LEARNER PERCEPTION OF SERVICE QUALITY OF UNIVERSITY OF NAIROBI STUDENT MANAGEMENT INFORMATION SYSTEM (SMIS) AT KISUMU CAMPUS, KENYA

BY

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF BUSINESS ADMINISTRATION (MBA), SCHOOL OF BUSINESS, UNIVERSITY OF NAIROBI

OCTOBER, 2014
DECLARATION

This research project is my original work and has not been submitted for a degree in this or any other University for examination.

Signed………………………… Date……………………………………

Makori, Onyinsi Sam

D61/72969/2012

SUPERVISOR

This research project has been submitted with my approval as University supervisor

Signed………………………… Date……………………………………

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ACKNOWLEDGEMENT

My heartfelt and sincere gratitude goes to my supervisor, Ms. Angela Kaguara for her support, direction and readiness to be of assistance throughout the period of the project writing. I also acknowledge the support from my classmate Abdifatah Mohamed for sharing ideas as well as encouragement during the process and also thank my directors at work, Prof. Samuel Rotich, Dr. Daniel Korir and my colleague Anne Muthiani for their understanding. Lastly, I thank my family for their moral support which saw me through this programme. Asanteni Sana!
DEDICATION

This project is dedicated to my God whose provision, care and grace I cherish. Secondly this project is dedicated to those who I come after, Joseph and Pacifica Makori.
ABSTRACT

Service quality is the assessment of how satisfying a service is, according to the customer's expectations. Measuring service quality involves both subjective and objective processes of specific dimensions of service: reliability, responsiveness, assurance, empathy, tangibles. Satisfaction, on the other hand, is more inclusive: it is influenced by perceptions of service quality, product quality, and price as well as situational factors and personal factors. The Student Management Information System (SMIS) provides a simple interface for maintenance of student information. The SMIS deals with all kind of student details, academic related reports, college details, course details, curriculum, batch details, placement details and other resource related details too. Due to the need for client satisfaction in terms of efficiency and effectiveness the SMIS is used by educational institutes to maintain the records of students easily and to increase an institution’s competitiveness. This study sought to establish the learner perception of service quality of University of Nairobi student management information system (SMIS) at Kisumu Campus, Kenya. The research was carried out through a cross-sectional assessment design which asked respondents on the SMIS services in regards to service quality. The population of study mainly constituted students at the University of Nairobi, Kisumu Campus. The data collected was analyzed using descriptive statistics.
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<td>EMIS</td>
<td>Educational Management Information System</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
</tr>
<tr>
<td>MIS</td>
<td>Management Information System</td>
</tr>
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<td>PhD</td>
<td>Doctor of Philosophy</td>
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<td>SMIS</td>
<td>Student Management Information System</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>SQL</td>
<td>Structured Query Language</td>
</tr>
<tr>
<td>TOC</td>
<td>Theory of Constraints</td>
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CHAPTER ONE: INTRODUCTION

1.1 Background
Service quality is one of the most important research topics for the past few decades (Gallifa and Batalle, 2010). Service quality has been defined as the overall assessment of a service by the customers (Eshghi et al., 2008). Several practitioners define service quality as the difference between customers’ expectations for the service encounter and the perceptions of the service received (Munusamy et al., 2010). Most of the well-established high learning institutions focus highly on strategic issues like providing excellent customer services. It is important to focus on service quality as by doing so an organization builds good relationships with clients who are vital in determining their future in the industry.

The theory of constraints (TOC) is a management philosophy which is effectively applied to procedures and manufacturing processes to improve organizational effectiveness. Boyd and Gupta (2004) argue that there are three paradigms guiding the TOC, namely; decision making, performance measurement systems, and organizational mindset. Boyd and Gupta (2004) go on to suggest that there is a positive relationship between each of the three TOC dimensions or paradigms and performance. They specifically focus on use of customer service quality as a measure of organizational performance. One service quality measurement model that has been extensively applied is the SERVQUAL model developed by Parasuraman et al. (1985).

The University of Nairobi, Kisumu Campus is a satellite Campus which launched its academic programs in the year 2008. The Campus is located at the Mega City Building along the Kisumu Nairobi highway. The University also has another Campus situated at the former British Council Library which offers extra mural studies. Kisumu Campus is headed by a Coordinator, assisted
by an Examinations Officer and an Administrator. The current student enrollment is one thousand eight hundred (1800). The University has embarked on construction of a sixteen (16) storey building a Campus set to cost more than Kenya shillings one (1) billion.

1.1.1 The Concept of Service Quality

Munusamy et.al, (2010), argues that service quality is often conceptualized as the difference between customer’s expectations for the service encounter and the perceptions of the service received. Service quality has been defined as the overall assessment of a service by customers (Eshghi et.al. 2008). Service quality is a concept that has aroused considerable interest in the research literature because of the difficulties in both defining it and measuring it with no overall consensus emerging on either (Wisniewski, 2001). Service quality should logically be measured from the perspective of students in the education sector (Min and Khoon, 2013).

The concept of service quality has arguably developed the subject of marketing and service management for companies’ sustainable competitive advantage with customer satisfaction and retention (Lee, 2013). Service quality is the primary factor for business success (Mosahab, 2010). Business success and competition has shifted the paradigm of service quality to the customer as value co-creator through service dominant logic in the context of service marketing customer satisfaction, whereby the firm works out value proposals and the customers are the individuals who create value from the consumption of the products or services (Vazquez et al., 2013; Grönroos, 2008).

