83.4%
Monitoring and evaluation every 6 months	82.8%

Partnership opportunities are available	77.6%
Facility inspection is done within 2months after the approval by Linkage Committee(LC)	76.6%
Communication with potential collaborator letter is sent within 3days of receipt of request	75.0%
Expedition processing of collaborative agreements	72.6%
Communication of approval decision within is done 2weeks after approval	70.0%
Signing of memorandum of understanding is done within 1 month from when the decision by LC is communicated	70.0%
Sub Mean	78.6%

Source: JKUAT SS 2014

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This Chapter presents the findings of the study in a summarized state deriving various conclusions from the findings and further suggesting recommendations on the way forward. It also gives suggestion for further research.

5.2 Summary

The main objective of the study was to investigate the impact of business alliances as a competitive advantage on a company brand image and customer satisfaction. The research revealed that there are various factors affecting successful brand alliances in order to impact brand positively. One of the findings from the study clearly shows that communication channels that are efficient to bring about eventual customer loyalty are paramount. But, while most of the studies about b2b relations, satisfaction was generally focused on the primary stakeholder this study has been able to draw views from other the company stakeholders.

The outcome of the study includes a significant positive relationship between trust, commitment and customer satisfaction, and a significant relationship between cooperation and satisfaction, as well as an indirect relationship (via customer satisfaction) between trust, commitment, cooperation and loyalty, a direct relationship between communication and loyalty, a direct relationship between satisfaction and loyalty. These findings are useful in

understanding the subjects of business to business relations, customer satisfaction and loyalty. Significant relationship between business alliances and satisfaction is consistent with studies such as Narus, Ganesan], Mohr and Speakman. This study has therefore added to the brand discipline Business alliances as a competitive advantage has positive and significant effect on Customer satisfaction. As a result, this study makes a contribution to both theory and practice.

The study has been able to show that creating mutually strong partner relations by meeting customer expectations will ensure customer loyalty and thus bring about maintaining numbers of customer overtime and can only be done by meeting the customer promise. Brand alliances aim to increase customer satisfaction through better products, location, pricing and other factors that the going alone cannot provide. If the brand alliance doesn't add value then the brand will be severely tarnished. Therefore the aim of the brand alliance must be met to achieve competitive advantage and eventual customer satisfaction. JKUAT has been able to develop the relationship with business customers to maintain customers in the future. It has equipped itself with the knowledge of their customers' loyalty levels, thus able to figure how their efforts to maintain good relationships can contribute to its profit levels.

Customer satisfaction levels were high at the affiliated colleges therefore showing that the customers are satisfied with the product promise made by both JKUAT and the college. In the context of inter-firm relationships, satisfaction refers to a positive state resulting from the appraisal of all attributes of a firm's working relationship with another firm. Customer satisfaction was therefore a competitive advantage as the findings have been able to show that JKUAT has been able to meet overall evaluation on the expected and perceived performances of the Company. Therefore JKUAT perceived performance has met the expectations of the

customer, the customer is satisfied if not so the satisfaction levels would have been low thus showing dissatisfaction. Satisfaction with alliance relationship is viewed as a positive opinions resulting from the appraisal of all aspects of a firm's service process and collaboration relations with the partner company. Their results show that as relationship satisfaction increases, so does customer retention

5.3 Conclusion

For JKUAT to achieve competitive advantage through brand alliances and eventual customer satisfaction .There are a number of factors to meet for mutual competitive advantage between the partners for successful business relations. Trust is one of the most critical factors in business partner relationships, and is an important element in defining the strength of the relationship. The trust is essential to sustain long-term relations, and it is defined as the willingness to rely on an exchange partner in whom one has confidence. Customers must establish trust to establish trust the company' willingness to keep their promises and their ability to deliver will ensure trust and Customers royalty are achieved and eventually customer satisfaction.

When partners perceive a company to be benevolent and consistent, they become less worried about being taken advantage of. Trust plays an important role to improve partner chain responsiveness. The trust in partner firm's honesty, credibility, and benevolence may build up fair satisfying interactions between the buyer and company and prevent conflicts from leading to dissatisfaction through the recognition of firm good faith. When partners trust each other business promises are met and customers receive the products and services as per expectationif mother Company has a great desire to ensure the relationship's success.

