

**SERVICE DELIVERY AND STUDENTS' SATISFACTION IN  
HIGHER EDUCATION INSTITUTIONS:  
PERSPECTIVES OF UNDERGRADUATE STUDENTS IN UGANDA**

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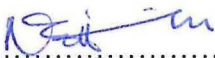
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## DECLARATION

I, Adyanget Nelson, declare that this dissertation is my original work and has not been submitted for an academic award in any University.

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## APPROVAL

This dissertation titled “Service delivery and students’ satisfaction in higher educational institutions: Perspectives of undergraduate students in Uganda”, was done under our supervision and has been submitted to the School of Graduate Studies of Kyambogo University with our approval.

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## **DEDICATION**

I dedicate this dissertation to my wife Jane Florence Abago, and my children, Emwonyu Isaac Preston, Arengo Pauline and Epongu Ethan.

## **ACKNOWLEDGEMENT**

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## LIST OF ABBREVIATIONS

G&C:	Guidance and Counseling
DV:	Dependent Variable
IV:	Independent Variable
ICT:	Information Communication and Technology
KIU:	Kampala International University
KYU:	Kyambogo University
Mak:	Makerere University
NCHE:	National Council for Higher Education
PF:	Physical Facilities
SD:	Standard Deviation
SAT:	Satisfaction
SDS:	Service Delivery and Satisfaction
SSW:	Students Support and Welfare
TS:	Teaching Services
TQM:	Total Quality Management.
UCU:	Uganda Christian University.

## DEFINITION OF TERMS

- Critical factors:** refers to important factors that determine the level of success in specific aspects in service delivery.
- Physical environment:** an environment conducive for effective learning process e.g. spacious library, adequate computer services, comfortable residence, adequate lighting in lecture rooms etc.
- Service delivery:** is a term used to measure how services supplied by service providers meet or surpass customer expectations.
- SERVQUAL frame:** a service quality frame work that helps an organisation shape up their efforts in bridging the gap between perceived and expected services.
- Customer/ students satisfaction:** is customer's evaluation of a service whether it has met their needs and expectations.
- Students' interaction with staff:** factors enabling students develop a sense of belonging to an institution like friendly and approachable staff, prompt handling of students complaints, courteous food providers and compassionate medical staff.

**Teaching services:**

refer to services that positively enhance students intellectual development like effective teaching by lecturers, prompt assessment of students work, punctuality of lecturers, among others.

## ABSTRACT

This study examined the impact of service delivery on student's satisfaction in two public and two private universities in Uganda. The specific objectives of the study were; to determine the critical factors in service delivery that contribute most to student's satisfaction, to establish if there is a relationship between physical facilities and student satisfaction, to assess the effect of teaching services on student satisfaction and to examine how the interaction between students and staff influences students satisfaction . Quantitative research methodology was mainly used for the study because it allowed use of numerical data to determine the degree of relationship existing between quantifiable variables. To a lesser extent, qualitative methods were also used to triangulate data collected using the quantitative method. Data was collected from 362 participants comprising of 158 male and 204 female under graduate university students in their final year of study. Stratified and simple random techniques were used as sampling techniques. The questionnaire and the in-depth interviews were the key data collection instruments used as they could best capture the data required for the study. Raw data was analyzed using the Statistical Package for Social Sciences (SPSS) to determine descriptive statistics in terms of frequency, mean, standard deviations and the correlation coefficients. The key research finding revealed that students are generally dissatisfied with services offered at their universities due to among others, inadequate teaching facilities, delay in release of results and poor staff- student interaction. Results further indicated that much as students were generally dissatisfied with services offered, they could still recommend others to the universities where they study. The general conclusion arising from the findings is that dissatisfaction among students is due to poor service delivery. Specifically, the researcher further concludes that students mind about: the nature of the physical facilities they study in; the nature of teaching services they are offered and the quality of interaction between them and university staff. Arising from the findings of the study, the researcher recommends that institutions of higher learning in Uganda embrace the aspects improving service delivery by improving the pedagogical competence of lecturers by training them in short courses like post graduate certificate in education, besides enlarging learning facilities. In doing so, the universities shall be adopting the philosophy of total quality management (TQM) that urges organizations to change their whole approach to management by embracing quality as a guiding factor in everything the organization does. TQM urges the organizations to aim at satisfying the customer by continuously improving service delivery.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

This study sought to examine the impact of service delivery on student's satisfaction in higher education institutions in Uganda. Among others, the major services delivered to students include teaching, library, medical, accommodation, games and sports and spiritual growth. In this preliminary chapter, the background to the study covering historical, theoretical, conceptual and contextual aspects, statement of the problem, purpose and objectives of the study, research hypotheses, research questions, scope, significance and conceptual framework are highlighted.

### 1.1 Background to the study

The growth of university education all over the world has out stripped the available resources which in many ways affects the delivery of education services to learners (Marondo & Zaman, 2000). It is further observed that in the last 20 years, higher education institutions all over the world have experienced dramatic changes both in their funding and student numbers. The quality of education service delivery to students is therefore an important matter of concern. This is because education is one of the most powerful industries that plays vital role in national development. This is supported by research which has shown that there is a correlation between education and economic growth (Brunet, 2006).

One of the levels of education in any society is higher education which comprises of university and other tertiary institutions. University education is the apex of formal education and training of high level man power for national development. Universities are also charged with the role of teaching, research and stimulating intellectual life in society. Higher educational institutions are increasingly recognizing their role as a service industry. It follows that as a service organization,

higher educational institutions are dealing with a situation which places greater emphasis on meeting the expectations and needs of their customers. In a university environment there are various groups that can be categorized as customers namely, students, employees, families and the wider society. Students are considered to be the “primary customers” of a university because they are the direct recipients of the service provided therein (Navarro & Navarro, 2005).

Africa however, performs very poorly in higher education provision both in terms of quantity and quality (Blair, 2006). This poor performance is partly due to the increasing inability of African states to provide educational institutions with subventions required to adequately finance budgets that facilitate the realization of the desired quality of education (Muyimbwa, 2004). At the same time, due to abject poverty generally, and the small house hold incomes in most African homes, the financial ability of most parents is also critically strained by the burgeoning costs incurred in supporting their children pursuing higher education ( Blair, 1998). As a result, many institutions of higher learning are finding it difficult to perform their core function in a manner that enables them to achieve the desired quality of education (Muyimbwa, 2004).

In the same vein the World Bank (2002) reports that Africa’s higher education institutions face a decline in the quality of education, learning and research. Universities operate with overcrowded and deteriorating physical facilities, limited and obsolete library resources, insufficient equipment and instructional materials, out dated curricula, unqualified teaching staff, poorly prepared secondary school students and an absence of academic rigour and system evaluation of performance. The World Bank (2002) further observes that absence or lack of effective regional, national and institutional quality assurance and enhancement system agencies in African countries and universities further exacerbate the problems of quality and relevance.

The word “service” is multi-faceted and is usually expressed as something “intangible”. According to UNESCO (1998), services are behavioral rather than physical entities and are explained as deeds i.e. performance of effort. Services can also be defined as a value – creating activity (Garvin, 1988); activities or processes (Bonser, 1992); any activity which is offered to a customer that is simultaneously consumed as it is produced (Wang, 2006). According to Lovelock (1994), services can be classified into three categories. First, people processing services which require customer’s presence such as health care and class room teaching. Second, possession processing services that include tasks performed on physical objects without involvement of customers such as car repair. Third, information based services which are value creating activities such as banking.

Loony (2003) observed that services have four unique characteristics which differentiate them from goods. These are: intangibility, which means that the result of a service transaction is not a transfer of ownership; simultaneity, which means that realization of a service implies the presence of a provider as well as a customer in which both play an active role in the realization of services; heterogeneity, which means the potential variability in performance of a service and service provider; state of mind of a customer and surroundings, which may influence a customer’s perception about a given service. In the same vein, Garvin (1983) observed that most services cannot be counted, measured, invented, tested and verified in advance of their provision to assure quality. Due to service intangibility, the firm may find it difficult to understand how customers perceive their services and evaluate service quality (Zeithaml, 1981). Gronroos (1982) postulated that two types of service delivery exist: technical delivery, which involves what the customer is actually receiving from the service and functional quality, which involves the manner in which the service is delivered.

In a university, there are both academic and non – academic services offered to students in the form of lecturing, library and laboratory services, lecture room learning climate, recreational and other upkeep services among others (Kajubi, 1992). When students are able to meet their expectations through such delivered services, then the services are said to be of desired educational quality and the reverse is true. Therefore, the quality of service delivery is a measure of how well the service level delivered matches customer expectations. Delivering quality service means conforming to customer expectations and on a constant basis (Lewis & Booms, 1983).