According to Danjuma and Rasli (2012), service quality has been an issue of considerable debate and many researchers have agreed that it is an evasive concept. Most services are not quantifiable and cannot be measured or even tested, let alone verified, prior to any sale to assure
quality. Due to this intangibility, marketers find it difficult to conclude how consumers perceive their services and evaluate their firm’s service quality (Kayabasi et al., 2013).

1.1.2 Management Information System (MIS)
A management information system (MIS) is a system that provides the information necessary to manage an institution effectively. The MIS is defined as an integrated system of machine and man to provide information to support operations, the management and decision making function of the organization (O’Brien, J 1999). The MIS serves different needs through a variety of systems such as analysis systems, modeling systems, decision support systems and query systems which help in strategic planning, management control, transaction processing and operational control (Laudon et.al 1998).

The foundation of MIS is the principles of practices of management. MIS uses the concept of management practice to evolve systematic planning and design. The MIS calls for analysis of an institution or organization for management views and policies, institutional culture and the management style (O’Brien, J 1999). The information generated in this setting is useful in managing the institution. This is possible only when it is conceptualized as system with an appropriate design like the student management information system (SMIS) for the case of Higher Education sector.

1.1.3 The Concept of Perception
According to Bick et.al, (2004), perception is the process by which people select, organize, and interpret information. There is no substitute for gauging how customers think and feel than by assessing customer perception through intelligently designed and unbiased initiatives (Magori 2011). Perceived quality is seen as the customers’ perception of the overall quality of a product or service with respect to its intended purpose. Mohammed and Shirley, (2009) argue that
customer perception is an important component of an organization’s relationship with its customers. Magori (2011) contemplates that the perceived experience a customer has in their various interactions with a company for instance how fast, easy, efficient, cost effective and reliable the product or service or process is, can make or break the relationship.

In the Higher Education sector, the adoption and use of MIS services is realized through innovative research learning and teaching in addition to supporting administrative processes in these institutions. The University of Nairobi realized the strategic importance of information communication technology (ICT), and created a fully fledged ICT function and Centre in 2002. The University relies heavily on several information systems to carry out its administrative, teaching and learning functions. Most of the applications have been developed in-house by the ICT team, including the flagship SMIS system. The student management information system (SMIS) provides a simple interface for maintenance of student information and its security features has been enhanced by the University to protect the integrity of the examination process and student marks.

1.2 Statement of Problem

With the admission of privately sponsored students, Universities realized the idea that higher education can contribute to the economy (Peters and Roberts, 1999). However, the numbers soared to a level that managing the number of students became an issue. The service quality being offered by the universities became poor and something had to be urgently done as service quality remains a critical measure of organizational performance in marketing, especially services marketing (Jensen and Markland, 1996).
Universities like any other institutions have stakeholders both internal and external. The most important stakeholders are the students. Gold (2001) argues that students are the basic clients of academic institutions and educational institutions should offer student’s centered service and education. Veloutsou et.al. (2004) realized that students use quality as the prime criteria to select an institute for admission and education. Measuring service quality at higher education institutions worldwide is a common phenomenon (Athiyaman, 1997).

The University of Nairobi is one of the Universities that admits privately sponsored students and as a result, managing the numbers became overwhelming as manual record keeping of data was not only tiresome, time consuming and difficult to track and manage but also expensive. The University had to find a solution to the ensuing problem. According to Helgesen and Nesset (2007), University administrations should focus on the quality of service to increase the satisfaction level of students.

Positive perception about the quality of service offered leaves positive image in the mind of students which finally leads them towards higher level of satisfaction (Alves and Raposo 2010; Ahmed et.al. 2010). Palmer and Cole, (1995) claim that academic researchers and marketers are keen on accurately measuring service quality in order to understand its essential antecedents and consequences, and to establish methods for improving quality.

Universities have found it a necessity to develop a portal so that the educational management systems can compete and realize the importance of Information and communication technology (ICT). Therefore, universities get a clear idea about the benefits of investing in student management information systems (SMIS). In developing their own student portals, universities
get to integrate services, information and other infrastructure so that uniform information would flow all around the university.

According to Shank et.al, (1995) one setting that has been relatively neglected in service quality research is higher education. It was a big challenge to incorporate university education and technology, as was the case with student portal strategy where the end result has always been beneficial to the university. This study sought to assess the impact of student management information system on service quality at the University of Nairobi, Kisumu campus. How has the SMIS improved learner perception of service quality at the University of Nairobi, Kisumu campus?

1.3 Knowledge Gap

While paper records are a traditional way of managing student data there are several drawbacks to this method. First, to convey information to the students, the information should be displayed on the notice board and the student has to visit the notice board to check that information. It also takes a very long time to convey the information to the student, paper records are difficult to manage and track, the physical exertion required to retrieve, alter, and re-file the paper records which are all non-value added activities. Using the manual system is difficult as the information is scattered, redundant and collection of information is time consuming. The growth of population of students in universities has lead to increased pressure on the teaching materials and on the stipulation of the qualified teachers and staff.

Coordination of the diverse and different needs of students was a challenge. A solution was urgently needed to address a looming problem that had already gotten out of hand for some Universities. Therefore, there was need to come up with a way to effectively and efficiently
control, manage and secure student information from the point of registration to examination. This need gave birth to the SMIS. The SMIS is a software application for education establishments to manage student data. It provides capabilities for addressing key and critical aspects of information processing, retrieval and storage that define the core business of an educational institution in a systematic, timely and coordinated manner.

