

**STUDENTS' PERCEPTION OF SERVICE QUALITY: A CASE STUDY
OF SCHOOL OF BUSINESS, UNIVERSITY OF NAIROBI**

BY

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DECLARATION

This project is my original work and has not been submitted to any other university or institution of higher learning for examinations purposes and where other researchers work has been used, they are duly acknowledged.

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D61/72715/2009

This research project has been submitted with my approval as the university supervisor.

Signature_____

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ABSTRACT

The School of Business at the University of Nairobi has been admitting student's way in excess of their capacity to handle. This has been due to the need for the university to raise money for their operations and expansion of physical facilities. The large number of students has put a major strain on the physical facilities as well as the human resources of the School of Business. The strain has affected the quality of services offered by the school with students often complaining of poor service quality.

Service quality is related to service potential, service process or service result. This study intended to determine the students' perception of the service quality at the school of Business. Relevant literature was reviewed in chapter two explaining the various theories relating to service quality. Every time a service company provides a service to a particular customer, the customer makes an assessment of the quality of service even if unconsciously. The sum total of repeated assessment and the collective assessments by all customers establishes in their minds the organisations image in terms of service quality.

To determine the students' perception of service quality, the researcher adopted the descriptive research methodology. Questionnaires were prepared and distributed to the students using the convenience sampling method. Data was collected and analysed using a statistical package to produce charts and summary statistics. The interpretation of the results from the survey was done.

The research was able to establish the perceived quality of service offered at the School of Business including but are not limited to physical facilities, human resource and teaching and learning materials. The study established the main areas requiring immediate attention was public relations, updated learning materials and expansion of physical facilities. The study also established that the students consider the price of the service as too high and review of the same downwards may be necessary.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Service quality can be related to service potential, service process or service result. In this way for example, potential quality can be understood as the co-workers qualification, process quality as the speed of the generated service and result quality as how much the performance matched the customers' wishes. Every time a service company provides a service to a particular customer, the customer makes an assessment of the quality of service even if unconsciously. The sum total of repeated assessment and the collective assessments by all customers establishes in their minds the organizations image in terms of service quality.

Service quality, customer satisfaction and the organization's profitability are intimately connected. Higher levels of service quality result in higher levels of customer satisfaction, while low levels of service quality results in low levels of customer satisfaction. Customers judge the quality of the service they receive on multiple dimensions. A number of such dimensions of service quality have been identified by a series of studies conducted across diverse industries, (Anderson and Fornell, 1994 Bitner and Hubbert, 1994).

Zeithaml and Bitner, (2003) research suggests that quality should not be perceived in a unidimensional way, but rather judge quality based on multiple factors relevant to the context. For example, quality of automobiles is judged by such factors as reliability, serviceability, prestige, durability, functionality, and ease of use, whereas quality of food products might be assessed on other dimensions (flavor, freshness, aroma) similarly, specific dimensions of service quality have been identified through the pioneering research of (Parasuraman, Zeithaml, and Berry, 1985). Their research identified five specific dimensions of service quality that apply across a variety of service contexts. These dimensions include tangibles or the appearance of physical facilities, equipment, personnel and communications materials. The other dimension is reliability or the ability to perform the promised service dependably and accurately. The third dimension is responsiveness which is the willingness to help customers and provide prompt service. The final dimension is empathy which involves providing services with a caring and

individualized attention to customers. Results from a number of surveys suggest that customers perceive all the five dimensions of service quality to be very important regardless of the kind of service being evaluated.

In the service industry, customer expectations are constantly changing as more and more customers demand value for their money. Services are in the position of selling millions of contacts every year and every day. A service provider creates a moment of truth between the organization and the customer. Managing a service means having as many moments of truth as possible (Lovelock and Wirtz, 1999). As the consumer, the delivery of the service has to create experiences of truth, as it is instantly quite personal.

1.1.1 The Concept of Perception

Perception is the process by which an individual selects, organizes, and interprets stimuli into a meaningful and coherent picture. It is generated when a person views scenes from a famous act, sniffs a favorite food or hears the voice of a friend which makes recognition instant. Perception is the process by which we attribute meaning to incoming stimuli received through our senses, (Kanuk and Shiffman, 2003). Our perception of an object is the result of the interaction of two factors; Stimulus factors; which are the characteristics of physical object such as size, color, weight or shape; the second factor is the individual factors; these are factors that include sensory process and also past experiences with similar items, base motivation and individual expectations.

Marketers are interested in perception because it involves what customers believe. To provide satisfaction effectively in the market place, marketers must understand how all their marketing activities are perceived because perception greatly influences buyer behavior. Consumers also perceive the same situation differently. People emerge with different perception characteristics and the first one is consumer perception which is subjective, secondly, perception of the consumer is selective, thirdly, perception of the consumer is time related, and finally consumer perception is summation. Consumers take many sensations that reach their awareness almost simultaneously. The summations are summed up into a complete and unified whole before a consumer can react to them. Therefore, it is difficult to conceive how consumers could ever

make their minds to buy if it were not for the fact that perception is summative, (Kibera and Waruingi, 1988).

1.1.2 Perceived Brand Quality

This is the consumers' opinion of a brand's ability to fulfill his or her expectations. It may have little of nothing to do with the actual excellence of the brand and is based on the firm's current public image. Perceived quality is a brand association that is elevated to the status of a brand asset for several reasons, these included;

- Among all brand associations, only perceived quality has been shown to drive financial performance.
- Perceived quality is often a major strategic thrust of a business.
- Perceived quality is linked to and often drives other aspects of how a brand is perceived.

Perceived quality is usually at the heart of what the customers are buying, and in that sense, it is a bottom-line measure of that impact of a brand identity. Most interesting, though perceived quality reflects a measure of the "goodness" that spreads over all elements of the brand like thick syrup. Even when the brand identity is defined by functional benefits, most studies will show that perceptions about those benefits are closely related to perceived quality. When perceived quality improves, so generally do other elements of customers' perception of the brand (Aaker, 1996)

1.1.3 The Concept of Service Quality

Service quality is the provision of services that meet or exceed the expectations of consumers (Lovelock, 1981). The aim of service quality is to make the consumption of a service a memorable experience, which will generate positive communication about the service by the consumer. High quality services are more likely to stimulate more positive word of mouth by the current customer reinforcing the firms' own advertisements by giving them more credibility and further improving the firms' reputation. Success at producing high quality service helps to build enthusiasm and high morale amongst staff members, a factor that is essential in delivering better services. In the commercial world, advocates of improving service have absolute faith in providing superior customer service quality (Zeitmal et. al, 1990).