According to the National Council for Higher Education (NCHE, 2008), the body mandated to regulate the provision of higher education in Uganda, the criteria used to determine institutional capacity required to deliver the desired quality of educational services include academic and non – academic services. The academic capacity includes the available buildings such as lecture rooms, laboratories, libraries and teaching staff (professors, senior lecturers, junior lecturers and teaching assistants). It also includes availability of scholastic materials and equipment such as text books and reference materials, computers, laboratory equipment and chemicals that facilitate the delivery of academic services to students (Kayongo, 2006). In general, the capacity of a higher educational institution should be commensurate with the number of enrolled students; otherwise it will be over stretched thereby falling short of providing students with quality education service.

Satisfaction on the other hand has been defined as a condition felt by a person who has experienced performance or outcome that fulfils his or her expectation (Kotler & Clarke, 1987, Zeithaml & Bitner, 1988). Anderson and Fornell (1995) suggested there were two concepts of customer satisfaction – the transaction specific which focuses on individual

consumer responses to individual products and services and the cumulative which describes the total consumption experience of a customer with a product or service. Likewise Marondo and Zaman (2000) translated satisfaction in educational context to be a cumulative measure over a whole period of delivery; for example a semester or a year. For the purpose of this study, the researcher has adopted the cumulative conceptualization of student satisfaction. This is because student satisfaction studies measure how effectively universities deliver services students expect. Results of these satisfaction studies help institutions identify their strengths and weaknesses.

One of the theories adopted for this study is the customer satisfaction theory that was popularized by American quality architects. In the 1990's in North America, there was a renewed attention to customer satisfaction with the most important landmark being the development of the SERVQUAL Frame work, by Parasuraman (Parasuraman et al, 1988). The SERVQUAL Frame work is an instrument which measures customer satisfaction in the service industries. This instrument forms the starting point for most reviews of service quality and satisfaction. In the context of a university, the SERVQUAL Frame work involves physical services such as lecture theatres, tutorial rooms and level of furnishing, decoration, lighting, layout of ancillary services such as catering and recreation facilities, explicit services as knowledge level of staff, staff teaching ability, teaching quality, ease of making appointments with staff, subject content and work load; implicit services as treatment of students by staff, friendliness, approachability, availability and ability to make students feel comfortable (Parasuraman, 1985).

Additionally, the service quality literature usually attempts to categorize the factors that influence attitudes towards the service at a number of different levels. At the higher level, this involves a small number of service quality dimensions whereby a description of five dimensions

is given as reliability, responsiveness, assurance, empathy and tangibles (Berry, 1995). Reliability is performing the promised services dependably and accurately, responsiveness is helping customers and providing a prompt service, assurance is inspiring trust and confidence, empathy is providing a caring and individual service to customers and tangibles are the physical facilities and equipment available, the appearance of staff and how easy it is to understand communication materials (Berry, 1995). There has been a great deal of discussion on the comprehensiveness and appropriateness of these dimensions for different services. One omission worth noting is the dimension of recovery (how services deal with putting things right when they have gone wrong). This is widely seen to be a particular gap in the list, and has since been added to a number of approaches. The model gives rise to the proposition that a gap {G} for a particular quality of service is  $G = P \text{ \{Perception\}} - E \text{ \{Expectations\}}$ .

A negative gap implies that customer expectations are not being met and the larger the gap, the larger the gulf between what customers want and what they actually receive (Parasuraman, 1988). He further suggested that expectations in the satisfaction literature have been used as predictions of service performance, while in the service quality, literature was perceived in terms of what the service provider should offer. Later Parasuraman et al (1994) modified this distinction by introducing two different levels of expectations and proposing the existence of a zone of tolerance between these levels. They argued that satisfaction is the function of the difference or gap between predicted service and perceived service while perceived service quality is the function of the comparison of adequate or desired service with perceived service performance.

Another theory adopted for this study is that of Total Quality Management (TQM). This theory was developed by an American, Edward Deming, after World War II for improving the production of quality goods and services.

The concept of TQM is an approach to quality that emphasizes continuous improvement in the delivery of services so as to meet customers' expectations. In this line of thinking, Deming (1986) promotes the role of management as one of facilitating workers to do their best by removing barriers that prevent high quality work. TQM is in this context applicable to academics since many educationists believe that Deming's concept of TQM provides guiding principles needed for educational reform; as its emphasis is that organizations should change their whole approach to management by embracing quality in service delivery. Therefore quality should be a guiding factor in everything the organization does (Spencer, 1994).

Other TQM architects include Juran (1992), who suggested management training in quality concepts and the use of "quality circles" to improve employee communication. A "quality circle" is a small group of employees, including workers and supervisors who volunteer to meet regularly to solve work related problems and their suggestions and recommendations are taken very seriously by the top management. Although these theorists focus on a specific theme, all of their theories are reflected in a general way in Crosby's model (1979) which presents four pillars that support the quality process in any organization: the new concept of quality must be introduced and supported by management; quality councils established throughout the organization, employees given comprehensive training about quality concepts so that they will commit to the concept and reinforcements for example employee efforts and achievements should be planned and offered at different levels throughout the organization.

In institutions of higher learning the TQM principles would help the institutions in ways such as planning comprehensive leadership training for educators at all levels and inculcating among staff the spirit of continuous improvement in service delivery to meet students' expectations.

In Uganda, higher education is comprised mainly of two categories: public institutions, owned and funded by government and private institutions owned by individuals or religious bodies. For the purpose of this study, four universities were used. The public universities selected were Makerere University (Mak) and Kyambogo University (KYU) while Uganda Christian University (UCU) and Kampala International University (KIU) were the private ones. Much as government has promoted the agenda for higher education over the last two decades, issues of quality of service delivery remain a major focus of contention. For instance Kasozi (2006) notes that there has been an overwhelming explosion in student numbers in higher institutions of learning which have not proportionately corresponded with an increase in staff recruitment. Kasozi observes that student numbers increased from 5,000 in the 1970s to 124,314 in 2005, yet between 2004 and 2005, staff strength grew by 1%. This indicates a widening mismatch of staff and students which negatively affects the quality of teaching. Likewise, Mamdani (2007) wonders if quality can be realized in Ugandan universities where there exists three programs: day, afternoon and evening; where the same staff are supposed to teach, mark, supervise research and do administrative work.

In this regard, Nsibambi (2005) remarked that Mak student numbers had overwhelmed its capacity to deliver quality services to its students making many to be dissatisfied, hence constant strikes in the university. It is also noted that while student explosion is mainly in public universities, private universities have not been spared and may therefore be no better in delivering educational services due to inadequacy of basic educational infrastructure (Kasozi, 2006).

Similarly, it has been observed that over the years, student's complaints about the way educational services are delivered have been growing. In Mak and KYU, it is common to find students being taught using microphones while others are standing outside; identity cards being issued late at the end of the second semester of year two or three. Similarly, Ofwono (2007) castigated Mak and lamented that getting an identity card took a very long time. This is viewed as poor service delivery by students.

This research was therefore, designed to elicit student perspectives on the service gaps in their institutions and thereafter offer appropriate recommendations that may improve service delivery in the institutions.

### **1.3 Statement of the problem**

Much as government has promoted expansion of Higher Education over the last two decades, issues of quality of service delivery in institutions of higher learning have become a major focus of concern. As service organizations, higher education institutions are supposed to offer effective delivery of services which meet the expectations and needs of their students who are considered to be primary customers. This should lead to increased students satisfaction with the services delivered. On the contrary, there are increasing students' unrests that seem to indicate that service delivery in a number of universities is unsatisfactory to the students. Among other reasons, some of the causes of such unrests include delayed release of semester results and poor hygiene in facilities like toilets and halls of residence (The Independent, 2011). The media in Uganda is awash with news about student's unrests occasioned by the above mentioned causes. In view of this scenario, there was need to establish the critical factors in education service delivery that contribute most to students satisfaction and dissatisfaction.

#### **1.4. Purpose**

The purpose of this study was to assess how university education service delivery influences students' satisfaction in higher institutions of learning in Uganda.

#### **1.5. Objectives**

The study sought to explore the following objectives:

1. To examine the factors in Higher Education service delivery that contribute most to students' satisfaction.
2. To establish the relationship between physical facilities and students' satisfaction.
3. To assess the effect of teaching services on students' satisfaction.
4. To examine how the interaction between students and staff influences students' satisfaction.