1.4 Research Objectives

The objective of the study was:

To assess learner perception of service quality of student management information system (SMIS) at the University of Nairobi, Kisumu Campus, Kenya

1.5 Value of the Study

The findings of this research was to assist researchers and academicians to broaden the scope of service quality in regard to student management information system and to see how better to improve it. Customer satisfaction was also achieved in terms of efficiency, timeliness, reliability and responsiveness which lead to profitability. Technology firms were also to benefit from this research as they would get material to come up with secure and easy to access student management information systems that are user friendly to not only students and staff but also to other stakeholders of learning institutions including universities. The findings were also assist donors/sponsors/governments in planning for the learning institutions that they support with the objective of achieving efficiency and productivity from their investments/donations.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction
This chapter presents the theoretical framework guiding the study and reviews the literature survey on service quality, measuring service quality and student management information systems that are relevant and applicable to the study.

2.2 Theoretical Foundations
The theory of constraints (TOC) is a management philosophy that has been effectively applied to manufacturing processes and procedures to improve organizational effectiveness. Boyd and Gupta (2004) have discussed the three paradigms of TOC as decision making, performance measurement systems, and organizational mindset, respectively. Boyd and Gupta (2004) argue that there is a positive relationship between organizations using TOC principles, and organizational performance.

SERVQUAL is adapted to evaluate the impact of the TOC principles on the five dimensions of customer service quality; tangibles, reliability, responsiveness, assurance, and empathy. The SERVQUAL instrument is used to measure consumers’ perceptions of service quality. Service quality is not easy to measure because its often what the customer expects against the service offered. Customer experiences to service quality are not the same even though the services they receive are similar. In learning institutions, students are considered to be the most important and therefore they should be satisfied. There has been continuance effort by educational institutions to increase the satisfaction level of students with the quality of service and they are regularly judged for their level of satisfaction with educational institutes (Low, 2000).
As interpreted by Danjuma and Rasli (2012), service quality has been an issue of considerable debate and many researchers have agreed that it is an evasive concept. This study focuses on perceived quality, which results from the comparison of customer service expectations versus perceptions of actual performance (Zeithaml, 2000). Most services are not quantifiable and cannot be measured or even tested, let alone verified, prior to any sale to assure quality. Due to this intangibility, marketers find it difficult to conclude how consumers perceive their services and evaluate their firms’ service quality (Kayabasi et al., 2013). Ahmed and Nawaz (2010) discusses that service quality is a key performance measure in educational excellence and is a main strategic variable for universities to create a strong perception in consumer’s mind. Well-established universities focus on strategic issues which include providing excellent customer services.

Tian and Wang (2010) mentioned that satisfaction is the function of the congruency between perceived performance and esteemed benefits resulting from consumer personal values, and the configuration of consumer values is affected by central cultural values. Over the last decade service firms have identified service quality as a driving force of success in their firm thus developing a sustainable competitive advantage. The degree of perceived value will be manifested in the business client’s final perception of service quality satisfaction to purchase intentions and willingness to recommend. Service quality model as explained by Parasuraman et.al. (1988) contains five dimensions of quality; Assurance, Responsiveness, Reliability, Tangibles and Empathy. These dimensions are also applied in educational sector like; Ahmed et al. (2010) used the service quality model to judge the quality of service of universities and how that service is related with their performance. Students should be analyzed and assessed on service quality offered by the academic institutions. In the increasing competition in the
educational sector, provision of better quality services is the basic strategic tool used by academic institutions. In the words of Alves and Raposo (2010); Ahmed et al., (2010), positive perception about the quality of service offered leaves positive image in the mind of students which finally leads them towards higher level of satisfaction. It is therefore upon the University administration should focus on the quality of service to increase the satisfaction level of students (Helgesen and Nesset, 2007).

2.3 Service Quality

Service quality has advanced from technical, functional and image dimensions to service as an economic activity and developed in focus, with customer’ participation as co-creators of their own value becoming a dominant factor in firms’ business success. This advancement is indeed a remarkable contribution to the literature of service management and service quality dimensions in product, process and manufacturing as well as in the service industry (Ganesh et.al. 2014).

Service quality is often conceptualized as the difference between customer’s expectations for the service encounter and the perceptions of the service received (Munusamy et.al. 2010). In education services, students are viewed as customers, education service quality should logically be measured from the perspective of students (Min & Khoon, 2013). Service quality is seen as the comparison of service expectations against actual performance perceptions. Athiyaman (1997) viewed service quality as perceived service quality is defined as an overall evaluation of the goodness or badness of a product or service. Ahmed & Nawaz (2010) discussed service quality as a key to performance measurement of educational excellence and is a main strategic variable for universities to create a strong perception in consumer’s mind. Parasuraman et.al, (1988) developed a service quality satisfaction analysis tool where they identified 10 dimensions of service quality; tangibles, reliability, responsiveness, competency, courtesy, communication,
credibility, security, access, and understanding. Gold (2001) comments that students are the basic customers of academic institutions and educational institutions should offer student’s centered service and education. Low (2000) concluded that provision of better quality services is key source to lure, satisfy and retain students, which in result have direct bearing on financial resources, security of job and viability of educational institution.

It has been found that positive perceptions of service quality has a significant influence on student satisfaction and thus satisfied student would attract more students through word-of-mouth communications (Alves and Raposo, 2010). Chaffee and Sherr (1992), claim that inadequate attention has been given to quality process from the perspective of quality of the students’ experiences. Gundersen et.al, (1996) noted that most academics have focused on conceptual issues and the underlying processes and not much attention was given to the task of measurement. Due to the increased interest in service quality, a plethora of measurement tools and techniques have been developed, all aimed at measuring service quality and customer satisfaction levels within the education industry (O’Neill, 2000).