Another important element for brand alliances to be successful is Cooperation in participation in collaborative arrangements Cooperation from buyer perspectives defined as that firms' perceptions of degree to which partners work together to solve problems, establish strategic directions and achieve their reciprocal goals. From a b2b perspective, cooperation contains the coordination tasks which are undertaken jointly and singly to pursue mutual goals and activities undertaken to develop and maintain the relationship .Strong partner relationship is consistently thought as crucial to successful collaboration. It increases the cooperative actions like that firms exchange critical information and work together to plan and implement new supply chain strategies. Thus companies share the risks and rewards along the way for b2b relationships, specifically.

5.4 Recommendation

JKUAT needs to develop a stable relationship and a willingness to make short-term dedication to maintain the relationship. There is need to remain obligated to maintain working with the buying firm. The commitment will facilitate an enduring desire to maintain a valued relationship with partners.For this study it was evident that customers requirecommitment, a degree to which partners'feels pledged to continue business with the firmestablishes loyalty of customers to the buying firm and continued willingness to make investment in the buying firm's business and reliance on the stability of a long-term relationship.This results in increased customer satisfaction. Commitment to work together with partners enhances the perception of agreement, along with the possibility of providing better quality products, and thus it results in higher partner satisfaction complex relationship between calculative commitment and economic satisfaction need proper management therefore commitment is critical for business alliances

JKUAT should therefore ensure commitment as it helps to operate efficiently and to improve the economic conditions of supply chain members, and thus it helps to have a close relationship with satisfaction. Expressed logical there must be trust and commitment are key factors of satisfaction, a more general concept and a closer determinant of their decision to extend, renew, or terminate the sponsorship relationship. Relationship between a manufacturer and its supplier should present evidence that a high level of commitment results in higher level of satisfaction with the relationship.

In order for JKUAT to ensure business alliances do not adversely affect its brand .It must ensure that for the academics division there is enforcement of the service charter requirements especially on when teaching should start after opening and timely release of Transcripts.Moreover adoption of Technology- Significant issues raised on delays during registration and issuing of exam cards raised can be resolved by incorporating key aspects like the registration of units and issuing of exam cards within the online student portal. In case they are already incorporated; their functionality must then be optimized especially during peak periods.Review the adequacy of internet/WIFI hotspots within the campuses. Consider looking at the current bandwidth vis a vis the student population accessing it.

Service Deliveryat all the affiliated colleges should include enforcement of procedures in service delivery as envisaged in the university service charter and ISO 9001 Quality Management System documented procedures. Key focus areas should be on customer service by the staff especially in the Dean of students and Finance sections.Consider training and capacity building on effective customer service and service delivery amongst staff.Further accommodation in partner businesses should consider having more Public Private Partnerships to acquire more affordable hostels.

5.5 Suggestions for Research

There is need to conduct further research on brand management in other industries apart from the higher education .There is need for research to investigate if the effects on brand alliances with lesser known brands and well known brands has significant impacts on brands and customer satisfaction further.. Further there is need to conduct if certain brand alliances can result in customer dissatisfaction albeit meeting the customer expectations. Customer perceptions of various brands can offer dissatisfaction beyond meeting customer promise and this needs to be investigated in order to add to the discipline of branding.