#### **1.6 Hypotheses**

In order to test the influence of service delivery on students' satisfaction, the hypotheses derived from the objectives were:

1. There are critical factors in Higher Education service delivery that contribute most to student's satisfaction or dissatisfaction.
2. There is a significant relationship between physical facilities and students' satisfaction.
3. There is a significant relationship between teaching services and students' satisfaction.
4. There is a significant relationship between student-staff interaction and students' satisfaction.

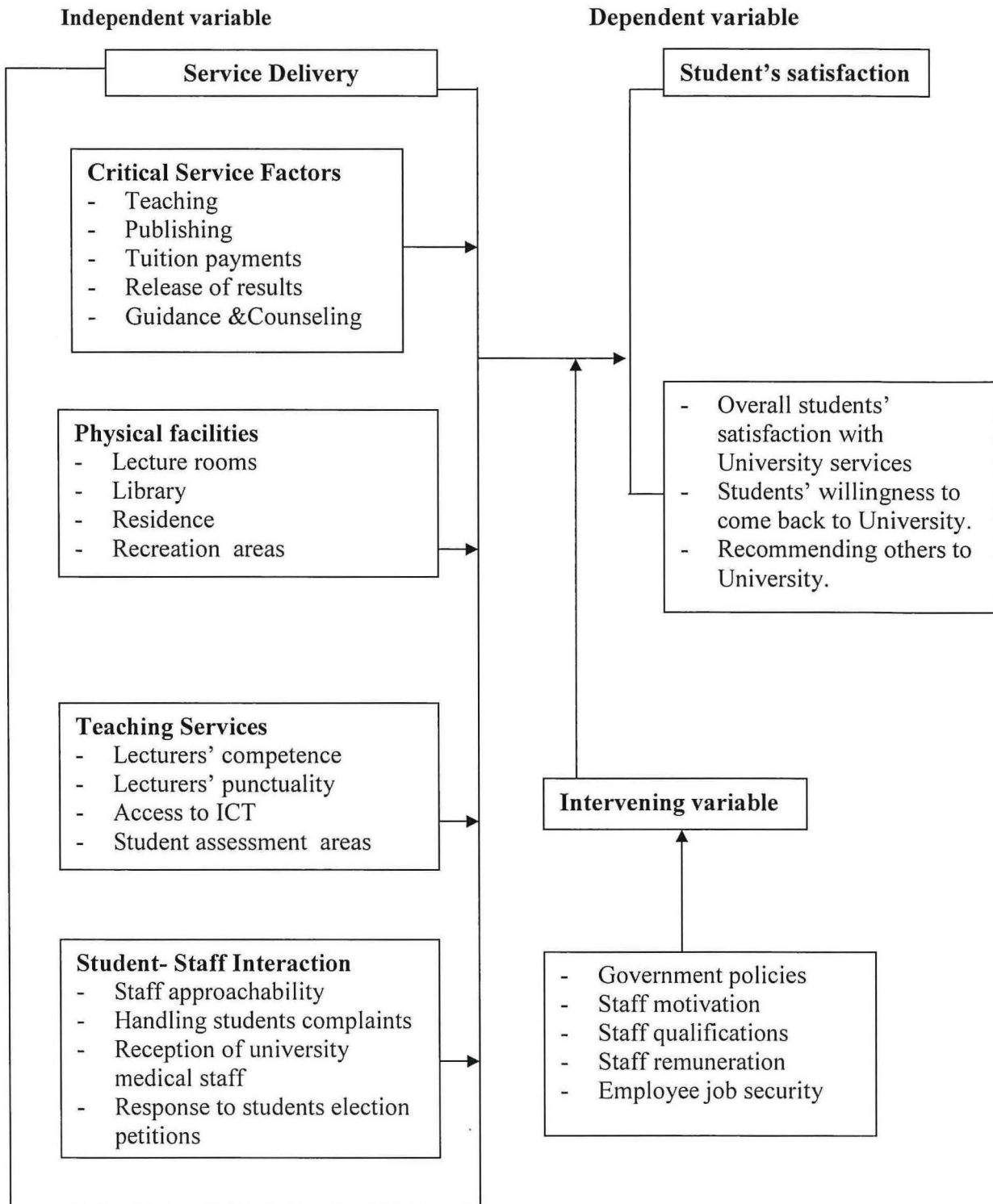
#### **1.7 Research question**

1. What critical factors in service delivery contribute most to student's satisfaction?

### 1.10 Conceptual Framework

The study will operate on the framework demonstrated in figure 1

**Figure 1: Service delivery and students' satisfaction**



Source: Adapted and modified using SERVQUAL model (1988)

The model in figure 1 depicts that in higher educational institutions, service delivery falls into four main categories, namely; critical service factors, physical facilities, learning services and students- staff interaction. Critical service factors include those like teaching, publishing, release of results, guidance and counseling and providing vital information. Physical facilities services include things like lecture rooms, library, and residence and recreation areas, among others. Learning services include aspects like lecturer's punctuality, lecturer's competence, internet access, student's assessment among others. Student – staff interaction includes issues such as staff approachability, managing student's complaints among others.

The four categories of services are linked to one another and are very central to student's satisfaction. The model also depicts that there are intervening variables such as government policies, staff motivation, staff qualification, staff remuneration and employee job security which affect both the level of service delivery and student satisfaction.

# **CHAPTER TWO**

## **LITERATURE REVIEW**

### **2.0 Introduction**

This chapter discusses literature on service delivery and student satisfaction. It is vital to review all the relevant literature in order to understand the whole concept of service delivery, tools and applications. The review of literature is presented under the themes: theoretical review, service delivery and student satisfaction, physical facilities and satisfaction, teaching services and satisfaction, and student- interaction and students' satisfaction.

### **2.1 Theoretical Literature Review**

Total quality management (TQM) is the major theory adopted for this study. As a theory of organizational effectiveness, TQM holds that “performance is enhanced by designing products and services to meet or exceed customer expectation by empowering workers to find and eliminate all factors that undermine product or service (Deming, 1986). TQM grew out of existing organizational management theories, in part, as a response to the problems in those theories. Edwards Deming and Joseph Juran are most responsible for the development of TQM in the 1930's and continued shaping the management theory into the 1990's. In line with the TQM philosophy of continuous improvement in service delivery, Juran (1992) suggested management training in quality concepts and the use of quality circles to improve employee communication. (A quality circle is a small group of employees, including workers and supervisors who volunteer to meet regularly to solve work related problems and their suggestions and recommendations are taken very seriously by top management).

TQM promotes organizational effectiveness through: organizations pursuing continuous improvement in service delivery; promoting stake holders satisfaction and fostering proactive leadership (Deming, 1986). TQM theory further holds that “quality can only be defined by those who receive the product or service, including stake holders (Crosby, 1979). In this context, TQM is applicable in academics as it provides guiding principles needed for educational reform. This is because its emphasis is that organizations should change their whole approach to management by embracing quality in service delivery. Quality should be a guiding factor in everything the organization does (Spencer, 1994). In institutions of higher learning, the TQM principles would help the institutions in ways such as planning comprehensive training for educators at all levels and inculcating among staff the spirit of continuous improvement in service delivery to meet student expectations.

## **2.2 Service delivery and student’s satisfaction**

There is a large body of literature on the concept of customer satisfaction but in the case of higher educational services, far fewer studies on customers’ satisfaction have been conducted. As agreed by Berry (1995), service is one of the important factors enhancing value and can positively influence student success. Nejati and Nejati (2009) have documented that no organization can succeed unless it can attract and retain customers. Service deliveries are drivers which contribute to students’ success. Similarly colleges and educational institutes need to pay great attention to the students as their main customers and try to provide quality services that satisfy them. Successful institutions share three basic attributes. They focus on the needs of their students; they continually improve the quality of educational experiences and they use student satisfaction data to shape their future direction.

Teaching and research related activities contribute most to the services offered by universities to their students. In Norway, a survey reveals academic and pedagogy quality of teaching are crucial determinants of student satisfaction pointing to a potential overlap between student satisfaction and staff satisfaction. Banwet and Datta (2003) believed that satisfied students were likely to be loyal, attend another lecture by the same lecturer or opt for another module or course taught by him/her. In their survey of 168 students who attended four lectures delivered by the same lecturer, covering perceived quality, they found that students placed more importance on the outcome of the lecture/ knowledge and skills gained, availability of class notes and reading materials, coverage and depth of the lecturer and teacher's feedback on assessed work than any other dimension.