Students assess the quality of institution on the grounds of tangibility (teachers), reliability and responsiveness (methods of teaching) and management of the institute and these factors have direct bearing on the satisfaction level of students (Navarro et.al.2005). Customer satisfaction is based on the perceptions and expectations of customers about service quality (Christou and Sigala, 2002). In this study service quality will entail the use of the five dimensions of service quality which are; assurance, empathy, reliability, tangibility and responsiveness. Assurance is defined as the service quality dimension that focuses on the ability to improve trust and confidence. Empathy is described as the service aspect that focuses on the treatment of customers as individuals while reliability is the ability to deliver the promised service
dependably and accurately. Tangibility is the service dimension that focuses on the elements that represent the service physically and responsiveness can be defined as the willingness to help customers and provide prompt service.

2.4 Measure of Service Quality

Measuring service quality at higher education institutions worldwide is a common phenomenon (Athiyaman, 1997). Service quality is not easy to measure because it’s often under what the customer expects yet service is viewed differently by customers even if it is the same service. Parasuraman et al. (1988) set out with the objective of producing a general instrument for measuring perception of service quality. The instrument is SERVQUAL model; it considers five dimensions of service quality which are: assurance, empathy, reliability, tangibility and responsiveness. The higher education environment presently has forced universities to have quality departments to handle quality management systems as competition in the higher education sector is increasing, universities are now encouraged to consider the student perspective of quality of services provision.

In the past the main focus of higher education was the academia product, but now there is increased interest in measuring service quality in higher education. According to Jensen and Markland, (1996), service quality remains as a critical measure of organizational performance in marketing, especially services marketing. Performance measurement of service quality at higher learning institutions is usually matching students’ expectation against their experience of the education services offered. Positive perception about the quality of service offered leaves positive image in the mind of students which finally leads them towards higher level of satisfaction (Alves and Raposo 2010; Ahmed et al., 2010). Academic researchers and marketers
are keen on accurately measuring service quality in order to understand its essential antecedents and consequences, and to establish methods for improving quality (Palmer and Cole, 1995).

2.5 Student Management Information System

Educational management information system (EMIS) has been adopted by many developed and developing countries over the past several years (Chapman, 1990). The growths of population of students in universities lead to increased pressure on the teaching materials and on the stipulation of the qualified teachers and staff. This explosive growth subsequently limited the development of the educational resources and caused the decline in education quality in these developing countries (Chapman and Mahlck, 1993).

UNESCO (United Nations Educational, Scientific and Cultural Organization), in its World educational report discussed some of the fundamental implications that ICTs have for the conventional learning and teaching (UNESCO World Education Report, 1998). In order to meet all of the requirements that are must for the integration of these ICTs in the conventional systems there are some frameworks proposed in different publications (UNESCO World Education Report, 2002). These are fundamental requirements that are identified as the important strategies for the teacher education, for managing the change process in learning, for managing change process in adopting and integration of these ICTs. Technology has become a catalyst that is transforming the learning and whole education systems (UNESCO World Education Report, 1998).

The EMIS started as a result of the individual research projects or as an innovative idea that has been initiated by academic individuals by taking risks that result in the development of the web based initiatives which were not a complete system. On the other hand, there are now many
complete systems that are well planned, institutionally comprehensive and systematically integrated (Taylor, 2001). The student portal has gained much attention in past several years. In higher educational sector, it is expensive and challenging but necessary to develop a portal that the educational systems can compete and thus realize the importance of technology. Therefore, universities can get a clear idea about the benefits and merits of investing on to the student management information systems and other information services. In developing their own student portals, universities can integrate different services, information that it would like to flow all around their institutions. It is a challenge to incorporate university education and technology but the result is always beneficial to the institution.
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This section covers the research methods that will be used in the study. It specifies the research design, target population, sample design, data collection instruments and procedures, and the data analysis.

3.2 Research Design

The research was carried out through across-sectional survey design which is normally carried out at one time point or over a short period of time and they are descriptive, often in the form of a survey. Cross-sectional survey design is not only observational but also allows the researcher to compare many different variables at the same time. The survey asked respondents on their perception of service quality of SMIS services. Studies that have successfully used this research design are; Magori (2011) and Ombati (2007).

3.3 Target Population

The target population of the study was the students of the University of Nairobi, Kisumu campus, Kenya. Currently the number of students in the Campus is one thousand eight hundred (1800) distributed in different schools ranging from certificate courses to PhD (Doctor of philosophy) programmes.

3.4 Sampling Design

This study fits a scenario where it is not possible to study all members of a population hence the use of sampling to come up with generalizations and inferences about a population. The sample in this study consisted of respondents who use the SMIS services. Proportionate stratified sampling design was used where the sample size of each stratum is proportionate to the
population size of the whole stratum. The sample size was represented by a table developed by Krejcie and Morgan (1970) with a sample size of one hundred and eighty students.

