

**STUDENT PERCEPTION ON SERVICE DELIVERY AT MOI UNIVERSITY:
A CASE STUDY OF PRIVATELY SPONSORED STUDENT PROGRAMME (PSSP)
IN ELDORET WEST CAMPUS, KENYA**

Jacob M. Katamei (Corresponding author)
P. O. Box 7702-30100 Eldoret, Kenya
Tel: +254-722669036 E-mail: jacobmerew@yahoo.com

Catherine Kiprof(PhD)
Moi University (Kenya) senior Lecturer
Department of Educational Management and policy studies
P. O. Box 3900-30100, Eldoret, Kenya
Tel. +254- 722283509 E-mail:catekiprof@yahoo.com

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ABSTRACT

Higher education institutions need to be concerned with how their students feel about their educational experience through their perceptions. The study investigated student perception on service delivery. It was based on service quality theory and employed case study research design. A sample of 324 students was selected from a population of 1080 students using random sampling technique to generated qualitative data using a questionnaire and respondents' observation. Data was presented in simple frequency tables and analyzed thematically. The study found academic content service delivery, administrative service delivery and physical facility service delivery as important processes as perceived by students and were satisfied with lecturers' attendance to lectures, management of exams, ability of staff to handle students' complaints and availability of sporting facilities. Students expressed dissatisfaction with inadequate teaching and non teaching staff, inadequacy of library services and poor maintenance of facilities. The study recommend university to expedite the recruitment of more teaching and non-teaching staff, expand library services and mobilize resources to adequately support the growing student population.

Key words: perception, service delivery, satisfaction, dissatisfaction

1.0. INTRODUCTION

1.1 Background of the study

Service delivery is a pervasive strategic force and a key strategic issue in any organization. It is no surprise that practitioners and academicians alike are keen on accurately measuring and understanding issues affecting service delivery. Today, many universities are being driven towards commercial competition imposed by environmental challenges. Generally, tertiary institutions need to be concerned not only with what the society values in the skills and abilities of their graduates, but also with how their students feel about their educational experience through their perceptions (Bemowski, 2001).

1.1.1 Higher Education in Kenya

The history of higher education in Kenya has its origins in the establishment of Makerere, a small Technical College in Uganda in 1922. From a small technical college it gradually expanded and admitted students from other east African countries including Kenya, Uganda and the then, Tanganyika (Chacha, 2004). It began offering the University of London's degree programmes and certificates in 1949 and was, for many years, the only higher level institution in east Africa. It was then referred to as the University College of East Africa (Chacha, 2004). In 1963 the college became the first University in East Africa when it was upgraded and named the University of East Africa, with two constituent colleges in the Kenya and Tanganyika. In Kenya the former Royal Technical College that had been established by the Asian community in 1956 became the constituent college. In 1970 the University of East Africa was split to create an autonomous university in each of the three countries, marking the establishment of the first University in Kenya, the University of Nairobi, when the constituent college was upgraded to a full University (Jowi et al, 2008). Due to pressure and public demand for higher education in Kenya, Moi University was established as the second university in 1984, followed by Kenyatta University in 1985, Egerton University in 1987, Jomo Kenyatta University of Agriculture and Technology in 1994, Maseno University in 2001 and Masinde Muliro University of Science and Technology in 2007 (Commission for Higher Education, 2012).

Private Universities have been established by various churches and private developers and currently there are a total of twenty-seven of these; fourteen of them having full accreditation, eleven having interim letters of authority with the remaining two having been issued with certificates of registration because they were established prior to the creation of the Commission for Higher Education (Commission for Higher Education, 2012).

1.1.2. Growth of Higher Education in Kenya

The physical expansion of universities in Kenya has been spectacular. In most cases this has taken the form of conversion of middle level colleges into constituent colleges and campuses. For example, between May and July of 2007 the following middle level colleges were converted into university colleges: Pwani, Chuka, Kisii, Kimathi Institute of Technology, the Kenya Polytechnic and Mombasa polytechnic. Meanwhile Kenya science, Taita Taveta, Kabianga and Kitui which were already campuses were upgraded to constituent colleges of the existing universities, i.e. the University of Nairobi, Moi University Egerton University, Kenyatta and Jomo Kenyatta University of Agriculture and Technology (Otieno, 2009). Further, between January and February 2008 another two middle level colleges, Narok Teachers' College and South Eastern College, were upgraded to constituent Colleges of Moi and Nairobi Universities (Jowi et al, 2008). By early 2012, there were fifteen constituent colleges affiliated to the seven public Universities.