Tam (2002) measured the impact of higher education on students' academic, social and personal growth at a Hong Kong University and found that as a result of their university experience, students had changed intellectually, socially, emotionally and culturally which is attributed to quality teaching by the university lecturers. When students choose where they want to study, they consider a number of factors. The most important of these factors is the academic reputation of the institution, the perceived quality of the teaching staff (as evidenced by surrogate measures like publications, authoring of textbooks and word of mouth from former and current students (ANZMAC, 2000). Closely associated with academic reputation and quality of teaching staff are the perceived career prospects arising from attending a specific tertiary institution. Prospective students are more likely to be influenced by successful former students and outstanding community leaders who are graduates of the specific institutions (Elliot & Shin, 2002).

One of the critical roles of the student services and support is the provision of guidance and counseling. In higher education, guidance and counseling of students is the provision of information to groups or individuals with common general problems so that those individuals can reach informed choices. Counseling is the help and support to students to enable them make satisfactory progress in the system (Mapfumo, 2001). Today academic guidance and counseling has emerged as a crucial aspect of students support services (Tucker, 2003). According to Ference and Vockell (1994) students characteristics can be described under two categories: psychological factors and sociological factors. A combination of the two factors makes up the psychosocial characteristics of the student. The psychological factors are resident within the learner like life-centered, value – driven, skill - seeking and self-directing. Sociological factors are resident within the external environment like family background, peer group influence, school setting and societal expectations. The interaction between the two groups of factors (psychosocial) is important in the provision of effective guidance and counseling (Ference & Vockell, 1994). Additionally a report on the economic impact of UK Higher Educational Institutions (HEI) by the University in 2006 stated that although HEI's primary mission is teaching and research, they should provide other services such as counseling and guidance, student's welfare services and medical care.

The charging of tuition fees by higher education institutions is a critical component in any cost sharing strategy and one that has become increasingly salient as more countries turn to cost sharing in an effort to meet growing demand for, and off set decreasing government investment in higher education (Marcucci & Bruce, 2007). Tuition payments are charged by some educational institutions to assist with funding staff and faculty, course offerings, laboratories, computer systems, libraries, faculty upkeep and to provide comfortable student learning experience.

However the mode of tuition fees payment differs from one institution to another.

Usually students are satisfied with a mode where payment is spread across a semester than paying at once within the first two weeks of the semester (Kiamba, 2003).

### **2.3 Physical facilities and student satisfaction**

In order to deliver their core teachings and research, higher educational institutions need to have substantial infrastructure which often includes extensive estate and buildings (CHFCE, 2002).

In this connection, a study by Keaveney and Clifford (1997) revealed that lecture room facilities normally shape student practical college experience and are therefore considered key satisfaction and retention components. Coles (2002) found out that student satisfaction is decreased when class sizes are larger in earlier cohorts and when students are taking compulsory core modules rather than optional modules. Be that as it may, in Uganda, University lecture room space dropped from an average of  $0.78\text{m}^3$  to  $0.34\text{m}^3$ , falling below the standard set by National Council for Higher Education (NCHE). In the last ten years, big numbers in Universities have overwhelmed the existing resources like lecture rooms and theatres, forcing universities to improvise and use other facilities like the mess (dining halls) as lecture rooms (NCHE, 2010). The dining halls are located in halls of residence where some students play loud music that interfere with the instruction and learning processes.

Libraries are social institutions and as such their value should be expressed in terms of the value they provide to users (Lucas, 2005). In this vein, University libraries are expected to keep abreast with ever changing users' information needs and to adapt strategic means of promoting services and delivery systems (Norlin, 2000). He further suggests that library users have three major needs of the library staff: approachability, ability to answer questions correctly and having skills in offering ideas on how to get started.

A good library service is rated based on how satisfactorily it meets the users needs (Bamigboye, 2007). In this regard, library users seek an information service that is timely, accurate, reliable, and authentic, meets their needs, easy to understand and use, and delivered by courteous and knowledgeable staff. This is because users require a conducive environment to study and undertake research (Norlin, 2000).

Price et al (2003) reported on the impact of facilities on undergraduate student choice of university. They surveyed a number of universities over two years in order to determine students' reason for selecting a particular university. The results indicated the top seven reasons being: the quality of its library services, having the right course, availability of computers, good teaching reputation, availability of quiet areas for study, quality of public transport in the town/city and a friendly attitude toward students. University libraries in Uganda are however too small for the number of students and are not well stocked, a majority of books are out of date and students compete for space in the libraries and often forego meals especially during peak periods of assignments and examinations (Bunoti, 2011).

In a study of 1,124 students in S. W. Nigeria from all halls of residence in four residential universities, more than half (53%) of respondents were dissatisfied with their residences. The variables which explain dissatisfaction were social facilities of the residence, especially social services like kitchenette, bathroom, storage facilities and some demographic characteristics of students. The morphological configuration of halls of residence was also found to be a predictor of satisfaction and the characteristics which appeared most significant were the plan form and the length of corridors. The regression model explained 65% of the variance (Amole, 2009). A customer satisfaction survey of facilities provided by the office building in Newzealand by

Susilawat (2002), revealed that no facility had satisfied tenants, and satisfaction levels differed between national and multi- national customers with multi- national customers not satisfied.

In recent years, universities have come to the realization that their academic prestige is not enough to attract the world's top students, athletes and overall academic participants (Kuh, 1999). Therefore in an era where students are more mobile and discerning than ever, university officials have gone on a building boom that has seen designer dorms, stunning libraries and amazing recreation centers characterize campuses worldwide (Kuh, 1999).

#### **2.4 Teaching services and students' satisfaction**

Competence of lecturers in teaching is another variable that brings about satisfaction among students at university. This competence is a function of the level of effectiveness in delivery in lecture rooms. According to Ramsdan (1992), effective lecturing is teaching that creates an environment in which deep learning outcome for students are made possible, where high quality student learning is promoted and where superficial approaches to learning are discouraged. Similarly Bastick (1995) views effective teaching as maximizing student academic attainment and course satisfaction. Effectiveness of teaching is affected by a number of factors that include the teacher, student and the environmental factors (Leung & Wong, 2005). The duo argue that a teacher, the leader of the learning environment should manipulate the student and the environment to make learning effective.

Oregbeyen (2010) argues that students being at the receiving end of the teaching- learning process should have perceptions of effective teaching as well as an effective teacher or lecturer. Studies on characteristics of effective lecturers have been carried out in countries like Australia (Ramsdan, 2003), Nigeria (Oregbeyen, 2010) and South Korea (Barnes & Lock, 2010).

Findings from these studies point to the following as the usual characteristics of effective lecturing: friendliness, helpful, preparedness, fairness, respecting students, knowledgeable, good lesson delivery, motivating students and enjoying one's work. In order to improve on the competence of lecturers, Barnes and Lock (2010), believe that it is important to get students views about effective lecturers because these views can be used by existing practitioners and lecturers in training to guide instructional approaches. Overall, Banwet and Datta (2003) found that students intentions to re- attend or recommend lecturers was dependent on their perception of quality and the satisfaction they got from attending previous lectures. This supports the findings of Schneider and Bowen (1991) who deduced that the quality of the core service delivery is still the lecture.

Information and communication technology (ICT) is sweeping through the globe and has been embraced by institutions of higher learning as a component that facilitates the teaching – learning process (Nwokedi, 2007). In particular, the internet has become an invaluable tool for learning, teaching and research. However access to and availability of computers in the university community potentially influences the use of electronic resources. Therefore universities today lay emphasis on the use of ICT in teaching and instructional delivery of programmes as well as enhancing the satisfaction of students (Oyedum, 2006).

Student's assessment is one of the key issues in higher education. It helps us know if students have learned what they have been taught (Banta, 1996). It is therefore a very important part of a students' experience in a university because it involves comparing one's performance against a set of expected standards (Tagg, 2003). In assessment process students are expected to: attend lectures, complete assignment tasks, hand in assessment in time, reference correctly (where

applicable), Kessio, et al, 2011). On the other hand, lecturers are expected to provide: clarity of instruction, fair and consistent practices, constructive, prompt and useful feedback on student tasks, opportunities to discuss assessment tasks and feedback (Kessio, et al, 2011). Frequent assessment helps students keep pace with content requirements. This assessment can be based on writing an individual paper, preparing a group presentation, class participation, attendance, homework problem sets, and exams and so on. Additionally there is performance assessment that includes: debating a topic, demonstrating a skill, conducting an experiment and writing results, doing a project or compiling a port folio of work (Banta, 1996).

### **2.5. Student interaction with staff and satisfaction**

At many tertiary institutions, students come into contact with administrative staff for many reasons. These include timetabling, changing subjects or courses, paying fees and registration, among others. Because of these interactions, administrative staff play a central role in generating student satisfaction. Administrative staff are expected to be friendly, knowledgeable, helpful and courteous. They can significantly influence the degree of satisfaction that students experience (Berry et al, 1991).