Strata sample sizes were determined by the following equation:

\[ n_h = \left( \frac{N_h}{N} \right) \times n \]

Where \( n_h \) is the sample size for stratum \( h \)

\( N_h \) is the population size for stratum \( h \)

\( N \) is the total population size

\( n \) is the total sample size expected by the researcher

**Table 1: Sample Size**

<table>
<thead>
<tr>
<th></th>
<th>Population</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD, Project Planning and Management</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>620</td>
<td>62</td>
</tr>
<tr>
<td>Master of Science, Health Economics</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>Master of Arts, Project Planning and Management</td>
<td>32</td>
<td>3</td>
</tr>
<tr>
<td>Master of Education, Early Childhood Development</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Commerce</td>
<td>510</td>
<td>51</td>
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<tr>
<td>Bachelor of Law</td>
<td>300</td>
<td>30</td>
</tr>
<tr>
<td>Bachelor of Arts, Project Planning and Management</td>
<td>58</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor of Arts (Education)</td>
<td>30</td>
<td>3</td>
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<tr>
<td>Diploma in Business Management</td>
<td>45</td>
<td>5</td>
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<tr>
<td>Diploma in Purchasing</td>
<td>50</td>
<td>5</td>
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<tr>
<td>Diploma in Public Relations</td>
<td>12</td>
<td>1</td>
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</tbody>
</table>
Diploma in Project Planning and Management  12  1
Diploma in Sales and Marketing  6  1
Diploma in Human Resource  25  3
Diploma in Guidance and Counseling  8  1
Diploma in Adult Education and Community Development  5  1
Certificate in Purchasing  18  1

Total  1800  180

3.5 Data Collection

The study used primary data which was captured through the use of self administered questionnaires. The use self administered questionnaires as a data collection instrument was used because they are easy to analyze with data entry and tabulation since most surveys can easily be done with software packages (Ontunya, 2006).

The questionnaire comprised of open ended and close ended questions on a ranked order scale ranging from not important to very important. Questionnaire responses were gathered in a standardized manner where information was collected from a large group. The researcher used inter-rater reliability to assess the degree to which different students agree in their assessment decisions and formative validity to assess how well the outcome of the research was able to provide information to help improve the program under study (Cozby, 2001). The questionnaires were designed and tested before collection of data from the population of study.
3.6 Data Analysis

Descriptive statistics was used to analyze the primary data of quantitative nature because it presents quantitative data in a manageable form and simplifies the summary. Data analysis is illustrated using measures of central tendencies (analysis of means) and measures of dispersion. Mugenda and Mugenda (2003) contend that statistical computation done in descriptive statistics includes: frequencies, percentages, means, modes, medians, standard deviation and variances.
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter explains and shows how data was analyzed, results and discussion. Descriptive statistics was largely used to summarize the data. The results are presented in sections that cover the profile of the respondents, attributes the quality of service delivered should have and the perception of the performance of SMIS services.

The study targeted respondents who use SMIS services at the University of Nairobi, Kisumu campus. A total of 110 questionnaires were completed and analyzed achieving 61.11 percent of the targeted response.

4.2 Students Profile

4.2.1 Response Distribution of Age

The respondents were asked to indicate their age. From the study, it was shown that students aged 18-30 years place more importance on the adoption of technology in service delivery in the Higher Education sector.

This is shown in figure 1 below.

Figure 1: Age Bracket
4.2.2 Responses According to Gender
The study sought to find the gender of the respondents. The study established that more females than male place more importance on the adoption of technology in service delivery in the Higher Education sector. Out of the 109 respondents interviewed, 61.5 percent were female and 38.5 percent were male. This is an indication that female have embraced the student management information system (SMIS) more than the males (Figure 2)

Figure 2: Gender responses

4.2.3 Level of Education
The study sought to establish the level of education of the respondents. Out of the 112 respondents interviewed, it was established that 3.6 percent of the respondents were PhD (Doctor of Philosophy) students, 45.5 percent were Masters Degree students, 32.1 percent were Bachelors degree students, 11.6 percent were Diploma students and 5.4 percent were certificate students. This indicates that the preference of technology in the Higher Education sector has a strong relationship with the level of education of the students’ up to Masters Degree level. This is shown in figure 3 below.
4.2.4 Type of Students
The researcher sought to establish the type of students at the University of Nairobi, Kisumu campus. It was established that of the 110 students interviewed, 97.3 percent were self sponsored students while 2.7 percent were regular/government sponsored students. This is as shown in figure 4 below. Figure 4

4.2.5 Online University Resources Recently Used
The study sought to establish the online university resources recently used. It was revealed that more students used the student portal than any other online university resource at 39.9 percent,
E-learning portal 23.5 percent, UoN intranet 10.4 percent, Library Services Portal UoN Digital Repository 9.3 percent, Chemi Chemi Wireless Network (WIFI) 9.0 percent, student email 6.7 percent, transcript/certificate application 0.7 percent and others 0.4 percent. This implies that the students are more familiar with the student portal and the E-learning portal as compared to other online university resources. This is shown in figure 5 below.