Given the intangible nature of a service, the evaluation of service quality before consumption is quite difficult as the production of service is undertaken simultaneously with consumption. This makes service providers to adopt measures that will make the service tangible and therefore add dimensions of quality. Service quality stems from the premise that a consumers' evaluation of service quality is a function of the magnitude or direction of the gap between the customers' expectation of service and the customers' assessment of perception of service quality actually delivered (Schiffman and Kanuk, 2003)

1.1.4 Overview of the University of Nairobi

The inception of the University of Nairobi is traced back to 1956, with the establishment of the Royal Technical College which admitted its first lot of A-level graduates for technical courses in April the same year. The Royal Technical College was transformed into the second University College in East Africa on 25th June, 1961 under the name Royal College Nairobi and was admitted into special relations with the University of London whereupon it immediately began preparing students in the faculties of Arts, Science and Engineering for award of degrees of the University of London. Meanwhile, students in other faculties such as the Faculty of Special Professional Studies (later renamed Faculty of Commerce) and Faculty of Architecture continued to offer diplomas and certificates.

On 20th May, 1964, the Royal College Nairobi was renamed University College Nairobi as a constituent college of inter-territorial, Federal University of East Africa, and henceforth the enrolled students were to study for degrees of the University of East Africa and not London as was the case before. In 1970, the University College Nairobi transformed into the first national university in Kenya and was renamed the University of Nairobi. The University of Nairobi, a body corporate established by an Act of Parliament Cap 210 of the Laws of Kenya is the pioneer institution of university education in Kenya and the region.

The only institution of higher learning in Kenya for a long time, the University of Nairobi responded to the national regional and Africa's high level manpower training needs by developing and evolving strong, diversified academic programmes and specializations in

sciences, applied sciences, technology, humanities, social sciences and the arts. To date, the range of programmes offered number approximately two hundred.

Through module II (continuing education) programmes, invaluable opportunity has been opened to hundreds of Kenyans and non-Kenyans, on a paying basis, who meet university admission requirements, but who have not been able to access university education due to restricted intake into the regular programmes that is determined by limited resource allocation by Government. In this effect, the location of the seven campuses of the University in the capital city and its environs and facilitating easy access, has been an asset that has seen the university increasingly become the busy hub and citadel of academic activity at all times.

Since 1970, the University of Nairobi has seen many innovations, which have based university serving a student population of 2,768 (2,584 undergraduate and 184 post graduate students), to a college focused university serving 22,000 students in the 2001/02 Academic Year (about 17,200 undergraduate and 4,800 postgraduate students). To attain this level of educational progress has been no small feat. Recent years have witnessed rapid growth of academic programmes as well as establishment of numerous university colleges. A key challenge for the university was the first double intake in 1986 which resulted in massive congestion and work over load for the staff. The strain of the physical resources had propelled the university to acquire property resulting in acquisition of the Lower Kabete and Parklands Campuses in 1988.

The University's development has been as broad as its current scope is wide, from a humble beginning as a technical college to the status of a major international teaching and research institution. The University of Nairobi has produced more trained human resources than any other institution of higher learning in Kenya, with over 40,000 graduates to its credit (UoN website). The institution has been experiencing rapid growth and as a result, this has created congestion in the library, classrooms, washrooms, and the cafeteria and on the corridors even with the acquisition of property to reduce congestion. This has affected the performance of the workers resulting to low service quality delivery in the institution.

1.1.5 School of Business

The School of Business is housed at Lower Kabete Campus, in a quiet, attractive suburb located 12 kms from Main Campus. It has developed teaching and research facilities to accommodate a student population of over 6000. Its focus extends far beyond the School's original mandate. At its inception during the 1956/57 academic year in the Royal Technical College of East Africa, the School of Business trained students for professional examinations in Accountancy and Secretarial practice. Students throughout Kenya and the region received training from the faculty. This practice continued until the Faculty of Commerce was established in its present form in 1984, producing the first graduates with Bachelor of Commerce degree in 1967.

The School of Business underwent changes after 1970 when the University of Nairobi was inaugurated. During the same year, the Departments of Law and Domestic Science were removed from the faculty and reconstituted elsewhere. From the 1972/73 academic year the school began offering the Master of Business Administration degree programme (MBA), an additional compliment to its offerings.

The School marked another milestone in its development with the move to Lower Kabete Campus in 1998. Today the School of Business continues to meet national needs by providing trained human resources in commerce.

In 2004, the School launched its module II programmes in Bandari Campus due to the increased demand of its programmes in the Coastal region and in 2008, it launched its programmes in Kisumu. The School continues to meet the demand of training Human Resources in the broad areas of Business Management.

The School is headed by a Dean; it also has two Associate Deans, one for the undergraduate programme and one for the postgraduate programme. The School's has three departments as follows:-

- Department of Finance and Accounting
- Department of Business Administration
- Department of Management Science

These departments are run by the Heads of Departments.

1.1.4 Statement of the Problem

Service quality involves a comparison of expectations with performance. (Lewis and Booms, 1983) service quality is a measure of how well a delivered service matches the customers' expectations. Generally the customer is requesting a service at the service interface where the service encounter is being realized, and then the service is being provided by the provider and in the same time delivered to or consumed by the customer, (Lovelock, 1981). The main reason to focus on quality is to meet customer needs while remaining economically competitive at the same time. This means satisfying customer needs is very important for the enterprises' survival.

The growth in the number of students which has not conformed to the physical facilities has led to congestion at the university. This has created shortages of facilities that are needed to enable the institution to render quality services to its clients. The explosion in numbers has also left the teaching and the non-teaching staff feeling overloaded with work. Lecturers have to bear teaching larger classes than usual and this has become very difficult for them to be efficient in their service delivery. Non-teaching staff have to deal with the large numbers of students on daily basis for the specific services they require. This has led to overworking the office staff and hence they are unable to cope with the workload. Customer care has been greatly affected as the staffs feel fatigued by the work and are not willing to give much attention to the clients.

The emergence of competition in the same market has hit the institution even more serious, since the competitors have been able to meet customer needs that have not been met for many years. Public universities and private universities have been established next to the University of Nairobi and have been able to capture a wider market share. These competitors are offering courses that are able to meet market demands and the customers' needs, while the University of Nairobi continues to offer what used to be relevant long ago.

Previous studies have been on the profit oriented organizations Lynn (2006) perception of hospitals on the quality of services rendered by National Hospital Insurance Fund, Maina (2006) perception of the private legal practitioners in Nairobi on the quality of services offered by the Kenyan Judiciary and Jerotich (2008), in her study on the perception of consumers in Mombasa on the quality of service by National Hospital Insurance Fund.

The reason for this particular drive is because the profit making institutions are more critical since they have to create shareholder value. This will enable the institution to remain in the market as well as increase its market share. Public organizations are not involved in profit generating activities but rather on engaging in social services for the public good and therefore have a low drive for superior service quality. On the strength of the forgoing information, this study seeks to determine the perceived service quality in the School of Business.

1.3 Objectives of the Study

The main objective of this study was determine the students' perception of the service quality at the School of Business

Specific objective was;

- i. To establish the perceived quality of service offered at the School of Business.

1.4 Significance of the Study

The study may assist in examining the expectations that the students from different backgrounds have on service quality for services provided by the School of Business. This will provide a point of focus on the service quality improvement areas for the institution. The University of Nairobi can use the study for identifying whether the physical facilities are adequate for the students as well staff. It can also use the study to determine if the quality of service is up to the expectations of the students and rectify areas that exhibit below par quality.