A study by Wediri (2003), to diagnose the administrative units such as services provided by the registrar, library, rector and sports found that students were not satisfied with them. Similarly in a survey conducted in 310 all male Saudi Arabian students attending the King Fahd University of Petroleum and Minerals, Sohail and Shail (2004) found that “contact personnel” was the most influencing factor in student evaluation of service delivery. Most scholars agree that the relationships between students and university staff are vital to student success in college (Kuh, Kinzie, Whitt & Associates, 2005) and one of the principal aspects of facilitating these

relationships include staff approachability. Approachability involves staff making themselves available and accessible both inside and outside class especially at key junctures when students need them (Kuh et al, 2005). Quite often students in universities may feel that they have experienced unfair treatment or distress which they want to make a complaint about. This is because in universities, some interactions between students and other students, between students and staff may generate misunderstanding leading to student complaints (Kuh, 1999). According to Kuh (1999), a complaint is a statement expressing dissatisfaction made to any person in authority that requires action or response. As such, universities have to recognize that critical comments and responses are an important part of the collective endeavor to improve the quality of education programmes.

To Pascarella and Terenzini (1991), a university's procedures of handling students complaints should be based on confidentiality, impartiality and prompt resolution. They further suggest that where appropriate, student complaints should be resolved at the lowest possible level of management, though some complaints have to be dealt with at a more senior level, for example complaints that could lead to a finding of misconduct or disciplinary action being taken against a staff member or student.

Students who are part of the Youth form the background of every economy and so their health and well being are crucial in sustaining a nation's development (Sukarieh & Tannick, 2011). In Sub-Saharan African countries, finding medical care services by student youth is very challenging. This is marked by the absence of youth – friendly services and the hostile tendencies of health service providers (Pathfinder, International, 2005).

In Uganda, the challenges for students seeking medical care in universities are not very different from those in other African nations. Barriers faced by university students in accessing medical

services can be grouped into three categories: availability, accessibility and acceptability of health care services (Sukarieh & Tannick, 2011). Availability of health care services is defined both as a treatment that is not delivered at a time convenient to the student and as the unavailability of professional help in the area and at the time of need. Accessibility is commonly associated with students not having sufficient money. Acceptability of health care services refers to personal attitudes towards illness, health care providers and health care system (Sukarieh & Tannick, 2011).

Elections give all students an opportunity to take an active part in deciding who to be their leaders who have to embrace the needs of students. In this regard, political student's organizations as well as value – based student structures play a significant role in promoting students democracy in university settings (Oladeje, 2010).

# CHAPTER THREE

## METHODOLOGY

### **3.0 Introduction.**

This chapter spells out how data was collected to answer the objectives. The chapter describes the research design, population and samples, sampling techniques, data collection instruments, data collection procedure and data analysis.

### **3.1 Research design**

The study employed the cross-sectional survey design to elicit information on both service delivery and satisfaction. This design was found desirable because it allowed the collection of large amount of information from a large section of people making the information wide enough to represent the true picture of what is on the ground. The quantitative methodology was majorly employed for this study because it would supply numerical data for determining the degree of relationship between quantifiable variables. To a lesser extent the qualitative method was also applied to triangulate data collected using the quantitative method.

### **3.2 Population and samples**

#### **3.2.1 Study area**

Four universities were used for the study, two of them public and two private. The samples were purposively selected because they are the biggest in the country in terms of establishment and enrolment. The faculties of education, social sciences and business studies were also purposively selected making a total of 12 faculties in the four universities. These faculties were selected because they are found in all the selected universities.

### 3.2.2 Participants and sampling techniques

Undergraduate students who were in their final year of study made the samples of the study. The final year students were chosen because they had more experience of the services offered by their respective Universities. Their responses were therefore, considered more reliable. From the four universities, a sample size of 362 was finally used and was drawn from their respective faculties using both stratified and simple random sampling techniques. Stratified sampling was used because students were first categorized according to their respective faculties. Random sampling technique was applied to ensure an equal probability selection where each population member had an equal chance of being selected. Proportion was taken into consideration to sample the students based on their population. The sample size from each university was desirable to cater for adequate representation and to allow for generalization. The parent population sample was 6000 students from the four universities. The proportion of students from each university is shown below:

**Table 3.1: Proportion of students from each university**

University	Subpopulation	Source document
Mak	2400	Central Registry Records (2009)
KYU	1800	Central Registry Records (2009)
UCU	800	General Students Registry (2009)
KIU	1000	General Students Registry (2009)
TOTAL	6000	

Krejcie and Morgan (1970) recommend that for a population of 6000, an appropriate and representative sample should be 361.

This figure was rounded up to the nearest 100 to give a figure of 400 respondents. Therefore a sample of 400 students was targeted. Also three key informants were purposively selected from each of the three faculties in each university. The targeted informants were Guild Ministers of Education, faculty representatives and course coordinators. A total of 36 key informants were selected from all the universities. They were selected because in the university, they directly handle student's issues and have a deeper understanding of students' problems. The 36 key informants bring the total targeted sample to 436 respondents. However out of the 400 student's questionnaires administered, 362 fully completed ones were returned and were the ones used in the actual data analysis (see Table 3.2 below). Respondents selected from UCU were 25.7%, Mak were 25.7 %, KIU were 24.6% and KYU were 24.0%. Raw data from questionnaire instruments was coded and analyzed using Statistical Package for Social Sciences (SPSS) software to determine descriptive statistics for summary of data in terms of frequency, mean, standard deviation and correlation coefficient. Qualitative data from interview schedules were analyzed using content analysis to determine frequency responses.

**Table 3.2: Universities attended by respondents**

<b>University</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
UCU	93	25.7	25.7
Mak	93	25.7	51.4
KIU	89	24.6	76.0
KYU	87	24.0	100.0
<b>Total</b>	<b>362</b>	<b>100.0</b>	

**Source: Primary data**

As shown in the Table above, respondents selected from UCU were 25.7%, Mak were 25.7 %, KIU were 24.6% and KYU were 24.0%. This implies that each university contributed almost the same proportion of respondents.

Below is a summary of sample characteristics.

**Table 3.3: Age category of respondents**

Category	Frequency	Percent	Cumulative Percent
18-25	300	82.9	82.9
26-35	55	15.2	98.1
36-45	5	1.4	99.4
46 and above	2	.6	100.0
<b>Total</b>	<b>362</b>	<b>100.0</b>	

**Source: Primary data**

As indicated in the Table above, the majority (82.9%) of respondents were aged 18- 25 years, indicating that they had joined the university from S6. Others were aged, 26-35(15.2%), 36-45(1.4%) and 0.6% were aged 46 years and above. This implies that a few were mature entrants.

**Table 3.4: Gender of respondents**

Gender	Frequency	Percent	Cumulative Percent
Male	158	43.6	43.6
Female	204	56.4	100.0
<b>Total</b>	<b>362</b>	<b>100.0</b>	

**Source: Primary data**

As indicated in the Table above, the majority (56.4%) of respondents were females and the rest were males (43.6%). Females were more due to weaknesses in effectively stratifying the parent population.

### Composition of key informants

Key informants were also interviewed to supplement, cross – check and confirm the data that was collected using structured questions. Key informants’ data was collected using an interview schedule. As indicated in the table below 12 (33.3%) were ministers of education and student welfare in the students’ guild council 12 (33.3%) were representing one of the three faculties on the guild and another 12 (33.3%) were coordinating courses within the selected faculties.

**Table 3.5: Key informants**

Faculty	Responsibility		
	Minister	Faculty representative	Course Coordinator
Education	4	4	4
Business and management	4	4	4
Social Sciences	4	4	4
<b>Total</b>	<b>12(33.3%)</b>	<b>12(33.3%)</b>	<b>12(33.3%)</b>

Source: Primary data

### The response rate

The response rate was 91% (see Table 3.6) below. The results obtained from the study are considered reliable because Amin (2005) argued that for any results to be relied upon, the response rate should not go below 50% .

**Table 3.6: Response rate**

Distributed questionnaires	Valid questionnaires	Response rate
400	362	91%

### **3.3 Data collection instruments**

#### **3.3.1 Questionnaire**

The main instrument used for data collection was the questionnaire. The questionnaire was preferred because it catered for confidentiality and brought in a large amount of data. It was basically close-ended. Questions were designed to elicit information to determine students' opinion on their level of satisfaction with the services offered in their universities. The questionnaire contained five sections: Section A elicited demographic information and academic profile of students such as age, gender, university, faculty and programme; Section B, sought information on service delivery; section C, on physical facilities; section D, on teaching services and section E, on student interaction with staff. The questionnaire was designed on a five- point Likert scale ranging from strongly disagree to strongly agree.