**Figure 5: Online Resource Recently Used**

4.2.6 Student Online Portal Services Mostly Used
The study sought to establish the student online portal services mostly used. It was established that of the 110 respondents interviewed, 26.5 percent mostly used the course registration online service followed by fees statement 24.8 percent, results 24.2 percent, timetables 20.9 percent, enquiries 2.9 percent, bookroom and others at 0.3 percent. This shows that students mostly used the course registration online service as compared to other student online service. This is shown in figure 6 below.
4.3 Student Ranking of Service Quality Attributes of SMIS

4.3.1 Handling Admissions Process

The pie chart below shows how the students ranked an ideal student management information system when it comes to handling admissions process. Out of the 109 respondents interviewed, 54.1 percent ranked the ideal SMIS as very important to handle admissions process as compared to 3.7 percent who ranked the SMIS not important to handle admissions process. 29.4 percent ranked the ideal SMIS to handle the admissions process as important whereas 10.1 percent were not sure and 2.8 percent ranked the ideal SMIS to handle the admissions process as not important.
4.3.2 Handle Inquiries from Prospective Students

The figure 8 below shows how the students ranked the SMIS on handling inquiries from prospective students. 57 percent of the respondents ranked the SMIS on handling inquiries from prospective students as very important as compared to 2.8 percent who ranked the SMIS not important, 25.2 percent ranked the SMIS as important, 7.5 percent ranked the SMIS as not sure whether it is important and another 7.5 percent ranked the SMIS as less important. This implies that it is very important to equip the SMIS to handle inquiries from prospective students.

4.3.3 Direct Contact to Authorities in Different Schools and Sections e.g. Finance

The study sought to establish whether the ideal SMIS should have direct contact to authorities in different schools and sections e.g. Finance. 54.5 percent ranked the SMIS very important, 24.5
percent ranked the SMIS important, 10 percent were not sure, 5.5 percent ranked the SMIS less important and another 5.5 percent ranked the SMIS as not important.

**Figure 9: Should an ideal SMIS have direct contact to authorities**

![Bar graph showing responses](image)

**4.3.4 Have a Complaints and Compliments Section**
The bar graph below shows the respondents view of whether an ideal SMIS should have a complaints and a compliments section. 59 percent ranked the ideal SMIS as very important, 28.6 percent ranked the ideal SMIS as important, 5.7 percent were not sure, 4.8 percent ranked the ideal SMIS as not important and 1.9 percent as less important.

**Figure 10: Should an ideal SMIS have Complaints and complements section**

![Bar graph showing responses](image)

**4.3.5 Inclusion of Online Hostel Registration**
In establishing whether an ideal SMIS should be inclusive of an online hostel registration, the respondents views was captured in the pie chart below showing that the respondents found
inclusion of online hostel registration to be very important at 52.7 percent, 24.5 percent ranked the ideal SMIS as important, 10 percent ranked the ideal SMIS as not important, 6.4 were not sure and 6.4 percent ranked the ideal SMIS as less important.

Figure 11: Should an ideal SMIS have online hostel registration

4.3.6 Have an Option to Defer from the University
The study sought to establish whether the ideal SMIS should have an option to defer from the University. 62.4 percent ranked the ideal SMIS as very important, 23.9 percent ranked the ideal SMIS as important, 5.5 percent were not sure, 5.5 percent ranked the ideal SMIS as not important and 2.8 percent as less important.

Figure 12: Should an ideal SMIS have an option to defer from the university
4.3.7 Sports and Athletics Section for the University
The study sought to establish whether the ideal SMIS should have a sports and athletics section. 61.8 percent ranked the ideal SMIS as very important, 24.5 percent ranked the SMIS as important, 5.5 percent were not sure, 5.5 percent ranked the ideal SMIS as less important and 2.7 percent ranked the ideal SMIS as not important.

Figure 13: Should an ideal SMIS have sports and Athletics section for the University

4.3.8 Address Complaints within 24 Hours
The study sought to establish whether the ideal SMIS should have address complaints within 24 hours. 66.7 percent ranked the ideal SMIS as very important, 23.1 percent ranked the ideal SMIS as important, 3.7 percent were not sure, 3.7 percent ranked the ideal SMIS as not important and 2.8 percent ranked the ideal SMIS as less important.
4.3.9 Online Placement Register for Students Going For Attachment

The study sought to establish whether the ideal SMIS should an online placement register for students going for attachment. 65.5 percent of the respondents ranked the ideal SMIS as very important, 22.7 percent ranked the ideal SMIS as important, 5.5 percent were not sure, 4.5 percent ranked the SMIS as not important and 1.8 percent ranked the ideal SMIS as less important.

4.3.10 Student Feedback Services

The study sought to establish whether the ideal SMIS should provide student feedback services. 66.4 percent of the respondents ranked the ideal SMIS as very important, 24.5 percent ranked the
ideal SMIS as important, 6.4 percent were not sure, 1.8 percent ranked the ideal SMIS as less important and 0.9 percent ranked the ideal SMIS as not important.

**Figure 16: Should an ideal SMIS have student feedback services**

4.3.11 Integration with Social Media

The study sought to establish whether the ideal SMIS should be integrated with social media. 58.2 percent ranked the ideal SMIS as very important, 22.7 percent ranked the ideal SMIS as important, 10.9 percent were not sure, 5.5 percent ranked the ideal SMIS as not important and 2.7 percent ranked the ideal SMIS as less important.

**Figure 17: Should an ideal SMIS have an integration with social media**
4.3.12 Provide Services In Different Languages e.g. French and Chinese

The study sought to establish whether the ideal SMIS should provide services in different languages e.g. French and Chinese for foreign students. 54.5 percent of the respondents ranked the ideal SMIS as very important, 22.7 percent ranked the ideal SMIS as important, 8.2 percent were not sure, 7.3 percent ranked the ideal SMIS as less important and another 7.3 percent ranked the ideal SMIS as not important.