The number of private universities also grew dramatically from one in 1991 to fourteen with four constituent colleges by the end of 2011. At this time universities with interim letters of authority totaled eleven while two had been registered prior to the setting up of the Commission for University Education and were awaiting the award of their charter. Bringing the number of private Universities to twenty- seven (Commission for Higher Education, 2012). In total the country had 34 universities and 19 constituent colleges by the end of 2011.

The impact of this sporadic expansion of university education has resulted into the prevalence of poor teaching and learning conditions; inadequate learning facilities; and further dilapidation of an

already inadequate infrastructure (Ntaranqwi, 2003). The situation has been compounded by the gradual withdrawal of government funding that began in earnest with the adoption of the World Bank support Structural Adjustment Programme a cost sharing policy (Republic of Kenya, 1988). In crumbling with diminished resources, public universities resorted to a flurry of survival techniques, such as the introduction of Private Sponsored Student Programmes (PSSP) otherwise known as Module II Programme and non teaching income generating ventures (Chacha, 2004). Moi University, for example established the following income ventures; consultancy, research and development, Business Unit, Production Units and Service Units, while the University of Nairobi incorporated a limited liability company to supplement its income (Chacha, 2004).

Nevertheless, issues of quality continue to be a critical area of concern in public Universities in Kenya, resulting in disruption of programmes because of boycotts by students (Otieno and Levy, 2007). Most universities were pushed beyond their capacities and, as a result, there are extremely large classes which made it difficult to manage lectures. Similarly, library facilities have been stretched beyond limits while congestion in the halls of residence has been a common feature (Otieno, 2009)

Sifuna (1998) notes that apart from the pressure on teaching, the quality of teaching facilities, the quality of teaching staff has also emerged as an issue of concern. While a PhD is a requirement qualification for securing a teaching position at universities. Similarly, publication is another requirement for university teaching is not emphasized. As such, universities teaching staff is compromised of many academicians who would otherwise not have qualified for such positions.

Poor conditions of service delivery and low salaries for teaching staff have forced these academicians into engaging in a flurry of income generating activities in order to supplement their meager incomes. Abagi (1999) notes that 50% of the teaching staff at Kenya's public universities teach at their own institutions and at other outside institutions and that only 5% of teaching staff engage in research while the rest are engaged in consultancies outside their universities.

1.1.3. Service Delivery in University Context

The service delivery therefore must satisfy and motivate clients so that they yearn for more and better quality education that makes them worthwhile stakeholders and collaborative partners in both public and private sectors of the economy (Tierney, 1998).

To this effect, Moi University vision and mission are achieved if the clients it serves are satisfied and motivated to participate in the service delivery systems dispensed. The extent of students' satisfaction will then act as a barometer, a yardstick and a benchmark against which world class is measured.

However, the concept of service delivery appears to have been given little attention if any. It is against this background that this research sought to take the debate further and investigate the service delivery aspect of the university. As a former student of the campus when I met with students occasionally, students are heard passing comments that express feelings of satisfaction and dissatisfaction.

These comments are strong indicators of student perceptions on service delivery and must be capitalized on. The more I heard these comments, the more I felt the pressure as a researcher to find

out the true picture of service delivery in the university hence an investigation into the service delivery.

1.2 Statement of the Problem

Service delivery has been a source of concern in most higher learning institutions for the last decades in Kenya. Public universities did not admit students commensurate to available physical facilities; consequently they experienced overstretched facilities due to unplanned student admissions by the management. There have been a lot of delays in the academic department; students do not receive their continuous assessment tests, assignments and exams in time. They have also been experiencing a lot of inconveniences in the finance department whereby they cannot be fully updated in their financial statements. They also experience problems in the computer laboratories and libraries since the equipments are not enough to cater for them which resulted to sharing. Ideally, higher learning institutions are expected to provide services to their students, which will in turn enhance learning and student satisfaction in all areas of learning environment.

PSSP was established to provide university service to students. Students who enroll in this programme have only one need, the need to be served. If they do not get this service they are disillusioned, dissatisfied and disturbed considering the value for their money. Such dissatisfactions can threaten the existence of the programme through dropouts and withdrawals. Students' dissatisfaction becomes a problem if it is there. To this effect, the statement of the problem is, 'what are the perceptions of students in PSSP towards University's service delivery?'