It will help other players in the industry to understand the student expectations in order to improve services to their clients such as other public and private universities and institutions of higher learning. The study may provide critical information to researchers and academia on educational services that may assist to identify gaps that need to be filled in order to improve service quality in the sector of education. It will also help in formulation of higher education policy especially in areas of funding to meet growing demand for higher education.

This study will help the policy makers in the institution to make decision in relation to funding of the organization in order to expand the campuses for better accommodation of the students.

The funding will directed to training of the staff in order to help them perform their duties more efficiently and this will improve the service quality delivery. The study will enable the policy makers make crucial decisions concerning the cut-off points of the students who are expected to join the university, that is either to raise or lower the points.

CHAPTER TWO: LITERATURE REVIEW

2.1 Theoretical Literature Review

There has been considerable contribution by different authors on the subject of services marketing and service quality perception. The literature on services marketing has advanced to a level of considerable sophistication and researchers are ready to take on the fundamental questions concerning an in-depth understanding of the concept of service quality (Gronroos, 1993; Patterson and Johnson, 1993; Anderson and Fornell, 1994; Rust and Oliver, 1994; Taylor and Baker, 1994).

2.1.1. Brand Perceived Quality

This is defined as the customers' perception of the overall quality or superiority of a brand with respect to its intended purpose. Perceived quality is a key strategic variable for many firms. Total quality management (TQM) or one of its relatives has been central to many firms for the past decade, and perceived quality is usually the end goal of TQM programs.

Many firms explicitly consider quality to be one of their primary values in their mission statement. Perceived quality is often the key positioning dimension for corporate brands such as Toshiba or Ford and other brands that range over product classes such as Weight Watchers, Kraft, and store brands such as Safeway Select. Because these brands span product classes, they are less likely to be driven by functional benefits, and perceived quality is likely to play a larger role.

Further, for many brands perceived quality defines the competitive milieu and their own position within the milieu. Some brands are price brands, and others are prestige or premium brands. Within those categories, the perceived quality position is often the defining point of differentiation (Aaker, 1996).

2.1.2 Service Quality

Service quality is often conceptualized as the comparison of service expectations with actual performance perceptions (Zeithaml et al., 1990). The gap model of service quality is based on

the idea that service quality is a function of the gaps between expectations and perceptions (P - E). It has been proposed that service quality is a multidimensional concept (cf. Parasuraman et al., 1985). Five key dimensions of service quality have been identified. The first dimension is reliability which is defined as the ability to deliver the promised service dependably and accurately. It is about keeping promises - promises about delivery, pricing, complaint handling, etc. The second dimension is responsiveness which can be described as the willingness to help customers and provide prompt service. This dimension stresses the service personnel's attitude to be attentive to customer requests, questions and complaints. The third dimension is assurance which is the service quality dimension that focuses on the ability to inspire trust and confidence. The fourth dimension is empathy which is the service aspect that stresses the treatment of customers as individuals. Finally, tangibles are the service dimension that focuses on the elements that represent the service physically, (Parasuraman et al., 1985).

The five dimensions were the bases for the development of the SERVQUAL instrument which has been widely used to explain the service quality gaps. This instrument has also been widely criticized regarding its reliability and validity and several authors have suggested that perception scores alone offer a better indication of service quality (Cronin and Taylor, 1992; Teas, 1993; Strandvik and Liljander, 1994). Furthermore, application of the SERVQUAL approach is by definition limited to existing services since experience and performance must both be taken into account. Hence, the quality of service innovations can hardly be measured. Also, additive relationships between service dimensions are implied by the model, while this may not be a realistic assumption (Cronin and Taylor, 1992; Teas, 1993).

Finally, Gronroos (1993) has emphasized the importance of developing an adaptation of the instrument that takes into account the role of expectations from a dynamic perspective. In the service quality literature, several of these critiques have been explicitly addressed (Zeithaml et al., 1996). An important advantage of the SERVQUAL instrument is that it has been proven valid and reliable across a large range of service contexts, such as a dental school patient clinic, a tyre shop (Carman, 1990), discount and department stores (Finn and Lamb, 1991; Teas, 1993), hospitals (Babakus and Mangold, 1992) and higher education (Boulding et al., 1993). Although

it has been demonstrated for some services the SERVQUAL instrument needs considerable adaptation that (Dabholkar et al., 1996), it still seems the best alternative for cross-sectional research and industry benchmarking (Fitzsimmons and Fitzsimmons, 1994). A considerable number of authors have argued that service quality is an important determinant of service loyalty but its exact relationship has remained unclear (Gremler and Brown, 1996).

2.1.3 Determinants of Service Quality

Word-of-mouth, personal needs and past experience creates an expected service (Expectation of the service). The perceived service is compared with the expected service by the customer and this leads to the perceived service quality as the result. Between the expected service and the perceived service could appear a gap if the perceived service does not match with the expected service. Parasuraman, Zeithaml and Berry (1985) identified ten determinants of service quality that may relate to any service:

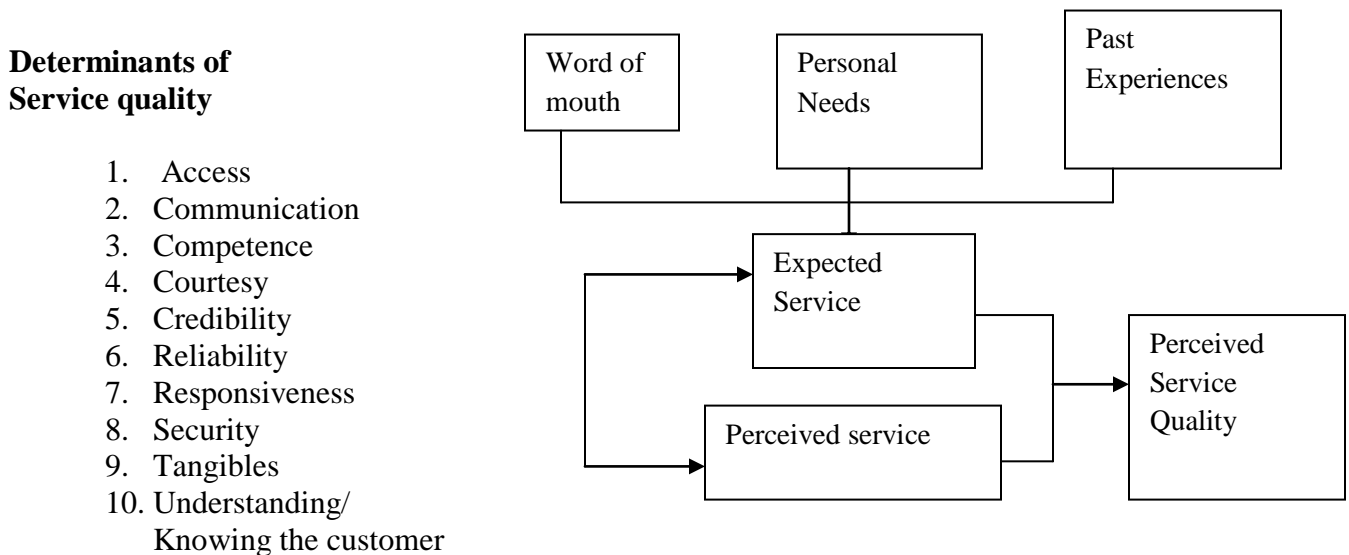


Figure 1 Source; (Parasuraman, A., Zeithaml, V.A. and Berry, L.L., 1985). A conceptual model of service quality.)