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QUESTIONNAIRE

Data Collection Tools

Students

Introduction							
The focus is on identifying what performing effectively and which aspects need improvement. Please note that your anonymity & confidentiality is assured.							
IMPORTANT							
For each item, please tick the box which best describes your experience of current performance. Rank your level of agreement/satisfaction on the five point current performance scale. If a question does not apply to you, fill in the Don't know box. At the end of each section of the survey there is room to identify the best aspects of your current experience and what most needs improvement.							
1. PERSONAL INFORMATION (Important -This is for analysis only).							
P1. Gender <input type="checkbox"/> Male <input type="checkbox"/> Female		P2. Year of study <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th <input type="checkbox"/> 5 th <input type="checkbox"/> 6 th			P3. Age (years) <input type="checkbox"/> 18 – 24 <input type="checkbox"/> 25 – 34 <input type="checkbox"/> 35 – 44 <input type="checkbox"/> 45 - 54 <input type="checkbox"/> 55+		
P4. Course undertaking		P5. Level of Study <input type="checkbox"/> Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Undergraduate Degree <input type="checkbox"/> Post-graduate degree (Masters , PhD)					
P6. Colleges/School/Faculty <input type="checkbox"/> College of Health Sciences (COHES) <input type="checkbox"/> College of Pure and Applied Sciences(COPAS) <input type="checkbox"/> School of Civil, (SoCEGE) <input type="checkbox"/> School of Architecture Building Science(SABS) <input type="checkbox"/> School Human Resource Development (SHRD)		<input type="checkbox"/> School of Physical Sciences <input type="checkbox"/> School of Mathematical Sciences <input type="checkbox"/> School of Mechanical, <input type="checkbox"/> College of Engineering (Coetec) <input type="checkbox"/> School of Electrical, (SoEEIE) <input type="checkbox"/> School of Law			<input type="checkbox"/> School of Biological Sciences <input type="checkbox"/> School of Computing & Information Tech. <input type="checkbox"/> School of Open, Distance and e-learning (SoDEL) <input type="checkbox"/> Faculty of Agriculture		
P7. Residence category		<input type="checkbox"/> Residents			<input type="checkbox"/> Non- Residents		
P8. Campus <input type="checkbox"/> Karen <input type="checkbox"/> Westlands <input type="checkbox"/> Nairobi CBD <input type="checkbox"/> Mombasa CBD <input type="checkbox"/> Nakuru CBD <input type="checkbox"/> Kitale <input type="checkbox"/> Kisii <input type="checkbox"/> Kisumu CBD <input type="checkbox"/> Kakamega <input type="checkbox"/> Kigali <input type="checkbox"/> Arusha Centre <input type="checkbox"/> Juja							
2. JKUAT CORPORATE IMAGE							
Q: Please indicate the extent to which you agree with the following statements on the vision, mission and core values of JKUAT							
		Strongly Agree	Somehow Agree	Neither agree nor disagree	Somehow Disagree	Strongly Disagree	Don't Know/Not Applicable
a)	I know JKUAT vision and mission.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
b)	The mission statement put forth by JKUAT is appropriate.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
c)	I feel part of JKUAT vision, mission and core values.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
3. SERVICE DELIVERY							
Q: Please indicate the extent to which you agree with the following statements on service delivery at JKUAT?							
		Strongly Agree	Somehow Agree	Neither agree nor disagree	Somehow Disagree	Strongly Disagree	Don't Know/Not Applicable
a)	There's transparency in service delivery.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
b)	There's Timely delivery of service.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
c)	JKUAT has embraced continuous improvement in Service delivery.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
d)	I am aware of the JKUAT's service delivery charter.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
e)	JKUAT complies with the standards in the service delivery charter.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
f)	Students concerns & queries are addressed promptly.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
Q: How satisfied or dissatisfied are you with the following item on service delivery at JKUAT?							

	Very Satisfied	Somehow Satisfied	Average	Somehow Dissatisfied	Very Dissatisfied	Don't Know/Not Applicable
a. Speed of service.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
b. Quality of service.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
c. Affordability of services.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
d. Accessibility of services.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
e. Access to information on service.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
f. If you would like to add any comments about service delivery at JKUAT please use the space below						

4. COMPLIANCE WITH SERVICE DELIVERY CHARTER

Please indicate the extent to which you **agree** with the following statements on service delivery standards at **JKUAT**?

	Strongly Agree	Somehow Agree	Neither agree nor disagree	Somehow Disagree	Strongly Disagree	Don't Know/Not Applicable
a. Opening dates are announced one month before the start of the programme.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
b. Students are registered within 3 weeks of the start of semester....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
c. Teaching is executed from the first week of the semester.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
d. Exam results are Issued within ten weeks of sitting for the exams.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
e. Provisional result slips are Issued within six weeks of subsequent Semester.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
f. Academic transcripts are Issued on time.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
g. Exam irregularities are handled within two months of reporting....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
h. Complains are handled within 14 days of receipt.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
i. Supply clean and treated water continuously.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
j. There is continuous, effective and efficient disposal of liquid and solid waste.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
k. Offers uninterrupted power supply.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
l. Offer transport services to students when required.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
m. Handles accommodation grievances as soon as issues arise.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
n. Deals with sick student as soon as a case is report.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
o. Ensures control of pests as soon as it is reported or noted.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11

5. REGISTRATION

Thinking of the last time you did registration at **JKUAT** please tell me how **satisfied** you are with the following aspect of registration?