1.3. Objectives of the Study

The study was guided by the following research objectives:

1. To investigate the student perceptions towards service delivery processes at Moi University.
2. To determine satisfaction level of students on various services offered by the University.
3. To identify services that should be improved in Moi University.

1.5. Research Questions

The study was guided by the following research questions;

1. What are the students' perceptions towards service delivery processes at Moi University?
2. Are students satisfied with the various services offered at Moi University?
3. What services need to be improved at Moi University?

1.6. Assumptions of the Study

Certain assumptions have to be adhered to, to ensure the success of this study and to yield results that can be replicated. Assumptions are conditions that must hold true for the study to be conducted (Mhlanga and Kangai, 2002).

It was assumed that respondents (students) would respond to the research instruments willingly, sincerely, truthfully, honestly and with a fair degree of accuracy.

It was further, assumed that human behaviour and the ways in which respondents constructed and made sense of their lives would be highly variable and locally specific.

It was also assumed that the political and economic climate would impact adversely on the research itself, e.g. on how long the researcher would be allowed in the research location because of factors such as suspicion and general apathy.

It was assumed that patterns of socially acquired and shared behaviour could be discerned through experience (observations).

1.9. Significance of the Study

The University derives its mandate and legitimacy from the society through the provision of services and support that satisfy stakeholders (Kurasha, 2005). Therefore, stakeholder satisfaction is one of the strategic elements enshrined in the Strategic Plans and the main focus is to delight all the stakeholders, students being in the forefront. If students are satisfied with their studies, they are likely to stay on and complete their degree programmes, and if they are not, they are likely to drop out and it negatively impacts on the PSSP's goals and existence. As Tierney (1998) suggests, Universities must therefore focus on students, listen to their needs and desires, and serve them in appropriate ways.

1.10. Limitation of the Study

Limitations are those factors or conditions beyond the reasonable control of the researcher that impinge either on the execution of the study or the validity of the findings, or both (Moyo and Mumbengegwi, 2001). The limitations of this study are of both physical and conceptual nature. The following are some of the limitations: Time and financial constraints limited the size of the sample, the duration of the study and the geographical area covered.

While the above confounding circumstances could possibly affect the understanding of the results of the study, they were addressed and controlled by the research design used.

1.11. Theoretical Framework

The study was guided by service quality (SERVQUAL) model developed by (Parasuraman, Zeithaml & Berry, 1988). SERVQUAL model represents service delivery as the discrepancy between a customer's expectations for a service offering and the customer's perceptions of the service received, requiring respondents to answer questions about their expectations and their perceptions (Parasuraman, et al., 1988).

In relation to the study the student's perception is denoted by the expectations of a service being offered to them thus trying to perceive if it satisfies them or not. The concept of measuring the difference between expectations and perceptions in the form of the SERVQUAL gap score proved very useful for assessing levels of service delivery. The academic content, administrative service delivery and the institutional facility service delivery processes fill the gap when they perform satisfactorily.

The largest negative gaps, combined with assessment of where satisfaction is lowest, facilitate prioritization of service delivery improvement. Equally, if gap scores in some aspects of service do turn out to be positive, implying satisfaction is actually not just being met but exceeded, then this allows managers to review whether they may be "over-supplying" this particular feature of the service and whether there is potential for re-deployment of resources into features which are underperforming.

2.0 LITERATURE REVIEW

2.1. Higher Education in the Global Context

The implication of the effects of globalization on higher education are far reaching and include the commercialization of universities and emergence of private providers, like private companies and multinationals, alongside public providers of higher education. There is also an increase in the movement of students and scholars across borders and disciplines. Information communication technology has ushered in a new era of international service delivery methods, such as e-learning, while the market economy has accelerated the commercialization of educational services and the emergence of the phenomenon of 'importing' and 'exporting' education. With liberalization and improved government structures, the role of the government in the management of education is changing with the emergence of new actors and frameworks, such as regional and international dimension settings (Knight, 2008)