(a) Competence (Possession of the required skills and knowledge to perform the service: knowledge and skill of the contact personnel, knowledge and skill of the operational support personnel, research capability of the organization)

(b) Courtesy (Politeness, respect, consideration and friendliness of the contact personnel: consideration for the customer's property, clean and neat appearance of public contact personnel)

(c) Credibility (Trustworthiness, believability and honesty. It involves having the customer's best interest at heart: company name, company reputation, personal characteristics of the contact personnel)

(d) Security (Freedom from danger, risk or doubt: physical safety, financial security, confidentiality)

(e) Access (Approachability and ease of contact: Service is easily accessible, waiting time to receive service is not extensive, convenient hours of operation, convenient location of service facility)

(f) Communication (Informing the customers in a language they can understand and listening to them. It may mean that the company has to adjust its language for different consumers: explaining the service itself, explaining how much the service will cost, and explaining the tradeoffs between service and cost, assuring the consumer that the problem will be handled)

(g) Understanding/ knowing the customer (Making the effort to understand the customer's needs: understanding customer's specific needs, providing individualized attention, recognizing the customer)

(h) Tangibles (Physical evidence of the service: appearance of physical facilities, tools and equipments used to provide the service, appearance of personnel and communication materials, other customers in the service facility)

(i) Reliability (The ability to perform the promised service dependably and accurately: service is performed right at the first time, the company keeps its promises in accuracy in billing, in keeping records correctly and in performing the services at the designated time)

(j) Responsiveness (The willingness and/or readiness of employees to help customers and to provide prompt service, timeliness of service: mailing a transaction slip immediately, setting up appointments quickly). (Parasuraman et al, 1985).

In a further study, (Parasuraman et al, 1988), the gap model used a series of procedures, including individual interview and focus groups, and collected quantitative data from more than 1,000 users of five different services. They condensed the ten dimensions by correlation analysis into five main dimensions of service quality as reliability (dependable, accurate performance), responsiveness – (promptness and helpfulness) assurance (competence, courtesy, credibility, security), empathy (easy access, good communication, understand the customer) and tangibles (appearance of physical elements). Customers' assessment of each of the five dimensions is measured by comparing scales of customers' expectations and actual experiences of a scale of twenty-two – item scale approximately four items per dimension.

2.1.4 Grönroos' Perceived Service Quality Model

In Grönroos' Perceived Service Quality model, expectations are a function of market communications, image, word of mouth, and consumer needs and learning, whereas experience is a product of a technical and functional quality, which is filtered through the image of personal experiences.

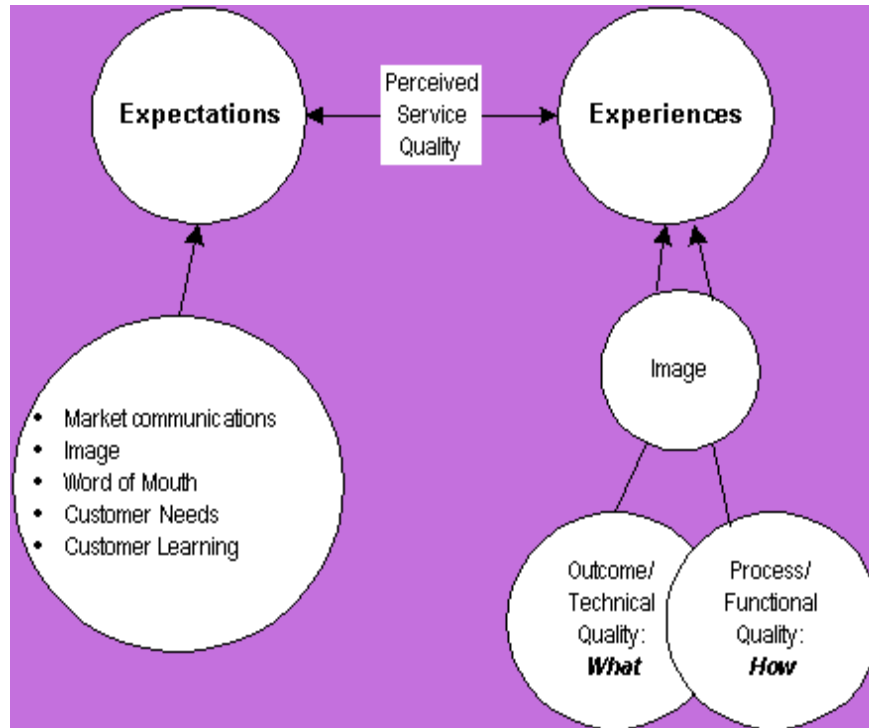


Figure 2 Grönroos' Perceived Service Quality model

Source; Parasuraman et al, (1985)

Grönroos more clearly shows the existence of a perception gap, although there is no suggestion of "delighting" only of narrowing the gap. However the model has more practical application as it shows factors that contribute to each side of the gap. It demonstrates that the supplier can affect both sides of the gap – most notably by managing customer expectations. In addition it illustrates that the customer experience is a product of the image of supplier quality, not just the actuality. Clearly marketing as well as process and technical quality has an effect on the perception gap.

2.2 Empirical Literature Review

Previous research has confirmed a positive relationship between service quality and consumer satisfaction. However, the majority of studies indicated that service quality influences behavioral intention only through satisfaction (e.g., Anderson and Sullivan, 1993; Gotlieb, Grewal, and Brown, 1994), while others argued for a direct effect (e.g., Boulding, Zeithaml, Kalra, Staelin, and Zeithaml, 1993; Parasuraman, Zeithaml and Berry 1988, 1991).

In Cronin and Taylor's (1992) empirical study, it was proposed that perceived service quality has a significant impact on purchase intentions. However, the results showed a significant impact of perceived service quality on consumer satisfaction, which influenced the purchase intention indirectly. Recently, Cronin, Brady, and Hult (2000) suggested that service quality would directly and indirectly lead to favorable behavioral intentions simultaneously. They found that service quality had a direct effect on consumers' behavioral intentions in four of the six tested industries, and an indirect effect through satisfaction on loyalty in all six industries.

Brown and Swartz (1989) examining patients' expectations of and experiences with physician services, they uncovered various gaps. Inconsistencies in expectations and experiences can and do have an adverse effect on the evaluation of service performance. More important, inconsistencies between patient and physician perceptions of service experiences also are reflected in the medical service evaluation. Incongruence's could lead to the patient offering negative word-of-mouth comments about the physician and his or her practice. In contrast, congruently perceived experiences are likely to bond the patient to the physician and encourage referrals to the practice from the patient.