#### **3.3.2 Interview guide**

An interview guide containing open ended questions was administered to key informants from the four universities. The data got from the key informants helped to supplement, cross check and confirm data that was collected using closed ended questions.

### **3.4 Validity of the Questionnaire**

Validity refers to the extent to which an instrument measures what it claims to measure (Arya & Razavieh, 2002) or whether the variable is the underlying cause of item covariation (Davillis, 2003).

Prior to the initiation of the study, senior academicians screened and vetted the instruments for their content validity. The academicians were selected based on their academic and managerial expertise in performance management. Most items in the questionnaire were found relevant, apart from three which were deleted. The validity of the questionnaire was further tested using the content validity index (CVI) whose formula is as stated below:

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

In the content validity test, the validity of each item was evaluated on a scale for which 1 = relevant, 2 = quite relevant 3 = somehow relevant and 4 = not relevant. For the interview guide, all items were found relevant. The findings are shown in the table below:

**Table 3.7: Showing Content Validity Index (CVI)**

<b>Academicians</b>	<b>CVI for Questionnaire</b>	<b>CVI for Interview guide</b>
Academician 1	0.838	0.833
Academician 2	0.935	0.833
Academician 3	0.831	0.67
Academician 4	0.935	0.833
<b>Average</b>	<b>0.885</b>	<b>0.792</b>

**Source: Primary data**

As indicated in Table 3.7, all CVI were above 0.70 indicating that the questions were relevant to the study variables (*see appendix III for calculations*). On average, the content validity index for the questionnaire was 0.885, while that of the interview guide was 0.792.

These values are in agreement with Sekarani (2003) and Mugenda (2003) who recommended that for an instrument to be valid, its content validity index has to be 0.7 and above.

### 3.5 Reliability of the questionnaire instrument

The instrument was pilot tested to 20 participants selected randomly from two universities in Kampala but excluding those chosen for the study. Participants were asked to answer the questions as if they were answering them in the main study. The reliability of the instrument was calculated using the Cronbach Alpha test of reliability. This test determines the consistency of the items used to measure variables in the questionnaire.

The data was entered in the computer and analyzed using the Statistical Package for Social Sciences (SPSS) version 17. The variables with an Alpha Correlation Coefficient of least 0.6 were taken to be reliable (Ahuja, 2005). Table 3.8 indicates that all the alpha coefficients were above 0.6 (*see appendix III for calculations*).

**Table 3.8: Reliability Test Findings (Pilot sample=20)**

Variable	No of items	Alpha coefficient
Service delivery	10	.6440
Physical facilities	5	.5077
Teaching services	8	.6545
Student interaction	10	.7257
Satisfaction	3	.7463

**Source: Primary data**

Results of the reliability test in Table 3.8 revealed that all questions were considered reliable though a set of items addressing physical facilities had to be improved.

### 3.6 Data collection procedure

Before going to collect data, an introductory letter was obtained from the Head of Department Educational Planning and Management, KYU.

The researcher then sought permission to carry out the study from Deans of Faculties of the four selected universities. The Deans allowed the researcher during lecture time to request the students from the four universities to participate by filling in the questionnaires.

### **3.7. Quantitative data analysis**

After data was collected, it was edited, cleaned and coded. Descriptive statistics, means, standard deviation, and frequency tables were used to present descriptive data. For inferential analysis, correlation and linear regression were used. Since variables were measured on a continuous scale, the Pearson's correlation coefficient was the most suitable measure of magnitude and nature of relationship between student satisfaction and services variables.

In order to examine the overall effect of independent variables on the dependent variable, multivariate dependence analysis technique for predicting the dependent variable on the basis of two or more independent variables was done using Linear multiple regression. Student satisfaction was regressed on each of the services variables. This indicated the specific contribution (deterministic relationship) of the independent variable to the dependent variable.

### **3.8 Qualitative data analysis**

Qualitative responses from the key informants were analyzed using Trochim's (2006) method which recommends that qualitative responses should first be structured around major themes and interpretation be made using meaning analysis. Using this procedure, interview data was examined and classified in terms of themes derived from the objectives. The percentage of frequency of responses was computed. Then the relationships among data were explored using the highest percentages.

### **3.9 Limitations**

1. The geographical scope focused only on universities in and around Kampala. The results of the study therefore, may not be generalized to other universities whose settings are rural.

2. Weaknesses in effectively stratifying the sample led to the participation of more female students which affected representativeness of the sample population.

3. The study narrowed itself to eliciting only perspectives of service consumers (students) but left out views of service providers (university staff). This limited comprehensiveness of findings since data was generated from only service beneficiaries at the expense of that from service providers.

### **3.10 Ethical considerations:**

The researcher sought participants' informed consent by explaining the purpose of the study to them. Participants' rights and dignity was observed by allowing only willing ones to participate.

The researcher avoided plagiarism by citing and referencing all sources used in the study.

# CHAPTER FOUR

## DATA PRESENTATION, ANALYSIS AND INTERPRETATION

### 4.0 Introduction

This chapter presents the findings of the study that assessed the critical factors in service delivery that contribute most to students' satisfaction/dissatisfaction, measured the relationship between physical facilities , teaching facilities and student- staff interaction with students' satisfaction. The data presented in this chapter were derived from the questionnaire and in-depth interviews.

### 4.1 Objective One: Critical factors in service delivery

The first objective of the study was to establish the critical components in service delivery that influenced students' satisfaction. The researcher had hypothesized that there are critical factors in service delivery that contribute most to students' satisfaction. The researcher first explored the critical factors in higher education service delivery that contribute most to students' satisfaction. The findings were as indicated below:

**Table 4.1: Critical factors in Service Delivery**

<b>Critical factors in service Delivery</b>	<b>Frequency</b>	<b>Percentage</b>
Learning environment	118	33.0
Release of results	80	22.0
Learning facilities	62	17.0
Guidance and counseling	36	9.9
Tuition payment	33	9.1
Publishing by lecturers	33	9.0
<b>Total</b>	<b>362</b>	<b>100.0</b>

Source: Primary data

As indicated in the Table above, the critical service factors were learning environment, mentioned by 33% of the respondents, release of results, mentioned by 22% and learning facilities, mentioned by 17% .Other factors mentioned were publishing by lecturers by 9.1%. Guidance and counseling by 9.9% and tuition payment mentioned by 9.1%. These findings indicate that students are greatly concerned about the environment in which learning takes place, the quality of learning facilities and their results. Therefore, to students, quality services would imply that the university provides appropriate and conducive learning facilities, release results accurately and in time.

The researcher then explored the relationship between service delivery and students satisfaction. The findings are indicated in the Table below:

**Table 4.2: A bivariate correlation between satisfaction and service delivery**

<b>Independent variable</b>	<b>Dependent variable</b>	<b>N</b>	<b>r</b>	<b>P-Value</b>
Service delivery	Satisfaction	362	0.4*	0.04

\* Correlation is significant at the 0.05 level (2-tailed).

As indicated in the above Table, there was a moderately significant positive correlation between service delivery and student satisfaction ( $r = 0.4$ ,  $p = 0.04$ ). The low positive values implied that the general satisfaction with service delivery was quite low. This implies that if the quality of service delivery improved, the general satisfaction of the students would also increase. The hypothesis that there are critical factors contributing to students' satisfaction was confirmed.

Satisfaction was also measured in terms of quality of service delivery. The results are summarized in the Table 4.3 below.

**Table 4.3: Quality of service delivery and satisfaction**

<b>Service factors</b>	<b>Total respondents</b>	<b>Mean</b>	<b>Standard deviation.</b>
<b>Service delivery and satisfaction (SDS)</b>	362	29.3	6.3
<b>Physical facilities (PF)</b>	362	15.1	4.3
<b>Teaching services (TS)</b>	362	24.2	5.5
<b>Student – staff interaction (SSI)</b>	362	32.1	6.5
<b>Satisfaction</b>	362	10.0	2.9

**Source: Primary data**

To analyze students' satisfaction with the quality of service delivery, mean scores for each aspect of service delivery were computed. The results show that the most important factor that

influenced students' level of satisfaction was student's interaction with staff (Mean = 32.1, SD = 6.5). This was followed by service delivery (Mean = 29.3, SD = 6.3), teaching services (Mean = 24.2, SD = 5.5) and physical facilities (Mean = 15.1, SD = 4.3).

The results again showed that respondents were most concerned about the interaction of teaching staff with students in class and / or outside class. Therefore this study can make a case that it is important for staff to interact with students beyond teaching. After establishing the level of students' satisfaction with the quality of service delivery, the researcher measured the influence of service delivery on students' satisfaction. The findings are presented in the tables below.