2.2. Higher Education in Africa

In the recent past higher education in Africa, as in other developing continents, has been undergoing far reaching transformation and meeting challenges that are associated with globalization as well as the impact of a knowledge economy and the adverse implication of worsening social, economic and political realities (Zezeza and Olukoshi, 2004). Against the backdrop of weakened economies due to Structural Adjustment Programmes, advance in technology have forced the transformation of universities from traditional 'development' ones to 'market' universities that are struggling to remain relevant. Universities struggle to provide relevant services in an environment of dwindling resources, increased demand for higher education, declining standards and a brain-drain as well as slow pace of economic growth. Recent changes include the crumbling of traditional disciplinary boundaries which have given rise to interdisciplinary configurations that imply new organizational forms of knowledge production, Dissemination and consumption (Zezeza and Olukoshi, 2004).

Zezeza and Olukoshi (2004) further observed that, the universities internal and external constituencies and competitors are more plural than ever as expectations of social access and accountability expand at the same time as the universities lose their monopoly of knowledge production and access to public resources. All of which recast their capacities to articulate a public voice and deliver public service. As a result, Zezeza and Olukoshi (2004) maintained that several issue confound or characterize challenges for African universities today. Firstly, African universities are being forced to develop new strategies to fund their operations. This gives rise to issues that confound these universities concerning their vision, priorities, governance and curriculum development.

Secondly, the emergence and existence of private universities is now a stable feature of higher education in Africa. Many of these universities are run by religious organizations for either profit or philanthropic reasons. This gives rise to questions about quality as well as access, equity, diversity and the secular foundation of the higher education system as a whole.

Thirdly, new networks and strategic alliances are emerging at national, regional and global level. This has largely been the result of the World Trade Organizations' General Agreement on Trade and Services, a move that was largely aimed at facilitating the trade in educational services between the North and the South.

Fourthly, universities in Africa are under pressure to provide education to a large number of students under conditions of resource constraints which leads to issues of delivery of academic programmes as well as sporadic growth and development (Jowi, et al., 2008).

2.3. Higher Education in Kenya.

Higher education in Kenya is experiencing changes in the form of expansion of the sector, diversification of provision, more heterogeneous student bodies, new funding arrangements, increasing focus on accountability and performance, global networking, mobility and collaboration. The universities in Kenya are struggling to ensure service delivery through enterprising, one of the measures to achieve is through private sponsored programmes such as PSSP. Such programmes have a relatively short history in higher education. The Session Paper No. 1 of 2005 on Policy Framework for Education, Training and Research has clearly brought out this fact by stating that “university education is particularly expensive to Government and is not sustainable within current resources. Universities will, therefore, have to reduce their dependence on the Government and diversify their sources of income as well as ensure more efficient and cost-effective use of institutional resources. They will also be required to establish comprehensive financial management systems that ensure efficiency in the application of resources, (Eshiwani, 2003).

In an attempt to bridge the gap between the budgetary allocations and actual expenditures, and to enhance service delivery, the University of Nairobi established University of Nairobi Enterprises and Services Limited. (UNES) in 1996 as its commercial arm and charged it with the responsibility of promoting and coordinating income-generating activities in the university. In order to respond fully to this challenge it was deemed necessary to separate the management of income-generating activities from the mainstream teaching and research functions of the university, while ensuring that the income from these activities serves the core functions of the university in order to satisfy student expectation through quality service delivery (Chacha, 2004).

In Moi University the programme was launched in October 1998 and it was branded PSSP. The programme aims at providing opportunity for secondary school graduates who obtain a minimum grade of C+ at KCSE but not admitted by Joint Admission Board (JAB) because of the limited capacities in the public universities. Moi university strategic plan, (2005) was also a way of generating income to improve service delivering to students who needed it.

PSSP is an education service by Moi University through which any Kenyan is now able to pursue university education at an affordable rate compared to the cost of similar studies abroad. The income from the programme contributes to the improvement of the academic environment of the university through research funds, construction of buildings, purchase of equipment, library books, vehicles and other areas of the university which are to be delivered to student to enhance satisfaction. The programme has helped the country save a lot of money in form of foreign currency, for instance in 1999 alone, about 20,000 Kenyans had enrolled in foreign Universities. Currently, there are about 13,354 students enrolled in PSSP from almost all the Schools in Moi University, (Chepkuto, 2010).