Examination of the perceptions of both parties in an exchange is a way to identify gaps in expectations and experiences. Once inconsistencies have been identified, strategies and tactics for achieving more congruent expectations and experiences can be initiated. Compatible expectations and experiences can be achieved by altering the provider's behavior and expectations and/or by altering the client's expectations and experiences. Greater consistency, in turn, leads to a more positive service encounter and enhances the likelihood that the experience will evolve into a longer term client-provider relationship.

Parasuraman, Zeithaml, & Berry (1985), exploratory research (focus group and in-depth executive interviews) offered several insights and propositions concerning consumers' perceptions of service quality. Specifically, the research revealed 10 dimensions that consumers use in forming expectations about and perceptions of services, dimensions that transcend different types of services. The research also pinpointed four key discrepancies or gaps on the service provider's side that are likely to affect service quality as perceived by consumers. The

major insights gained through the research suggest a conceptual service quality model that spans both academic and practitioner interest in service quality and serve as a framework for further empirical research in this important area.

Bolton and Drew (1991) in their study of Customers' Assessments of Service Quality and Value found out that a key determinant of overall service quality is the gap between performance and expectations (i.e., disconfirmation). The results of the study showed that for residential customers, perceived telephone service quality depended on the disconfirmation triggered by perceived changes in existing service or changes in service providers. A customer's assessment of overall service quality is also directly affected by perceptions of performance levels. The findings were consistent with the CS/D literature, but it is a new finding for the service-quality literature. It is interesting to note that disconfirmation explains a larger proportion of the variance in service quality than performance, whereas, in prior studies, performance explains a larger proportion of the variance in customer satisfaction than disconfirmation (Churchill and Surprenant 1982).

Cronin & Taylor (1992) in their study of Measuring Service Quality investigated the conceptualization and measurement of service quality and the relationships between service quality, consumer satisfaction, and purchase intentions. The major conclusion from the study is that marketing's current conceptualization and measurement of service quality are based on a flawed paradigm. The study presents empirical and literature support suggesting that service quality should be measured as an attitude. The performance-based scale developed (SERVPERF) is efficient in comparison with the SERVQUAL scale, which reduces by 50% the number of items that must be measured (44 items to 22 items). The analysis of the structural models also supports the theoretical superiority of the SERVPERF scale, only the model that uses the SERVPERF scale consistently confirmed. These factors, along with the failure of the 5-component SERVQUAL model, support the use of a performance based measure of service quality.

Cronin and Taylor (1992) also addressed the questions on managerial issues. The results suggest that service quality is an antecedent of consumer satisfaction and that consumer satisfaction exerts a stronger influence on purchase intentions than does, service quality. Thus, managers may need to emphasize total customer satisfaction programs over strategies centering solely on service quality. Perhaps consumers do not necessarily buy the highest quality service; convenience, price, or availability may enhance satisfaction while not actually affecting consumers' perceptions of service quality. Finally, the results also suggest that the scale items that define service quality in one industry may be different in another. Perhaps high involvement services such as health care or financial services have different service quality definitions than low involvement services such as fast food or dry cleaning. Managers and researchers therefore must consider the individual dimensions of service quality when making cross-sectional comparisons.

Managers should be able to adjust their marketing strategies more effectively when the full set of individual scale items are considered. The research has only begun to address the many issues that are important in the management of services. The findings undoubtedly raise more questions than they answer, but the questions address - how the service quality construct should be measured and how service quality is related to consumer satisfaction and purchase intentions are arguably among the most important concerns in services marketing.

Future studies should consider other attitude-based conceptualizations and extend beyond the four service industries sampled in our study. The nature of the relationship between consumer satisfaction and service quality appears to be an area in great need of additional exploration. Investigations of the roles of satisfaction and service quality in predicting market share also appear well directed and may enhance our understanding of the role of these constructs in the formation of purchase intentions. The failure of service quality to affect purchase intentions consistently should be a concern for both managers and researchers. Perhaps consumers do not always buy the best quality service. Might they instead purchase on the basis of their assessment of the value of a service? Perhaps future research should develop measures of service performance that utilize other criteria, such as value, for determining whether a service is

purchased. Finally, our study is specific to a service context. Generalizing the results to goods industries may not be possible. The ever-increasing magnitude of the service sector simply underscores the need for managers and researchers alike to increase the attention directed at the important issues in the marketing of services.

Other local studies on service quality by Mutuku (2006), focused on Ministry of Finance, and concluded that the perception of the services offered by the ministry was rated as good by 93% of the customers. Both the customers and the ministry seemed in agreement that the service quality in the ministry could be enhanced by better integration and co-ordination between the ministry and its customers which can be achieved by technological integration and expanding customer participation in allocation of more resources and funding decisions. The ministry should thus look for ways through its agencies like Kenya Revenue Authority, to generate revenues to bridge the gap between government resources and customer expectations.

Lynn (2006) was on National Hospital Insurance Fund, concluded that hospitals are influenced to partner with NHIF as a service provider because of its reliability as an insurance service provider. The hospitals administrators have a high expectation for the entire service dimension. High expectations are on the service dimension of understanding/knowing the customer, tangible, credibility and responsiveness. Low service expectations were for the dimension of courtesy and access. Perception of NHIF service delivery from the hospital administrators are reliability, credibility and communication. Low perceptions were in dimension of understanding the customer and responsiveness.

Maina (2006) in her study on service quality offered by Kenya Judiciary concluded that, judiciary offers crucial services and their quality is paramount to all its users. Overall reliability of services is the most important. The private legal practitioners expect a relatively high level of service quality and they are in agreement on the importance of the various service quality dimensions. Assurance factors were rated second on importance but very close to responsiveness aspects which were a close third. Empathy factors ranked fourth on the importance scale while tangibles came a distance fifth.

It is therefore clear that the service quality in the Kenyan Judiciary is way below private legal practitioners' expectations. This is more severe on assurance that the service will be delivered and on adequacy of the tangibles especially the court facilities. Jerotich (2008), in her study on the perception of consumers in Mombasa on the quality of service by National Hospital Insurance Fund wanted to establish if there is a gap between the customers' expectations and perception of service quality at the company. The results of the data analysis were characterized by high standard deviation on some of the factors pointing out a wide spread in results between customers. This showed a disagreement among the customers in their expectations on the variables tested. Other factors however, showed a low standard deviation indicating there was minimal spread customers.

The findings in the above studies have been carried out in private/parastatal organizations which are profit oriented hence results are different due to different circumstances of operations. Service quality may not be a serious consideration at the School of Business because many factors may contribute to lack of commitment in offering the best quality service compared to other private organizations. The findings in the above studies may be replicated in the current studies as customer expectations are universal regardless of the nature of the organization. The service quality rendered by the School of Business to the students must meet their expectations and experiences as the main customers of the university despite it being a public university as it offers a service to clients just like any other organization whether profit or non-profit oriented. The research is a case study focusing on a public institution that is not a profit making enterprise which differs from other studies which were mainly profit oriented.

2.3 Summary of Literature Review

The most authoritative literature on the service quality is the model as propounded by Parasuraman et al, (1985). From this model, there are several determinants of service quality which measure the quality of service given in an institution and they include access, communication reliability, credibility, responsiveness, security, tangibles understanding the customers and competence. Gronroos' (1987) indicates that expectations are functions of market communication, image, word of mouth, and consumer needs and learning, whereas

experience is a product of a technical and functional quality, which is filtered through the image of personal experiences.