	Very Satisfied	Somehow Satisfied	Average	Somehow Dissatisfied	Very Dissatisfied	Don't Know/Not Applicable
a) Organization of registration	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
b) Adequacy of information on fees payment	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
c) Registration process.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
d) If you would like to add any comments about registration at JKUAT please use the space below						

6. ORIENTATION:

Thinking of the last time you had or witnessed an **Orientation** programme at **JKUAT** please tell me how **satisfied** you were with the following aspects of the Orientation

	Very Satisfied	Somehow Satisfied	Average	Somehow Dissatisfied	Very Dissatisfied	Don't Know/Not Applicable
	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11

- a) Orientation programme
- b) The orientation process 5 4 3 2 1 11
- c) Adequacy and clarity of information offered during orientation.. 5 4 3 2 1 11
- d) Usefulness of the orientation programme..... 5 4 3 2 1 11
- e) If you would like to add any comments about **Orientation** at **JKUAT** please use the space below
-
-

7. CATERING/ACCONDATION

Thinking about **Catering services** at JKUAT please tell me how **satisfied** you are with the following aspects of the Catering^o

- | | Very Satisfied | Somehow Satisfied | Average | Somehow Dissatisfied | Very Dissatisfied | Don't Know/Not Applicable |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|
| i. Accommodation | | | | | | |
| a) The hostel allocation procedures | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| b) The adequacy of the accommodation facilities..... | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| c) Hostel facilities hygiene standards..... | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| d) Repairs and maintenance of the hostel facilities | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| ii. Catering | | | | | | |
| a) Quality of food | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| b) Quantity of food | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| c) Personal hygiene of the catering staff | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| d) General hygiene of catering facilities | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| e) Cost of food offered | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| f) If you would like to add any comments about Catering services please use the space below | | | | | | |

8. DESIGN, DELIVERY and ASSESSMENT

To what extent do you **agree** with the following statements about **Course Design, Delivery and Assessment** at JKUAT?

- | | Strongly Agree | Somehow Agree | Neither agree nor disagree | Somehow Disagree | Strongly Disagree | Don't Know/Not Applicable |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|
| i. Course Content | | | | | | |
| a) The content of my course matches my expectations..... | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| b) The content of my course enables me to acquire knowledge and understanding of the subject..... | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| c) The learning and teaching methods used in my course are appropriate..... | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| d) I receive accurate information about the content of my course..... | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| ii. Teaching on My Course | | | | | | |
| a) Lecturers are good at explaining the subject..... | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| b) Lecturers have made the subject interesting..... | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| c) Lecturers are enthusiastic about what they are teaching..... | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| d) The course is intellectually stimulating..... | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| iii. Assessment and Feedback | | | | | | |
| a) The assessments and marking are fair..... | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| b) Assessment on practical work and attachments is done fairly..... | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| c) There is adequate coverage of the syllabus..... | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |
| d) JKUAT adheres to exam rules and regulations approved by Senate..... | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 11 |

e) The examination results are released on time..... 5 4 3 2 1 11

f) I am satisfied with the mode of releasing examination results..... 5 4 3 2 1 11

g) If you would like to add any comments about **design, delivery and assessment** please use the space below

i. **Course Content** _____

ii. **Teaching on My Course** _____

iii. **Assessment and Feedback** _____

9. LEARNING RESOURCES AND FACILITIES

To what extent do you **agree** with the following statements about **Learning resources** at JKUAT?

	Strongly Agree	5	Somehow Agree	4	Neither agree nor disagree	3	Somehow Disagree	2	Strongly Disagree	1	Don't Know/Not Applicable	11
a) Library resources & services are good enough for my studies.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
b) I have been able to access information technology when I need to..	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
c) I have been able to access specified facilities when I need to.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
d) The information technology facilities are adequate.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
e) The facilities are well equipped for the purpose of practicals.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
f) The e-Learning Portal helps me to learn.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11

g) If you would like to add any comments about **Learning resources** please use the space below

10. ACADEMIC SUPPORT

To what extent do you **agree** with the following statements about **Academic support** at JKUAT?