**The influence of service delivery on students' satisfaction**

In order to obtain the overall contribution of service delivery on student satisfaction, a multiple linear regression test was run and the table below shows the influence of service delivery on students' satisfaction.

**Table 4.4: Regression model**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig.
1	.313 <sup>a</sup>	.078	.081	2.90648	.043 <sup>a</sup>

- a. **Predictors:** (Constant), Service delivery, physical facilities, teaching services and students interaction

b. **Dependent Variable:** Students satisfaction

The regression model summary in Table 4.4 above, shows that the correlation (linear relationships) between student satisfaction (dependent variable) and service delivery is indicated by  $R=0.313$ . The correlation was significant at  $p\text{-value} < 0.05$  and this implies that there was a moderate positive relationship between service delivery and students' satisfaction in the model. This means that effecting positive changes in service delivery strongly increases student satisfaction. The results of the regression model indicated an R-square of 78%. This implied that on average, service delivery explained 78% of the variation in student satisfaction. A 78% change in quality of service delivery would cause a 78% increase in students' satisfaction.

The researcher further explored the marginal change (beta value) in student satisfaction caused by varying each aspect of service delivery. The findings are presented in the regression coefficients Table below.

**Table 4.5: Regression coefficients table**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.419	.873		9.639	.000
	SSI	.072	.031	.162	2.326	.021
	TS	.016	.036	.029	.430	.041
	PF	.014	.042	.021	.340	.734
	SDS	.019	.032	.041	.606	.005

**Key: SDS = Service delivery and satisfaction, PF= Physical facilities, TS= Teaching services, SSI= Student- staff interaction**

Using the linear regression equation,  $Y = a + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + e$ , the fitted equation model is:  $Y = 8.419 + .162x_1 + .029x_2 + .021x_3 + .041x_4$ . In this equation, 8.419 is the constant. This means that, if there is no additional increase in any of the aspects of service delivery in the model, student satisfaction will only increase by 8.419 and remains constant. However, varying service delivery would contribute 41% change in satisfaction, teaching services, 29%, physical facilities, 21% and staff-student interaction 16%.

### Satisfaction dimensions

The researcher explored satisfaction in three ways: whether the university had met the students' expectation; whether the student was willing to come back and study at the university and whether the student can recommend others to the university. The findings are indicated in the Table below.

**Table 4.6: Responses on three aspects of satisfaction**

	N	Mean	Sd
Coming back given opportunity	362	3.4	1.2
Recommending others to the same university	362	3.6	1.3
Extent to which University has fulfilled their expectations	362	2.8	0.8

**Source: Primary data**

The findings in the Table above indicate that students were satisfied with service delivery to the extent that they could recommend others to the university (Mean = 3.6, SD = 1.3) and also given opportunity, they would come back and pursue studies at the university (Mean = 3.4, SD = 1.2). They were however least satisfied about the extent to which the university had fulfilled their expectations (Mean = 2.8, SD = 0.8).

A comparison was made across individual universities to examine the students' level of satisfaction. Findings are summarized in Table 4.7.

**Table 4.7: A comparison of service delivery and satisfaction across universities**

University		SDS	PF	TS	SSW	SAT
UCU	Mean	32.2	15.7	26.1	33.6	8.0
	N	93	93	93	93	93
	Sd	6.3	4.1	5.3	6.8	3.0
Mak	Mean	28.5	15.1	24.5	32.5	11.3
	N	93	93	93	93	93
	Sd	5.4	4.9	5.1	5.7	2.1
KIU	Mean	29.2	15.9	23.2	31.7	9.7
	N	89	89	89	89	89
	Sd	6.4	4.3	6.1	7.1	2.8
KYU	Mean	27.0	13.5	22.8	30.6	11.0
	N	87	87	87	87	87
	Sd	5.9	3.5	4.7	6.2	2.3
Total	Mean	29.3	15.1	24.2	32.1	10.0
	N	362	362	362	362	362
	Sd	6.3	4.3	5.5	6.5	2.9

**Source: Primary data**

Findings in Table 4.7 demonstrate remarkable differences in the level of satisfaction with regard to service delivery. Students in UCU showed the highest satisfaction (mean = 32.2, SD = 6.3).

They were followed by students from KIU. The least satisfied students were from Mak (mean = 28.5, SD = 5.4). Concerning physical facilities, students from all the universities were equally satisfied except those from KYU. Once again students from UCU were the most satisfied with teaching services (mean = 26.1, SD = 5.3), while those from KYU were the least satisfied (mean = 22.8, SD = 4.7). With regard to students interaction with staff, UCU again showed the highest satisfaction (mean = 33.6 SD = 6.8), followed by Mak (mean 32.5, SD = 5.7), then by KIU (mean 31.7, SD = 7.1), and KYU (mean 30.6, SD = 6.2), showed the least level of student interaction with staff.

The findings indicate that students from private universities were more satisfied with specific service aspects, such as service delivery, physical facilities and student interaction services than those in public universities. However, as far as the general satisfaction is concerned, students from public universities were more satisfied with their universities than those in private ones. This is likely because of the trust and confidence people have in public universities.

#### **4.2 Objective Two: The relationship between physical facilities and students' satisfaction**

The second objective of the study was to establish if there was a relationship between the physical facilities in the universities and students' satisfaction. The researcher had hypothesized that there is a significant relationship between physical facilities and students' satisfaction. The researcher first explored the critical factors that influenced student perception of the university's physical facilities and the findings are presented in the Table below.

**Table 4.8: Critical physical facilities influencing students' satisfaction**

<b>Critical Physical facilities</b>	<b>Frequency</b>	<b>Percentage</b>
Lecture rooms	129	35.6
Library services	75	20.9
ICT Services	63	18.5
Halls of residence	52	14.3
Recreation facilities	39	10.7
<b>Total</b>	<b>362</b>	<b>100.0</b>

**Source: Primary data**

As indicated in the Table above, the major critical physical facilities were lecture rooms, mentioned by 35.6% of the respondents; library services, mentioned by 20.9 % and ICT services mentioned by 18.5%. Other factors mentioned were halls of residence by 14.3% and recreation facilities mentioned by 10.7%. The findings imply that students place more emphasis on conducive and learner- friendly physical facilities in their lecture rooms. They would also be more satisfied with good learning facilities in the library and modern computer laboratories.

The researcher further explored the relationship between the physical facilities and student satisfaction. The findings are shown in the Table below.

**Table 4.9: A bivariate correlation between physical facilities and students' satisfaction**

<b>Independent variable</b>	<b>dependent variable</b>	<b>N</b>	<b>R</b>	<b>P-Value</b>
Physical facilities	Satisfaction	362	.26*	.02

\* Correlation is significant at the 0.05 level (2-tailed).

As indicated in the Table above, there was a moderate significant positive relationship ( $r = 0.26$ ,  $p = 0.02$ ) between physical facilities and student satisfaction at 0.05 level of significance. This implies that when universities provide conducive and learner- friendly physical facilities in their learning environment, plus good personal and private learning facilities and modern computer laboratories, student satisfaction with the quality of service delivery increases. This implies that the physical facilities do affect students' view of the quality of service delivery of the university, and therefore, their overall satisfaction level. The hypothesis of a relationship was therefore, confirmed.

#### **4.3 Objective Three: Relationship between teaching services and students' satisfaction**

The third objective of the study was to establish if there was a relationship between the teaching services in the universities and students' satisfaction. The researcher had anticipated a significant relationship between teaching services and students' satisfaction. The researcher first explored the critical factors that influenced student perception of teaching services in the university. The findings are presented in the Table below.

**Table 4.10: Critical teaching service factors influencing students' satisfaction**

Critical Teaching Service factors	Frequency	Percentage
Lecturers' teaching competence	119	32.8
Lecturers' punctuality	97	26.7
Access to ICT services	81	22.3
Students' assessment	34	9.5
Professionalism of lecturers	31	8.7
<b>Total</b>	<b>362</b>	<b>100.0</b>

Source: Primary data

As indicated in the Table above, the major aspects of learning services were lecturers' teaching competence mentioned by 32.8%, lecturers' punctuality mentioned by 26.7% and access to ICT services mentioned by 22.3%. Other services mentioned were students' assessment, mentioned by 9.5% and professionalism of lecturers mentioned by 8.7%. This finding implies that students prefer competent lecturers who assess them objectively. They also want easy access to modern learning resources through the ICT.

The researcher then explored the relationship between learning services and students' satisfaction. The findings are indicated in the Table below.

**Table 4.11: A bivariate correlation between teaching services and satisfaction**

Independent variable	Dependent variable	N	r	P-Value
Teaching Services	Satisfaction	362	.46*	.04

\* Correlation is significant at the 0.05 level (2-tailed).