However, while competition has become more intense, resources have become scarcer. Organizations that employ public funds such as educational institutions are no exception, as they

face increasing pressures to demonstrate effective management in return for resources employed, (Pounder and Coleman, 2002). It is on this paradigm the study is trying to investigate what the students perceive on service delivery from the PSSP programme in Moi University West Campus.

2.4. Summary of Literature Review

Perceived services delivery process is defined as the size differences between each of the gaps of service delivery or the difference between student expectations and perceptions. Once a student forms an attitude towards a service or support person or a gap developed, subsequent information processing may be biased in a way that supports existing attitudes. Perceptions of individuals or groups may identify important patterns of satisfaction with services.

Students' experiences in PSSP should be a key issue which performance indicators should address. It therefore becomes important to investigate student's perception of the service that they receive since they are the primary customers.

Although many studies have been undertaken on service delivery, limited studies have been conducted in Kenyan Universities as pertaining to student perception of service delivery. Specifically on PSSP, few systematic studies exist on service delivery and despite the number of studies little was done on student's perception on service delivery on PSSP in West Campus of Moi University, to answer the question "*what are the perceptions of students in PSSP towards University's service delivery?*" This study has attempted to fill this glaring gap.

3.0. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The research design of a study refers to the overall plan for collecting and analyzing data needed to find answers to the research questions (Slavin, 2007). Moyo *et al.* (2002) adds that the research design spells out the basic strategies adopted by the researcher to develop information that is both accurate and interpretable.

In this study however, a case study research design was adopted as a way of gaining a deeper understanding of the phenomenon of student perceptions of service delivery in PSSP in Kenya's higher education.

3.2. Study Area

Eldoret West Campus was selected for the study specifically because it is a home to the schools under study (Education, Business and Economics, Arts, and Human resource). It is also home to most of the students in privately sponsored programmes (PSSP) which was deliberately started in 2008 to increase access to and to expand educational opportunities, and to generate income to help expand existing facilities at the university, (Chepkuto, 2010). This expresses the intention of the Institution to ensure that students are satisfied with services offered through PSSP.

3.3. Targeted Population

A population refers to a group of elements or cases, whether individuals, objects or events that conform to specific criteria and to which the researcher intends to generalize the results of the study

(Razavieh and Sorensen, 2006). The target population comprised 1080 2nd year students in all schools in the campus studied.

3.4.1 Sampling Technique

Mason (2006) maintains that sampling and selecting samples are principle procedures used to identify, choose and gain access to relevant data sources from which to generate data using chosen methods. The researcher employed purposive sampling in the selection of the campus studied. Schools were put into strata and simple random sampling method used to select students

3.4.2. Sample Frame.

According to Sekaran (2003) sampling frame is a list of all populations from which you draw your sample. In this study, a sampling frame of 1080 students was used, being the total population of the 2nd year students from all schools under studied. The establishment was categorized into four levels and the simple random sampling technique was adopted at each level. The researcher considered 30% of the target population (Mugenda and Mugenda, 2003). This sample size was used to ensure that the information is inclusive of all aspects in the campus.

Table 1. Sample Size

Category	Target population	Percentage	Sample size
School of Education	320	0.3	96
School of Arts	280	0.3	84
School of Business Management and Economics	290	0.3	87
School of Human Resource Management	190	0.3	57
Total	1080	0.3	324

3.5 Data Collection Instruments

The source of data for this study was primary data. The study employed the use of questionnaires and participant observation as data collection instruments.

3.5.1 Questionnaire

Dwivedi (2006) defines a questionnaire as a device for securing answers to questions by using a form which respondents fill by themselves. The use of a questionnaire offers considerable advantage in that it provides the investigator with a relatively easy accumulation of data by allowing the researcher to collect information from a large sample with diverse background; both structured and non structured questionnaires were used in this study.

3.5.2. Respondents Observations

Respondents' observations were used to collect data needed to answer the main research question. Conrad and Serlin (2006) view it as a systematic, purposeful and selective way of watching and listening to an interaction as it occurs. Data consisted of detailed descriptions of key respondents' actions, activities and the full range of interpersonal interactions, and university processes that promote student satisfaction towards service delivery.