	Strongly Agree	5	Somehow Agree	4	Neither agree nor disagree	3	Somehow Disagree	2	Strongly Disagree	1	Don't Know/Not Applicable	11
a) I receive sufficient advice and support with my studies.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
b) I am able to contact department staff when I need to.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
c) Good advice is available from my department about my studies..	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11

d) If you would like to add any comments about **Learning resources** please use the space below

11. ORGANIZATION AND MANAGEMENT

To what extent do you **agree** with the following statements about **Organization and management** at JKUAT?

	Strongly Agree	5	Somehow Agree	4	Neither agree nor disagree	3	Somehow Disagree	2	Strongly Disagree	1	Don't Know/Not Applicable	11
a) The timetable works efficiently as far as my studies are concerned	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
b) Any change in the course or lecture is communicated effectively..	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
c) The course is well organized and running smoothly.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
d) Management is sensitive to my needs.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
e) The management offer quality and focused leadership.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
f) Accessibility to the administration is guaranteed and satisfactory...	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11

g) If you would like to add any comments about **Organization and management** please use the space below

Secondary customers

Customer Satisfaction Survey - Secondary Customers		SERIAL				
NO.....						
Respondent Name: _____ Telephone: _____		Date of Interview: Interviewer Name..... Sample: 1. Random <input type="checkbox"/> 2. Boost <input type="checkbox"/>				
Introduction Jomo Kenyatta University of Agriculture and Technology (JKUAT) has contracted Borasoft Limited to carry out a Customer Satisfaction Survey . This questionnaire is designed to determine quickly and simply your current level of satisfaction with the many aspects of your experience with JKUAT. The focus is on identifying what aspects are performing effectively and which aspects need improvement. The results of your feedback will help JKUAT to improve the quality of our services to you. Please note that your anonymity & confidentiality is assured.						
GENERAL DETAILS						
P1. Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	P2: Age in Years <input type="checkbox"/> 18 – 24 <input type="checkbox"/> 25 – 34 <input type="checkbox"/> 35 – 44 <input type="checkbox"/> 45 - 54 <input type="checkbox"/> 55+ (and over)					
P3. Segment: (Customer Category) <input type="checkbox"/> Neighboring community <input type="checkbox"/> Suppliers <input type="checkbox"/> Collaborators & partners <input type="checkbox"/> Parents/Guardians						
1. INTERACTION WITH JKUAT						
Q1a Have you ever visited or Interacted with <u>JKUAT</u> in any means including internet? <input type="checkbox"/> Yes..... > Continue <input type="checkbox"/> No..... > close interview						
b. When did you last interact with <u>JKUAT</u> <input type="checkbox"/> Last One month <input type="checkbox"/> Between 2 to 6 months <input type="checkbox"/> 6 months to one Year <input type="checkbox"/> 1 to 2 years <input type="checkbox"/> over two years ago						
c. What was the Nature of the Most Recent Contact <input type="checkbox"/>Enquiring about a particular service/entitlement <input type="checkbox"/>Seeking general information <input type="checkbox"/>Delivery of Supplies <input type="checkbox"/>Providing Information <input type="checkbox"/>Seeking payment <input type="checkbox"/>Lodging a complaint <input type="checkbox"/>Querying the meaning/accuracy in documentation received <input type="checkbox"/>Other (please specify) _____						
d: Thinking about this most recent contact, how did you interact with the relevant Department/office? By Phone... <i>go to Q2a</i> <input type="checkbox"/> In person... <i>go to Q2b</i> <input type="checkbox"/> In writing... <i>go to Q2c</i> <input type="checkbox"/> Via e-mail... <i>go to Q2d</i> <input type="checkbox"/> Via website... <i>go to Q2e</i> <input type="checkbox"/> Via social media... <i>go to Q2f</i>						
2. CONVENIENCE OF CONTACT METHODS						
2a): Satisfaction with Service by Phone..... <i>after filling go to Q2g</i>						
Q: Thinking of the most recent contact you had by Phone, please tell me how satisfied or dissatisfied you were with the following?						
	Very Satisfied	Somehow Satisfied	Average	Somehow Dissatisfied	Very Dissatisfied	Don't Know/Not Applicable
a. Courtesy of staff.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
b. Helpfulness of staff.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
c. Knowledge of staff.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
d. Quality of advice / information received.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
e. Ease of finding telephone number.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
f. Speed /efficiency with which the query was dealt with.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
g. Speed with which phone answered.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
h. Amount of time left holding.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11