Figure 18: Should an ideal SMIS provide services in different languages

4.4 Students Perception of the Performance of SMIS

4.4.1 Reliability

4.4.1.1 Reliability and Dependability of Quality of SMIS Services

The study sought to establish students’ perception of the performance of the SMIS when it comes reliability and dependability of quality services. Most of the respondents found the quality of services in view of reliability and dependability to be good at 42.6 percent, excellent 25.9 percent, fair 20.4 percent, very poor 6.5 percent and poor 4.6 percent.
4.4.1.2 Efficiency of SMIS Services

The study sought to establish students’ perception of the performance of the SMIS when it comes to rate of efficiency of services. 42.6 percent ranked the SMIS as good, 28.7 percent ranked the SMIS as excellent, 16.7 percent ranked the services of the SMIS as fair, 7.4 percent ranked the SMIS as poor and 4.6 ranked the SMIS as very poor.

4.4.1.3 Security of SMIS Services

The study sought to establish students’ perception of the performance of the SMIS when it comes to the security of services. 48.6 percent of the respondents ranked the SMIS as good, 29.5
percent ranked the SMIS as excellent, 12.4 percent ranked the SMIS as fair, 5.7 percent ranked the SMIS as poor and 3.8 percent ranked the SMIS as very poor.

**Figure 21: How do you rate the security of SMIS services**

![Security Rating Chart](chart.png)

### 4.4.1.4 Credibility of SMIS Services

The study sought to establish students’ perception of the performance of the SMIS when it comes to the credibility of services. 49.1 percent ranked the SMIS as good, 27.4 percent ranked the SMIS as excellent, 17 percent ranked the SMIS as fair, 3.8 ranked the SMIS as poor and 2.8 percent ranked the SMIS as very poor.

**Figure 22: How credible does the SMIS appear to be**

![Credibility Rating Chart](chart2.png)
4.4.2 Responsiveness

4.4.2.1 Ranking of Requests, Questions and Complaints

The study sought to establish students’ perception of the performance of the SMIS when it comes to responsiveness. The respondents’ ranked the responsiveness of their requests, questions and complaints as handled by the SMIS to be fair at 35.2 percent, 24.8 percent ranked the SMIS as poor, 21.9 percent as good, 10.5 percent as very poor and 7.6 percent as excellent.

Figure 23: Responsiveness how well are your requests, questions and compliments

4.4.2.2 Competency of SMIS Services

The study sought to establish students’ perception of the performance of the SMIS when it comes to the competence of services. 11.1 percent ranked the SMIS as good, 9.7 percent ranked the SMIS as fair, 2.7 percent ranked the SMIS as poor, 2.4 percent ranked the SMIS as excellent and 1.6 percent ranked the SMIS as very poor.
Figure 24: how competent do you find the SMIS system

4.4.3 Assurance

4.4.3.1 Ranking of Trust and Confidence of Services

The study sought to establish students’ perception of the performance of the SMIS when it comes to inspiring trust and confidence of the services. 50.9 percent ranked the SMIS as good, 26.4 ranked the SMIS as fair, 15.1 percent ranked the SMIS as excellent, 3.8 percent as poor and 3.8 percent as very poor.

Figure 25: Assurance rank the ability of the SMIS to inspire trust and confidence
4.4.4 Tangibility

4.4.4.1 Effectiveness of Service Delivery

The study sought to establish students’ perception of the performance of the SMIS when it comes to effectiveness of service delivery. 53.3 percent ranked the SMIS as good, 19.6 percent ranked the SMIS as fair, 17.8 percent ranked the SMIS as excellent, 7.5 percent ranked the SMIS as very poor and 1.9 percent as poor.

Figure 26: Tangibility how effective is the delivery of the SMIS services

4.4.4.2 Communication of SMIS Services Breakdowns

The study sought to establish students’ perception of the performance of the SMIS when it comes to communication of SMIS services breakdowns. 34.3 percent of the respondents ranked the SMIS as fair, 22.2 percent ranked the SMIS as poor, 17.6 percent ranked the SMIS as very poor, 16.7 percent ranked the SMIS as good and 9.3 percent ranked the SMIS as excellent.
4.4.5 Empathy

4.4.5.1 Ranking of Individualized Attention of SMIS Services

The study sought to establish students’ perception of the performance of the SMIS when it comes to individualized attention of SMIS services. 41.1 percent of the respondents ranked the SMIS as good, 34.6 percent ranked the SMIS as fair, 13.1 percent ranked the SMIS excellent, 7.5 percent ranked the SMIS poor and 3.7 percent ranked the SMIS very poor.
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter discusses the findings of the study. The findings were summarized based on the objective of the study, to assess learner perception of service quality of student management information system (SMIS) at the University of Nairobi, Kisumu campus, Kenya. The conclusions drawn and the recommendations made are as a result of the objective of the study.

5.2 Summary
Service quality is the difference between customers expectations for the service encounter and the perceptions of the service received. To establish learner perception of service quality of student management information system (SMIS) at the University of Nairobi, Kisumu campus, the study sought get responses on a ranking scale.

From the findings, students ranked the enhancing and improvement of the ideal student management information system (SMIS) as very important, implying that more has to be done to make the SMIS adept to student requirements. 59 percent of the respondents were of the view that an ideal SMIS should have a complaints and compliments section. 65.5 percent of the respondents were of the opinion that an ideal SMIS should have an online placement register for students who are set to go for attachment. On the dimensions of service quality; assurance, empathy, reliability, tangibility and responsiveness, tangibility was ranked high, scoring 53.3 percent on the ability of the SMIS to deliver services effectively. The least ranked dimension was also tangibility by the University to communicate on possible reasons for the SMIS services breakdown.
5.3 Conclusion
The study intended to find out learner perception of service quality of the student management information system at the University of Nairobi, Kisumu campus. The data analysis showed that emphasis on the ideal SMIS is that it should be able to address complaints within 24 hours at 66.7 percent. Thus, the service quality of the SMIS can be improved since it did not exceed the students (customers) expectation. The data analysis also indicated that more than half of the respondents rated the services of the SMIS at average or above. The campus strengths were efficiency of the SMIS services, reliability and dependability of the SMIS services and the security of the SMIS services. The study also identified the SMIS weak areas that require attention including lack of communication of possible reasons for SMIS services break down and very poor handling of requests, questions and complaints by the SMIS.