3.6. Data analysis and presentation

The study adopted descriptive data analysis. Data analysis was done at two stages, that is, during the process of gathering data and after completing the process. During data collection, analysis of data involved checking of recurrent themes. Responses were tabulated in their original wording. The following steps were systematically followed: data was organized and prepared for analysis, data entry and storage was undertaken which involved reading through all the data to get a general sense of information to reflect on its overall meaning, coding and developing groups where the researcher embarked on a detailed analysis of data with a coding process, identifying gaps between the data collected through the coding process to generate a description of the setting, construction of tables to relay the findings of the analysis by using frequency distribution tables and percentages as adjuncts to the discussion, and finally coordinating and validating the results.

4.0. FINDINGS AND DISCUSSIONS

4.1. Background Information

Questionnaires returned for analysis were 315(97%) which were significant for the analysis. 161(57%) were male and 154(49%) were female respondents. Majority of these respondents were aged above 22years at 181(57%) which implied that they were mature and were able to provide informed responses. 224(71%) were self sponsored students and expected to see value for their money through service delivery

4.2 Service delivery processes

The following processes were identified and given more importance by students; they include academic service deliver, administrative service delivery and physical service delivery.

Academic content delivery process was identified to be one of the processes which play a significant role to all other processes being key to university purpose. The process is considered effective when students perform well academically and get improved employability after being serviced with prerequisite services in the university. Hill (2005) observed that quality service could be the product of the evaluations of a number of service encounters and in this case, of a student. This requires the teaching staff to become reflective practitioners and ensure their skills of communication, presentation and organization of class contact sessions are as effective as possible. Opportunities of student interaction must be introduced so that participants can develop new skills within higher education ambiance and the friendly atmosphere which could boost student satisfaction.

Administrative service delivery process was further identified as important to service delivery. This process is important and considered in any attempt to deliver services. Those who exert control or influence upon any of these services needed to be constantly aware that interaction between students and staff rested on the hearts of students. Institution had been so strict while discharging its administrative functions among other factors as observed by students. The management had adopted ISO 9001: 2000 certification which helped the schools to ensure service satisfaction to their students. Donaldson and Runciman (2005) observed that increased competition in the education sector and provision of better service is the basic strategic tool used by academic institutions so as to remain competitive. Navarro, et.al (2005), observes that teaching staff, enrolment and course organization have an impact on satisfaction of students and satisfaction leads to intent to return to university. It helps a university to improve and maintain its reputation, and enrolment. This may

lead to enhanced service delivery in higher institutions. In order to build commitment to service delivery, institutions of higher education must fully appreciate the reasons why managing student perceptions on administration are imperative. Ultimately, service delivery would provide the main competitive edge and ensure the long term survival of an institution.

Physical facility service delivery process was also identified by students and was clear that institutional physical facilities affected the student satisfaction in various ways in the institution. Availability of physical facilities enables the integration of services delivery as normal, integral and continuous function within the institution. Tsinidou, et.al (2010), in their findings about what students perceived of facilities such as library services, realized that students valued availability of textbooks and journals and on location of facilities. Students recommended that transport costs be considered. They were also concerned about classrooms and infrastructure, emphasizing that they needed to be of good quality and also accessible. In order to satisfy student perceptions, institutions of higher education should ensure availability of the latest resources especially regarding library and technological resources.

4.3. Satisfaction levels of students on various services offered

Respondents indicated the degree of satisfaction they attached to different services on academic content service delivery processes. The findings on attendance of lecturers revealed that lecturers were committed to their work and were driven by self achievement and desire for promotion.

The study further revealed that lectures were relevant and related to the students' areas of specialization. They were enthusiastic, committed, had impressive personalities, excellent teaching skills and able to stimulate learners in their subjects. Exams were fairly set and marked, contributing to students' overwhelming satisfaction. The institution experienced shortage of qualified staff jeopardizing their zeal to offer adequate content delivery. Besides, it depended so much on part time lecturers. Assignments and presentations formed part of assessments, providing students with an opportunity of expressing themselves.

Teaching staff should be reflective practitioners and should ensure their skills of presentation are as effective as possible. Opportunities for student interaction must be introduced so that participants can develop new skills within higher education ambience and the friendly atmosphere during content service delivery process. Students are considered satisfied with the services delivered by the university if they can perform well academically after being served with prerequisite services in the university.

Further the study findings indicated that students felt satisfied when the administrative staff handled complaints with utmost urgency and provided solutions amicably. They perceived this as a service delivery which enhanced their performance in the University. This can be achieved when institutions present students with their responsibilities during induction or orientation sessions. When students' needs are catered for, they will feel satisfied hence motivated to perform better even academically. Competence and effectiveness ensure appropriate delivery of programmes and stimulates interest enhancing student satisfaction while ensuring that specified academic standards are met.