2b): Satisfaction with Service in Person.....after filling go to Q2g

Q: Thinking of the most recent contact you had in person, please tell me how satisfied or dissatisfied you were with the following?

	Very Satisfied	5	Somehow Satisfied	4	Average	3	Somehow Dissatisfied	2	Very Dissatisfied	1	Don't Know/Not Applicable	11
a. Courtesy of staff.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
b. Helpfulness of staff.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
c. Knowledge of staff.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
d. Quality of advice/information received.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
e. Location of Offices.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
f. Public Service Area Facilities (lounges, WCs,etc).....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
g. Hours of Business.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
h. Speed/efficiency at which you were served.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11

2c): Satisfaction with Service in Writing.....after filling go to Q2g

Q: Thinking of the most recent contact you had in writing, please tell me how satisfied or dissatisfied you were with the following?

	Very Satisfied	5	Somehow Satisfied	4	Average	3	Somehow Dissatisfied	2	Very Dissatisfied	1	Don't Know/Not Applicable	11
a. Ease of finding correct Address/contact person.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
b. Clarity of language used in written communication.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
c. Quality of advice/information received.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
d. Speed and efficiency of response in writing.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11

2d): Satisfaction with Service through E-Mail.....after filling go to Q2g

Q: Thinking of the most recent contact you had through e-mail, please tell me how satisfied or dissatisfied you were with the following?

	Very Satisfied	5	Somehow Satisfied	4	Average	3	Somehow Dissatisfied	2	Very Dissatisfied	1	Don't Know/Not Applicable	11
a. Clarity of language used in e-mail.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
b. Speed/efficiency of response to query.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
c. Quality of advice/information received.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
d. Ease of finding the correct E-mail or content.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11

2e) Satisfaction with Service via website.....after filling go to Q2g

Q: Thinking of the most recent contact you had via Internet, please tell me how satisfied or dissatisfied you were with the following?

	Very Satisfied	5	Somehow Satisfied	4	Average	3	Somehow Dissatisfied	2	Very Dissatisfied	1	Don't Know/Not Applicable	11
a. Ease of finding website.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
b. Presentation of the website.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
c. Information/documents available on web site.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
d. Ease of navigating the website.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
e. Clarity of on-line resources.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
f. Relevance of information in the website.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11

2f): Satisfaction with service via Social media (Facebook/Twitter)after filling go to Q2g

Q: Thinking of the most recent contact you had via Internet, please tell me how satisfied or dissatisfied you were with the following?

	Very Satisfied	5	Somehow Satisfied	4	Average	3	Somehow Dissatisfied	2	Very Dissatisfied	1	Don't Know/Not Applicable	11
a. Availability of essential updates on time.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
b. Quality of responses on questions/complaints raised.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
c. Speed of response to questions/complaints asked.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
d. Creation of awareness about JKUAT Services and events.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11
e. Frequency of sharing information.....	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	11

2g): Preferred communication mode

Q: Thinking of **future dealing/interaction** you may have with **JKUAT**, please tell me how convenient or inconvenient each of the following methods of communication would be for you, if you were contacting **JKUAT**?

	Very Convenient	Fairly Convenient	Average	Inconvenient	Very Inconvenient	Don't Know/Not Applicable
a.						
b. By Telephone.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
c. In Writing.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
d. By E-mail.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
e. Via Website.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
f. Via Social media(FB, twitter, etc).....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
g. Visiting Department or Office in person	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11

3. FUNCTIONAL OUTCOMES – JKUAT STAFF

To what extent do you agree or disagree with each of the following statements about the Officers of JKUAT?