5.4 Limitations
University of Nairobi is a public university with many campuses around the country and therefore a bigger sample size for the population would have been better suited for this study. This was not possible due to the limit of time and scarcity of funds. Other campuses outside Kisumu would have increased the sample size which could make the results more formidable. University students are normally very busy and as such dedicating their time to fill the questionnaires was challenging. The only appropriate time was lunch time, evening before class and outside the library.

5.5 Recommendations
The findings indicate learner perception of service quality of the student management information system (SMIS) to be slightly above average. The University of Nairobi should strive to provide excellent service quality in order to affirm its position in the market as the best university in the East and Central Africa. The University of Nairobi needs to further research on
the SMIS expected service by the students (customers) to be able to improve and bridge the gap on the SMIS services that are currently offered. The University of Nairobi should also include diploma and certificate students in the use SMIS services. Most of the diploma and certificate students used online university resources which excluded the SMIS. To streamline the university’s operation this is important as it provides uniformity of services. The researcher recommends that similar studies be carried out in other campuses to establish learner perception of service quality of the student management information system.
REFERENCES


APPENDICES

Appendix I: Letter of Introduction
Sam Makori,
P.o Box 5999-00100,
Nairobi.

makori.sam@gmail.com
0720 569030

Dear Respondent,

I am a Masters of Business Administration degree student at the University of Nairobi’s Business School. As part of the requirement for the award of the degree, I am undertaking research on Learner perception of service quality of student management information system at the University of Nairobi, Kisumu campus, Kenya. In this regard, I kindly request you to spare a few minutes to fill this questionnaires as diligently as possible. The information provided in the questionnaire will be treated with confidentiality and will only be used for research purposes.

Sincerely,

Makori Onyinsi Sam

D61/72969/2012
Appendix II: Research Questionnaire

SECTION A: GENERAL INFORMATION OF PARTICIPANTS

1. What is your gender? (tick as appropriate)
   Male [  ]   Female [  ]

2. Indicate your age group (tick as appropriate)
   18-30 years [  ]
   31-40 years [  ]
   41-50 years [  ]
   Over 50 years [  ]

3. Indicate your level of education achieved (tick as appropriate)
   a) Certificate [  ]
   b) Diploma [  ]
   c) Bachelors’ Degree [  ]
   d) Masters’ Degree [  ]
   e) PHD Degree [  ]
   f) Other: specify……………..

4. What type of student are you? (tick as appropriate)
   a) Regular Student [  ]
   b) Self sponsored Student [  ]

5. Which online University resources have you recently used? (tick as appropriate)
   a) Student Portal [  ]
   b) Chemi Chemi Wireless Network (WIFI) [  ]
   c) Student Email[  ]
d) E-learning Portal [ ]

e) UoN Intranet [ ]

f) Library Services Portal UoN Digital Repository [ ]

g) Transcript/Certificate Application [ ]

h) Others: specify ………………………

6. Which student online portal services do you mostly use? (tick as appropriate)

Fees Statement [ ] Timetables [ ] Course Registration [ ]

Results [ ] Enquiries [ ] Book Room [ ] Others: specify……………………

SECTION B: STUDENT RANKING OF SERVICE QUALITY ATTRIBUTES OF A STUDENT MANAGEMENT INFORMATION SYSTEM

Using a scale of 1-5, please rank the attributes indicated below on the degree of influence in your choice of the student management information system services.

(1-Not important, 2-Less important, 3-Not sure, 4-Important and 5- very important)

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<th>Attribute</th>
<th>1</th>
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<td>An ideal student management information system should:</td>
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<td>Handle admissions process</td>
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<td>Handle inquiries from prospective students</td>
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<td>Have a direct contact to authorities in different schools and sections e.g. Finance</td>
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<td>Have a complaints and compliment section</td>
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<td>Be inclusive of online hostel registration</td>
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<td>Have an option to defer from the University</td>
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<td>Have a sports and athletics section for the University</td>
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<td>Be able to address complaints within 24 hours</td>
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<td>Have an online placement register for students who are set to go for attachment</td>
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<td><strong>RELIABILITY</strong></td>
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<td>How is the quality of SMIS services reliable and dependable</td>
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<td>How do you rate the efficiency of SMIS services</td>
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<td>How do you rate the security of SMIS services</td>
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<td>How credible does the SMIS appear to be</td>
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<td><strong>RESPONSIVENESS</strong></td>
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<td>How well are your requests, questions and complaints handled by the SMIS</td>
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<td>How competent do you find the SMIS</td>
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<td><strong>ASSURANCE</strong></td>
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<td>Rank the ability of SMIS services to inspire trust and confidence</td>
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<td><strong>TANGIBILITY</strong></td>
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<td>How is the communication of possible reasons for SMIS services in case of breakdowns</td>
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<td><strong>EMPATHY</strong></td>
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<td>Rank SMIS services to individualized attention</td>
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Thank you for your time and cooperation