Lynn (2006), in her study of perception of NHIF service by hospital administrators found out that low service expectations were for the dimension of courtesy and access and high expectations were on the dimensions of understanding/knowing the customer, tangibles, credibility and responsiveness. Maina (2006) found out that overall reliability of services is the most important dimension for services offered by the Kenyan Judiciary. She concluded that judiciary offers crucial services and their quality is paramount to all its users. The private legal practitioners expect a relatively high level of service quality and they are in agreement on the importance of the various service quality dimensions. Assurance factors were rated second on importance but very close to responsiveness aspects which were a close third. Empathy factors ranked fourth on the importance scale while tangibles came a distance fifth.

In conclusion this study was to find out whether the determinants of service quality at the School of Business can be identified in measuring the service quality perception. The study has sort to establish whether the elements that make up these determinants of service quality can be identified at the school of business. The presence of these elements is an indicator of high levels of service quality at the institution. Where these elements are absent, this is to be interpreted as an indication of low levels of service quality.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

The research design for the study is descriptive study method because it determines and reports the way things are. It involves gathering data that describe events or attitudes or the characteristics of phenomenon and specifically the perceived service quality at the School of Business. It often uses graphics such as graphs and charts to aid the reader in understanding the data distribution. Under this study, the researcher is able to define the questions that are to be answered and ensure that the data collected are relevant to the questions raised. Descriptive research is often used as a pre-cursor to quantitative research designs, the general overview giving some valuable pointers as to what variables are worth testing quantitatively.

3.2 Population

The research population consists of the currently enrolled at the School of Business. The entire student population is approximately 2,000 enrolled in different courses at any specific time. However, the students who are on campus are about half this number as some are on holiday while others are off campus.

3.3 Sampling

The researcher selected the School of Business which is under the College of Humanities and Social Sciences from which the study elements was drawn. The researcher selected 100 respondents in total where 56 were females and the other 44 were males. 8 PhD students, 15 MBA day time students and 15 MBA evening students, 60 respondents from the undergraduate, 20 from the regular group, 20 from the evening group and another 20 from the day time group. The elements were selected using the convenience sampling. The researcher preferred this method of convenience sampling to identify the study elements from each of the participating departments since the students could easily be located in their respective classes using the class timetable. The researcher got into the classroom fifteen minutes before the lesson began and gave the questionnaires to the students who were already in class.

3.4 Data Collection Methods

The data that was collected on students' perception of service quality at the school of business, where the respondents provided the primary data that was collected using questionnaires. The questionnaire sort answers on the challenges encountered in service delivery, the state of the facilities, service reliability, and efficiency of the services and the effectiveness of the communication channels in the school.

The questionnaires were self-administered as the respondents were given questionnaires to fill without supervision by the researcher at the time of distribution. The researcher then collected the questionnaires immediately the students finished as it was hard to trace the respondents later. The questionnaire was structured in a logical manner such that the information required on the research study was obtained easily.

3.5 Data Analysis

The data was first edited in order to sieve any unnecessary information that may have been supplied by the respondents. In editing, the researcher tested the data for validity, consistency, accuracy and uniformity. After the data was edited it was analyzed using tabulations and graphs. The data was grouped to determine those parameters that are closely related and also to make it easier for the researcher to draw conclusions there from. The researcher used the Statistical Package for Social Sciences (SPSS) version 16 to analyze the data and generate descriptive statistics for the study. This eased the analysis of data as it showed the extent of service quality and the perception by the students.

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents the data that was collected on the students' perception of service quality in the School of Business at the University of Nairobi. The research was conducted among students currently enrolled in School of Business. Questionnaires distributed were 100 and the response rate was 100 as they were distributed using the convenience sampling method. No questionnaires were left with the respondents to be collected later. The research was able to establish the results analyzed and discussed in this chapter.

4.2 Demographic information

The study sought to determine the gender of the respondents as well as their levels of education. The results are as indicated in the table 1 and figure 4.1 below.

Table 4.1 Demographic Information

Gender	Postgraduate Frequency	Percentage %	Undergraduate Frequency	Percentage	Not Specified	Total
Male	14	14%	28	28%	2%	44
Female	24	24%	32	32%	0%	56
Total	38	38%	60	60%	2%	100

Source: Researcher 2011

The respondents in the study were 44 males and 56 females making a total of 100. Post graduates respondents were 38 (38%) while undergraduates were 60 (60%) and 2 respondents did not indicate their level of study. This number of respondents was assumed to be representative of all the students in the school though the numbers were not as specified in the methodology but the deviation was only 2 (2%) students in the post graduate level which could be the ones that did not indicate their level of study. The distribution of the respondents is replicated in the demographics chart below.

4.3 Physical facilities

The data collected from the students in the School of Business of the University of Nairobi rated parking space as the worst performer while furniture comfort was the best performer as indicated by table 4.1. The lack of parking space may be an indicator of increasing in the number of students who commute to and from home especially module II students. The other poor performers include cafeteria facilities, lighting, room tidiness and classrooms adequacy. These factors of service quality have the highest percentage of respondents stating that the service is very bad. The large number of students and lack of government subsidized catering services may be the reason for the poor performance of cafeteria service. Adequacy of classrooms, another poor performer is also an indicator of the large number of students attending courses in the school of business. The best performer under physical facilities as indicated by respondents was furniture comfort followed by furniture adequacy. This may be attributed to the rapid growth the college has been undergoing in terms of student numbers and this has forced the college to acquire new furniture for the lecture rooms. The response from respondents in study for physical facilities is represented by table 4.1 below.

Table 4.2 Physical Facilities Aspects

	1		2		3		4		5	
Variables (V)	(F)	(%)	(F)	(%)	F	%	F	%	F	%
Classrooms Adequacy	10	10%	40	40%	22	22%	16	16%	12	12%
Classrooms size	5	5%	42	42%	27	27%	18	18%	12	12%
Rooms' tidiness	8	8%	43	43%	30	30%	12	12%	7	7%
Furniture adequacy	12	12%	51	51%	24	24%	13	13%	-	-
Furniture comfort	18	18%	49	49%	20	20%	10	10%	3	3%
Rooms' ventilation	9	9%	41	41%	29	29%	14	14%	7	7%
Lighting	8	8%	47	47%	23	23%	19	19%	11	11%
Washrooms	13	13%	44	44%	21	21%	16	16%	6	6%
Parking space	4	4%	40	40%	29	29%	16	16%	11	11%
Cafeteria	7	7%	50	50%	36	36%	13	13%	4	4%
Bookshop facilities	14	14%	46	46%	29	29%	9	9%	2	2%
Library facilities	10	10%	39	39%	32	32%	13	13%	7	7%

Source: Researcher 2011

4.3.1 Physical Facilities Aspects Summary Statistics

To show the overall rating of the physical facilities by students in the school of business, at the University of Nairobi, the summary statistics in table 4.2 indicates the student's responses. On average the physical facilities are rated as average with a mean of 2.4 implying they lie between good and neutral. This is an indication that in the school of business, facilities may not be adequate due to the high number of students. The standard deviation for the sample study was a low 0.2 which implies that the answers from the respondents did not vary much.