	Strongly Agree	Somehow Agree	Neither agree nor disagree	Somehow Disagree	Strongly Disagree	Don't Know/Not Applicable
a. They have good reputation.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
b. The staff understands customer's needs.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
c. The staff respects customers.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
d. They are courteous.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
e. The staff have high integrity.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
f. They are presentable.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
g. They are time conscious.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11

4. SERVICE DELIVERY

Q:Q:How satisfied or dissatisfied are you with the following item on service delivery at JKUAT?

	Very Satisfied	Somehow Satisfied	Average	Somehow Dissatisfied	Very Dissatisfied	Don't Know/Not Applicable
a. Speed of service.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
b. Quality of service.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
c. Accessibility of services.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
d. Access to information on service.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11

5. COMMUNITY SERVICE – to be answered by community Neighboring JKUAT only

Q: INTERVIEWERS ASK: how satisfied or dissatisfied are you with JKUAT University service to the community in the

	Very Satisfied	Somehow Satisfied	Average	Somehow Dissatisfied	Very Dissatisfied	Don't Know/Not Applicable
a. Employment opportunities.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
b. Opportunity to do business.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
c. Students discipline.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
d. University farm products.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
e. Health care services.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
f. Technology transfer.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11

6. COLLABORATION – to be answered by JKUAT Collaborators & partners

Q: Collaborator & partner of JKUAT to what extent do you agree or disagree with each of the following statements about the Collaboration & partnership at JKUAT?

	Strongly Agree	Somehow Agree	Neither agree nor disagree	Somehow Disagree	Strongly Disagree	Don't Know/Not Applicable
a. Partnership opportunities are available.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
b. Recognition and acknowledgement of development partners.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
c. Expedition processing of collaborative agreements.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
d. Compliance with agreements involving research institutions, industry and other partners.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
e. Communication with potential collaborator letter is sent within 3days of receipt of request.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
f. Facility inspection is done within 2months after the approval by Linkage Committee (LC).....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
g. Communication of approval decision within 2weeks after approval.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
h. Signing of memorandum of understanding is done within 1 month fromwhen the decision by LC is communicated.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
i. Monitoring and evaluation every 6 months.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11
j. Continuous maintenance of database of collaborations.....	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 11

1.	Alphax College, Eldoret	2006/2011	Courses: Diploma human resource mgt, Diploma community development, BSC IT, BCOM, Diploma mass communications, Certificate/diploma IT
2.	Cooperative College of Kenya, Nairobi	2007/2011	Courses: Bachelor of Cooperatives
3.	Cornestone Training Institute, Nairobi	2009/2014	Courses: Diploma Microfinance, Diploma Business and IT, Diploma Business Administration
4.	Embu College	2008/2013	Courses: Bridging Maths, Bridging English, Diploma IT, Diploma BA, B.Sc. IT, BCOM
5.	Graffins College, Nairobi	2009/2014	Courses: Bridging Maths, Bridging English, Diploma Sales and Marketing, Diploma Business Administration, Diploma Human Resource Management
6.	Holy Rosary College, Tala	2001/2006	Courses: Bridging Maths, Certificate
7.	Inoorero University, Nairobi	2006/2011	Courses: BCOMBA, B. Sc IT, Bachelor of Business and Office Management.
8.	Direct Channel Simbatech, Kenya	2010/2015	Areas: Joint academic program in BPO.
9.	Jaffrey Institute of Professional Studies, Mombasa	2009/2014	Courses: Bridging Maths, Diploma Business and IT
10.	Kagumo Teachers College, Nyeri	2001/2010	Courses: Bridging Maths, Bridging English, Bridging Science
11.	KCA UNiversity: (a) Nairobi (b) Kisumu	2007/2012	C Courses: BCOM, Bridging sciences, BSc IT Courses: BCOM, Diploma IT, Bridging Maths, B.Sc. IT, Bridging English, Bridging Sciences
12.	KEMRI (Kenya Medical Research Institute), Nairobi	2006/2011	Courses: ITROMID medical Graduate Programmes
13.	Kenya Armed Forces Technical College, Nairobi	2007/2012	Courses: Bachelor of Science IT, DIT
14.	Kenya Institute of Management: (a) Nairobi (b) Nakuru (c) Kisumu (d) Eldoret (e) Mombasa	2007/2012	Courses: Executive MBA
15.	Kenya Institute of Social Work, Nairobi	2009/2014	Courses: Certificates/Diploma HIV Management, Diploma/certificate Community Development
16.	Kenya School of Monetary Studies	2010/2015	Courses: MF Sciences/Master of Finance/Master of Financial Economics/Master of Economic Policy and analysis/Master of Public