Institutional image appeals to investors, employers and students themselves. Distinctive image will have a competitive advantage which was indicated to be wanting. Strict adherence and creation of policy helps institutions to ensure satisfaction of students, commitment to the development,

implementation and continual improvement of service delivery systems by communicating the need to meet customer, legal and regulatory expectations.

Availability of social and sports facilities in the school positively contributed to student satisfaction in field activities. They are considered to be opportunities meant to develop close bonds with institutions which can have positive influence on student overall development and attitude.

Proper maintenance system did not go well with students and should be encouraged as it helps put facilities in order, reduce shortage and prolong use. Space for expansion is fundamental as it accommodates introduction of new developments and ought to be acquired as this caused student dissatisfaction. Facilities such as libraries make students feel satisfied when they are made available to them however in this study students were dissatisfied implying library facilities were inadequate.

Staff ought to avail facilities by means of coordination, cooperation, compassion and empathy. To maintain students' overall satisfaction, university administrative staff should enhance students' satisfaction on physical facilities of the institution which will satisfy the student needs. It is important to note that availability of adequate physical facilities may be an indicator of service delivery;

4.4. Service delivery improvement

Students are likely to be satisfied in their educational institution when services provided fit their expectations, are satisfied when the services are of commendable quality, and are completely satisfied when they receive more than they expect. On the contrary, students are dissatisfied with the educational institution when the services are less than their expectations, and when the gap between perceived and expected service delivery is high, they tend to communicate the negative aspects given the perception that they expect to see value for their time and money.

It is important for universities to improve their service delivery process. Study findings indicated the following services as needing improvement: library services, teaching and non teaching staff commensurate to student population, and enhancement of a proper maintenance culture.

5.0 Summary of findings

5.1. Service delivery processes

The following processes were identified and given more importance by students; they include academic service deliver, administrative service delivery and physical service delivery.

5.2. Services that caused Student Perceived Satisfaction in Higher Education

The findings revealed that lecturers attended lectures appropriately enhancing learner confidence. The lecturers were found to be relevant to their area of specialization meaning they can deliver academic content appropriately. The investigation further revealed that exams were fair and well marked; and lecturers were committed to their work, and assignments and presentations as part of learning process were found to be enhancing service delivery, students were also satisfied with the way administrative staff handled student complaints, and the way university policies were being managed.

5.3. Services that Caused Student Perceived Dissatisfaction in Higher Education

The study findings identified the following services: the campus lacked adequate teaching staff to attend to students' demands, lack of administrative staff's ability to maintain institutional image, and inadequate library facilities and lack of space to support current learning resources and future expansion.

5.4. Services which Need Improvements in Higher Education

Study findings found the following services as needing improvements: library services, teaching and non teaching staff commensurate to student population, and enhancement of a proper maintenance culture.

5.5. Conclusions

Based on the findings, the study reaches a number of conclusions. First of all, good management of examinations received an overwhelming support from students. This goes a long way towards ensuring the reliability and validity of University quality assurance system. The University has demonstrated responsiveness in terms of attendance of lecturers, the quality of lectures, sporting facilities, addressed inquiries and university policy implementation.

Secondly, the study concluded that problems experienced during registration may cause some impatient students to opt out of the system. Furthermore, with the absence of adequate library services, the quality of the students' outcome will be compromised.

Thirdly, the thinly spread teaching and non teaching staff is overworked on the background of an emphasis on enrolment figures that are not matched by the resources. It is important therefore, to put more attention into transforming the way student services and support are rendered in an effort to satisfy student needs and demands. Failure to meet these services could result in student dissatisfaction that will impact negatively on the overall attainment of university goals and objectives.

5.6. Recommendations

The study recommends university to expedite the recruitment of more teaching and non-teaching staff commensurate to student growing population, expand library services and mobilize resources that adequately support the growing student population.

5.7. Areas for Further Research

- i. To study students' perceptions on service delivery in other universities in order to test whether the results obtained are general and consistent across samples.
- ii. Study on student expectations and ways in which such expectations can be managed effectively.
- iii. Study the effect of improved service delivery processes in higher education institutions.

APPENDIX

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