Table 4.3 Physical Facilities Aspects Summary Statistics

Mean	2.494318
Median	2.454545
Mode	2.409091
Standard Deviation	0.281726
Confidence Level (95.0%)	0.179

Source: Researcher 2011

It is an indicator that the students from both undergraduate and post graduate courses are faced with the same challenges in terms of physical facilities. The median and mode are both at 2.4 indicating that there is consistency with the mean which is also within the same range. This indicates that there is consensus among respondents that physical facilities are by and large inadequate at the school of business.

4.4 The human resource aspects that affect service quality

The study sought to determine how the students rated the attitudes of staff and other human resource aspects in the school of business. This is an area of major concern as staff in the school of business are supposed to be committed to their work and to their customers as well. There is general consensus that staffs in the school of business have low public relations, that they dismiss queries from their customers without addressing their concern and have a negative attitude towards work. While this was the expected results, the observed results on human resource aspects for the study are analyzed, presented and discussed in table 4.2 and table 4.4.

Table 4.4 Human Resource Aspects

	1		2		3		4		5	
Variables (V)	(F)	(%)	(F)	(%)	(F)	(%)	(F)	(%)	(F)	(%)
Library Service efficiency (staff)	10	10%	30	30%	32	32%	18	18%	10	10%
Personal attention	11	11%	34	34%	38	38%	10	10%	7	7%
Staff competence	9	9%	39	39%	34	34%	14	14%	4	4%
Lecture delivery	7	7%	44	44%	29	29%	10	10%	10	10%
Staff reliability	23	23%	42	42%	20	20%	12	12%	3	3%
Responsiveness of staff and systems	8	8%	38	38%	27	27%	21	21%	6	6%
Consistency of performance	13	13%	40	40%	28	28%	12	12%	7	7%
Communication skills	21	21%	47	47%	20	20%	10	10%	2	2%
Staff courtesy	10	10%	35	35%	28	28%	15	15%	12	12%
Price of service	9	9%	39	39%	22	22%	17	17%	13	13%

Source: Researcher 2011

The respondents indicated that the best human resource aspect at the school of business was communication skills with only 2 students rating it as bad. The adoption by the university of computer based information dissemination may be the reason for the high rating of communication skills as channels of communication were not specified. The other highly rated human resource aspect is the reliability of staff. The observed results from the study are an indication that the questions covered both the faculty and support staff. The faculty staffs are knowledgeable on their subject matter and could be the reason for reliability. The support staff however may not be reliable as they are not co-operative and rude. This clarification would be necessary in future research in the area as questions meant for faculty could be answered for support staff.

The worst performer among the human resource aspects is staff courtesy and price of the service of the study variables. Courtesy of staff and the price of the service aspects are rated lowly require serious attention by the school of business. This is an indication that students at the school of business perceive the price (fees) paid for their studies as too high. There is an

indication that the staffs are not courteous while dealing with students indicating poor customer relations.

The observations contradict the research expectations as the respondents indicate that staffs have good communication skills. This could be an indicator of lack of understanding of the question as personnel with good communication skills are expected to show courtesy to customers or clients. This is not the case for school of business.

4.4.1 Descriptive Statistics for Human Resource Aspects

The summary statistics for Human Resource Aspects showing the overall assessment by the respondents as indicated by table 4.4.

Table 4.5 Descriptive Statistics for Human Resource Summary

Mean	2.304545
Standard Error	0.19645
Median	2.397727
Mode	2.636364
Standard Deviation	0.621231
Confidence Level (95.0%)	0.444402

Source: Researcher 2011

The human resource aspects have a mean of 2.3 which is the median for the measure between very good and very neutral. This is an average performance which implies that they rank between good and neutral for the human resource aspects. The median and mode are 2.397 and 2.6363 are close to the mean indicating that the answers were similar for respondents. This variable shows the highest standard deviation at 0.625, an indicator that answers from students showed the widest variation under human resource aspects. It indicates that the students perceive human resource aspects in the school of business from varying degrees. This is an expected observation as attitudes are quite subjective to measure as opposed to physical

facilities which are easier to measure as they are tangibles. Intangibles are always expected to have wider variations due to their subjective nature of interpretation among individuals.

4.5 Teaching and learning materials aspects

The respondents were asked to rate the teaching learning materials present in the school of business. The respondents' answers showed the results indicated in table 4.5.

Table 4.6 Teaching and Learning Material Aspects

Aspects	Ratings
Level of Information Technology	2.33
Reference Materials Availability	2.64
Reliability of Learning Materials	2.38

Source: Researcher 2011

Students perceive availability of learning materials as the worst performer, followed by reliability of learning materials while level of Information Technology ranks the highest. This may be attributed to the fact that learning materials in the library may be old and students may perceive them as unreliable. The adoption of online registration and dissemination of results and other learning materials may have contributed to the good performance on the level of Information Technology.

4.5.1 Descriptive Statistics for Teaching and Learning Materials

The summary statistics for the teaching and learning materials show the overall answers for the materials as indicated in table 4.6.

Table 4.7 Descriptive Statistics for Teaching and Learning Materials

Mean	2.446969697
Median	2.386363636
Standard Deviation	0.167525336
Sample Variance	0.028064738
Confidence Level (95.0%)	0.416156005

Source: Researcher 2011

The mean score for learning materials is 2.44 which indicate that they lie half-way between good and neutral. The deviation for this variable is a low 0.16 which is expected for physical or tangibles. These are easier to rate and their measures are likely to be more objective than intangibles among the respondents.

4.6 Qualitative Data Analysis

From the study, the following is the summary of the answers and the tally for each of the aspects considered as the most important concerning service quality.

Table 4.8 Qualitative Data Analysis

Aspects	Frequency	Percentage (%)
Staff commitment	27	10.97
Personal attention	27	10.97
Physical facilities	72	29.27
Reference material	36	14.63
Information Technology	15	6.10
Library Service	27	10.97
Responsiveness	21	8.54
Price	15	6.10
Bookshop facilities	6	2.44
Total		100%

Source: Researcher 2011

According to answers from the respondents the most important aspect of service quality requiring immediate attention in the school of business was physical facilities. This was expected as the number of students in the school has been increasing at a high rate and not

commensurate with the expansion of physical facilities. The other aspect that requires immediate attention by school of business was accessibility of information. This is closely followed by reference material availability, personal attention and library services in that order. The least important aspect was bookshop facilities that could be explained by the reliance of students on library services. The recent double intake of students and admission of module II may be the reason for the increased congestion in the school of business.

CHAPTER FIVE: SUMMARY, DISCUSSIONS AND CONCLUSION

5.1 Introduction

This chapter comprises the summary of the findings in the study, discussions and conclusions of the study, comparisons and contrasts of other findings from the previous research on service quality. This chapter also gives the recommendations that may be implemented to improve the quality of service delivery and suggestions for further research.