			Policy analysis.
17.	Kimathi University College	2004/2010	Courses: DIT, BSCIT, BCOM
18.	Kirinyaga Technical Institute, Kutus	2007/2012	Courses: B.Sc. IT, BCOM, Diploma public relations, Diploma BA, Certificate / Diploma IT, Bridging Maths, Bridging Sciences, Bridging English, Bachelor of Cooperative Business, Diploma mechanical engineering.
19.	Lake Institute of Tropical Medicine, Kisumu	2009/2013	Courses: Diploma Business Administration, Diploma Community
20.	Loreto Msongari, Nairobi	2002/2010	Courses: B.Sc. IT, BCOMBA, Diploma IT, Certificate IT, BBIT, Bridging Maths, Diploma Business Administration.
21.	Magan College, Nairobi	2009/2014	Courses: Bridging Maths, Diploma Business and IT
22.	Mt. Kenya University, Thika	2007	Courses: BCOM
23.	Multimedia University, Nairobi	2006/2011	Courses: B.Sc. IT, Diploma IT
24.	Murang'a College of Technology	2005/2010	Courses: Diploma IT, Bridging Maths, CIT.
25.	Nairobi Institute of Business Studies, Nairobi	2006/2011	Courses: Diploma/certificate IT, Bridging Maths, Diploma Business Administration, Diploma Mass Communication, ITB, BCOM.
26.	Nairobi Institute of Technology	2007/2012	Courses: B.Sc. IT (13) , DIT (27) BCOM(14) , Diploma Architecture(96)
27.	Pioneer International College, Nairobi	2007/2012	Courses: Bridging Maths, Bachelor of Science IT, BCOM, DIT/CIT.
28.	Regional Centre for Mapping of Resources for Development, Nairobi	2001/2006	Courses: Diploma IT; DIT
29.	Shepherds Foundation and Research Centre, Nairobi	2006/2011	Courses: Diploma Purchasing and Supplies, Diploma business information technology, Diploma Business Administration, Diploma Information Technology, Bridging Maths and English Comments: No students any longer.
30.	Starehe Boys Centre, Nairobi	2007/2012	Courses: Diploma IT Comments: Student by Sept 2010- 19.
31.	Tracom College of Professional Studies, Nakuru	2006/2011	Courses: Bachelor of Science IT, BCOM, Diploma Purchasing and Supplies Management, DIT/CIT, CP&S. Comments: Students by Sept 2010- 117
32.	Valley Business School, Nairobi	2007/2012	Courses: Diploma Community Development, Diploma / Certificate Purchasing and Supplies, Diploma Business Administration, Diploma IT, Bridging Maths
33.	Wise men Trainers and Consultants, Nairobi	2007/2012	Courses: B.Sc. IT, Executive MBA, BCOM.
34.	Zetech College, Nairobi	2007/2012	Courses: Diploma IT, BSc IT, Mass communication, Diploma Purchasing and Supplies, BCOMBA, BCOM, BMASS, BP&S, BBIT, CP&S, DBA, DBIT, B Community, DHRM, DRTL, DPRAS, DHIV/AIDS, CHIV/AIDS
35.	Chartered Institute of Logistics and Transport, Nairobi	2010/2016	Courses: Professional courses in Logistics and Transport.
36.	Direct Channel Simbitech, Nairobi	2010/2016	Course: Professional course in BPO
37.	Gusii Institute of Technology.	2011/2015	Course: Cisco training by allowing JKUAT to be the Regional Academy
38.	Nyeri Technical Training Institute	2011/2015	Course: Cisco training by allowing JKUAT to be the Regional Academy
39.	Nkabuine Technical Training Institute	2011/2015	Course: Cisco training by allowing JKUAT to be the Regional Academy
40.	Meru University College of Science and Technology	2011/2015	Course: Cisco training by allowing JKUAT to be the Regional Academy