5.2 Summary of Findings

This summarises the findings of the study from the data collected from the respondents and analysed in the previous chapter. The students perceive the quality of service for all as slightly above average or between neutral and good. There are various aspects of service quality that are performing below the required standards while other at an average performance.

The study found out that the physical facilities in the school of business as inadequate attributed to the high number of students. From the study it can also be deduced that public relations are poor. The study indicated that staff in the school of business have poor attitude towards students. For learning and teaching materials, it was established that these are perceived as average. The study also indicated that physical facilities require immediate attention.

5.3 Discussions and Conclusions

From the observations made in the study at the school of business in the University of Nairobi the following conclusions can be made regarding students perception of service quality. The best performing attributes is reliability of staff, lecture delivery and communication skills. The study by Maina (2006) found out that the overall reliability of services is the most important dimension for services offered by the judiciary. Her conclusion was that judiciary offers crucial services and their quality is paramount to all its users. That assurance factors were rated second the importance but very close to responsiveness aspects which were a close third. Empathy factors ranked fourth on the importance scale while tangibles came a distance fifth.

Information Technology may rank the highest as the University of Nairobi has adopted networking as a major component of their processes. Students can register for courses online, book for hostels, receive learning materials and examination results without visiting the offices. This may have brought about the contradicting results where communication skills are rated highly and staff courtesy rated very low. Overall perception of the students as regards issue of courtesy is poor and price of service is quite expensive. The worst performing of the main determinants is the physical facilities aspect. Physical facilities indicate deficiencies in terms of cafeteria services, classrooms, lighting and parking space. The poor performance of physical facilities is an indication of the rapid expansion in number of students joining the school but the physical facilities are not expanding at the same rate. While the study by Mutuku (2006) that focused on the service quality in the ministry of finance concluded that the perception of the services offered by the ministry was rated as good by the majority of the customers.

Of the individual aspects of service quality, the worst performing aspects is the parking space, followed by courtesy of staff and price of the service. This indicates that university must address issues of parking for students, especially Module II students who attend classes in the evening and may have cars. The increased shift of university education to commercial buildings with parking available in the streets could be the reason for its poor performance.

Students also perceive staff courtesy and price of the service as major individual aspects of service quality determinants. The school need to train their staff on public relations especially those in the frontline. How staff treat customers (students) is crucial on how the students perceive the quality of service. The increased number of students in Module II could also have contributed to price of service being a poor performer. These students pay the fees from their pockets and are likely to be price sensitive. High fees, especially for Module II programmes, may create the impression of profiteering hence its poor performance. In the research by Lynn (2006) in the study of perception of National Hospital Insurance Fund service by hospital administrators found out that low service expectations were for the dimension of courtesy and access and high expectations were on the dimensions of understanding/knowing the customer, tangibles, credibility and responsiveness.

Students at the school of business perceive the need to upgrade physical facilities as the aspect that requires immediate attention. As discussed earlier, this could be due to the increasing number of students seeking higher education from facilities meant to cater for fewer numbers. Availability of reference materials also seems to require immediate attention and the school could resort to online research engines to disperse reference materials and learning materials as well. This platform is less restrictive and could be available 24 hours 7 days a week. In the study by Mutuku, the customers and the ministry seemed in agreement that the service quality in the ministry could be enhanced by better integration and co-ordination between the ministry and its customers which can be achieved by technological integration and expanding customer participation in allocation.

In conclusion, service quality is a paramount aspect to all the organizations. Therefore, the organizations need to improve on the aspects of service quality that are not performing well so as to make sure that customers get the best.

5.4 Recommendations

In overall, the service quality rating for the school of business is average. This shows that the school is perceived as offering students average quality services. This is despite the fact that the university is making a lot of money from the module two programs and have no excuse for poor performance. The poor service quality can be improved through:

The institution should address the public relations skills of staff especially due to their importance in service delivery. The staff may need to be trained on handling students as their customers and not as people who require skills and training at whatever cost.

There is need for the institution to make sure that the learning materials are updated and are available for the students. This may be made easier and possible through adoption of e-learning which university is beginning to adopt.

The institution should acquire more buildings outside the town that can be used to create room for more classrooms and parking space. Location of campus facilities in the outskirts of town will improve the quality of service reduce congestion in town and provide parking space for

students. This trend was adopted but it is being reversed as more students prefer town campuses for evening students.

The price of the service could also be reviewed to ensure that module two students can afford service without strain. More funding needs to be availed for the institution to ensure they do not lose sight of the social service they offer for the common goal. Commercialization of education should be discouraged at all costs in order to minimise competition. The sponsorship of training by the government of students who pass their KCSE in private universities is a point worth revisiting.

5.5 Suggestions for Further Research

The research study focussed on perception of service quality by students. Further research may consider identifying the factors that contribute to this poor rating of the school of business and address the shortcomings.

Another area of research for future researchers could be in identifying the expectations of students as concerning university education. Are the expectations in line with available resources or they may be misplaced in regarding university education as an ivory tower.

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APPENDIX 1

Questionnaire

Section A

Introduction

Am a student undertaking a Masters degree at the University of Nairobi and conducting a survey on students 'perception of service quality at the School of Business. Please feel free to provide the necessary information as requested to facilitate this study. The information will be strictly for research purposes and will not be used for any other purpose.

- 1 Name (Optional)
- 2 Course of study
- 3 Years of Study 4 Years ☐ 3 Years ☐ 2 Years ☐ 1 Year ☐
- 4 Level of Study Postgraduate ☐ Undergraduate ☐
- 5 Gender Female ☐ Male ☐

Section B

6. Determinants of service quality

At the School of Business physical facilities aspects are likely to affect the service quality. Please rate the following aspects of service quality in your opinion as: Use a scale of 1-5 where

1= Very good 2= Good 3= Neutral 4= Bad 5= Very bad

	1	2	3	4	5
• Classrooms Adequacy					
• Classrooms size					
• Rooms' tidiness					
• Furniture adequacy					
• Furniture comfort					
• Rooms' ventilation					
• Lighting					
• Washrooms					

• Parking space					
• Cafeteria					
• Bookshop facilities					
• Library facilities					

7. The following Human Resource aspects are likely to affect the delivery of service quality at the School of Business. Please rate them in your opinion as: Use a scale of 1-5 where

1= Very good 2= Good 3= Neutral 4= Bad 5= Very bad

	1	2	3	4	5
• Library Service efficiency (staff)					
• Personal attention					
• Staff competence					
• Lecture delivery					
• Staff reliability					
• Responsiveness of staff and systems					
• Consistency of performance					
• Communication skills					
• Staff courtesy					
• Price of service					

8. The teaching/learning materials aspects are likely to affect the delivery of service quality at the School of Business. Please rate them in your opinion as: Use a scale of 1-5 where

1= Very good 2= Good 3= Neutral 4= Bad 5= Very bad

	1	2	3	4	5
• Level of information technology					
• Reference materials availability					
• Reliability of learning materials					

What would be the four most important aspects of service quality you would consider as requiring immediate attention at the School of Business due to its low quality?

1.

2.....

3.....

4.....

Thank you for your co-operation.