As indicated in the table above, there was a moderate significant positive relationship ( $r = 0.46$ ,  $p = 0.04$ ) between teaching facilities and student satisfaction at 0.05 level of significance. This means that as lecturers in universities improve their teaching and students' assessment, plus provision of good ICT facilities, students' level of satisfaction with university services increase. The hypothesis of a relationship was therefore, maintained.

#### **4.4 Objective Four: Relationship between students' interaction with university staff and students' satisfaction.**

The fourth objective of the study was to establish if there was a relationship between student interaction with university staff and students' satisfaction. The researcher had hypothesized that there was a relationship between students interaction with university staff and students satisfaction. The researcher first explored the aspects that students perceived as critical to a good staff- student interaction. The findings are indicated in the Table below.

**Table 4.12: Critical interaction factors influencing students' satisfaction**

<b>Critical interaction factors</b>	<b>Frequency</b>	<b>Percentage</b>
Staff approachability	133	36.7
Handling students' complaints	71	19.6
Courtesy of food service providers	66	18.2
Response to students' election petitions	48	13.4
Compassion of medical staff	44	12.1
<b>Total</b>	<b>362</b>	<b>100.0</b>

**Source: Primary data**

As indicated in the Table above, the majority (36.7%) of the students, mentioned staff being friendly, approachable and helpful. Others mentioned the university having courteous food providers (18.2%), the university being ready to listen to students' complaints (19.6%), resolving students' election petitions (13.4%) and having compassionate medical staff (12.4%). These findings imply that students prefer friendly, approachable and helpful staff willing to address their personal and academic matters as well as food service providers serving with courtesy.

The nature of the relationship between interaction and students satisfaction was then explored as indicated in the Table below.

**Table 4.13: A bivariate correlation between satisfaction and interaction**

<b>Independent variable</b>	<b>Dependent variable</b>	<b>N</b>	<b>r</b>	<b>P-Value</b>
Interaction	Satisfaction	362	.33*	.01

\* Correlation is significant at the 0.05 level (2-tailed).

As indicated in the Table above, there was a significant low positive relationship between students' interaction with staff and student satisfaction at 0.05 level of significance. This implies that as the university staff improves the quality of interaction with students, their level of satisfaction also increases. The hypothesis of a relationship was therefore, confirmed.

Key informants were asked to mention the services that they thought were provided efficiently by their universities and their responses are indicated in the table below.

**Table 4.14: Services provided effectively by the university**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Effective teaching	12	42
Good administration	8	9
Relevant courses	7	2
Friendly staff	6	6.0
Good learning environment	4	18
Good library services	3	6.0
Effective guidance and counseling	3	5
Freedom of worship	2	7
Good internet services	2	5.0
<b>Total</b>	<b>47*</b>	<b>100</b>

**Source: Primary data**

*\*Total frequency is greater than the number of respondents because some respondents gave more than one response.*

As indicated in the Table above, according to the key informants, universities that effectively taught well (42%), provided a good learning environment (18%), had good administration (9%) and allowed freedom of worship. On the other hand universities were weak in providing relevant courses (2%), guidance and counseling (5%), internet services (5%) and having friendly staff (6%).

In Table 4.15, key informants indicated the services not provided effectively by the university.

**Table 4.15: Services not provided effectively by the universities**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Poor sanitation	16	22
Rude support staff	12	16
Inadequate learning facilities	11	15
Delay in release of results	10	14
Rude accounts staff	9	12
Tribalism and sexual exploitation by lecturers	8	11
Poor exam processing	7	10
<b>Total</b>	<b>73*</b>	<b>98</b>

**Source: Primary data**

*\* Total frequency is greater than the number of respondents because some respondents gave more than one response.*

As indicated in the Table above, key informants revealed that their universities have poor sanitation (22%), rude support staff (16%), inadequate learning facilities (15%) and the delay in releasing results (14%). They also revealed that universities have rude accounts staff (12%), exhibit tribalism and sexual exploitation (11%) and process exams inaccurately (10%).

Key informants were asked to indicate their level of satisfaction with the delivery of services in their university by asking them whether they would come back to the varsity to study, whether they could recommend the university to another person and whether the university had met their expectations. Their responses are shown in Table 4.16:

**Table 4.16: Key informants' responses on satisfaction**

Aspect	Response			
	Yes		No	
	f	%	f	%
Coming back given opportunity	23	64	13	36
Recommending others to the same university	26	72	10	28
Extent to which university has fulfilled their expectations	12	33	24	67
<b>Total</b>	<b>61</b>	<b>56</b>	<b>47</b>	<b>44</b>

**Source: Primary data**

As indicated in the Table above, 64% of the respondents said they would come back and 36% said they would not. 72% said they would recommend others to the same university and 28% said they would not. 67% said the university had not met their expectations while 33% agreed the university had met their expectations. Generally more (61%) respondents said yes to the three aspects compared to those who said no (44%). This implies that generally students felt that the university had not fulfilled their expectations.

In conclusion, key informants agreed with the main respondents that the services offered by the Universities in a number of non-academic areas were not satisfactory and needed to be improved. Both categories of respondents concurred that learning resources, access to ICT services, sanitary facilities and students' interaction with university staff had to be improved. These improvements would bring about the competitiveness of the universities which would subsequently increase the level of students' satisfaction with the services delivered by universities.

# **CHAPTER FIVE:**

## **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

### **5.0. Introduction**

In this chapter, the researcher discusses the findings in chapter four in relation to the hypotheses of the study and reviewed literature. The researcher thereafter draws conclusions and makes recommendations based on the research findings.

### **5.1 Discussion**

#### **5.1.1 Service delivery and students' satisfaction**

The first hypothesis of the study stated: "There are critical factors in service delivery that contribute most to students' satisfaction or dissatisfaction". The findings revealed a moderate positive correlation between service delivery and students satisfaction ( $r = 0.4$   $P = 0.04$ ). This implied that there was a positive relationship between quality teaching, timely release of results, guidance and counseling, opportunities to publish by lecturers, and favorable terms of paying tuition and students' satisfaction. If these critical service factors are improved, then student satisfaction will also increase. This means that for universities to increase their popularity to its various stakeholders in the country and also improve their national rankings, they have to provide quality teaching, release student results in time, provide effective guidance and counseling and offer favorable terms of paying tuition. The findings agree with Berry (1995) who argued that quality service delivery is one of the important factors enhancing the value of universities, which can positively influence student success. Nejati and Nejati (2009) concur with Berry and assert that for any institution to succeed, it has to attract and retain customers by providing relevant and quality services.

These findings further agree with the views of the key informants who argued that when students in universities are taught well in a good learning environment and the administration both at department and faculty level is good and people-oriented, students will feel satisfied, valued and they will be proud of their university. Educational institutions therefore, need to pay great attention to students' needs as their own customers and try to provide quality services to satisfy them.

### **5.1.2 Physical facilities and student satisfaction**

The second hypothesis stated: "there is a significant relationship between the physical facilities and student's satisfaction". The major aspects of the physical facilities influencing student satisfaction were: learning environment, library services, ICT services, halls of residence and recreation areas. The results showed a moderate significant positive relationship between physical facilities and students' satisfaction ( $r= 0.26$ ,  $p= 0.02$ ). This meant there was a positive relationship between the size of the lecture room, library services, halls of residence and recreation areas with students' satisfaction. This implies that when the university improves these physical facilities, students' satisfaction would also increase. The findings agree with CHFCE (2002) which observed that in order to deliver core teaching and research, higher educational institutions need to have substantial infrastructure that should include extensive estate and buildings. Keaveney and Clifford (1997) also support the findings when they observe that lecture room facilities normally shape student practical college experience and are therefore considered key satisfaction and retention components. The results further agree with Coles (2002), who found that students' satisfaction is decreased when class sizes are larger and accommodated in small facilities. The findings therefore, imply that when universities provide conducive learning facilities, students' satisfaction with the quality of service delivery increases.

However, the correlation coefficient was low ( $r = 0.26$ ) implying that the quality of physical facilities in universities is poor. The NCHE (2010) concurs when it indicates that poor physical facilities negatively affect student learning, which may subsequently affect the national ranking of the universities. The NCHE raises these concerns because it provides licensing to universities, after ascertaining that they meet minimum standards of physical facilities for students' learning.

### **5.1.3 Teaching services and student's satisfaction**

The third hypothesis anticipated a significant relationship between teaching services and students' satisfaction. The findings indicated a moderate significant positive relationship between teaching services and student satisfaction ( $r=0.46$ ,  $p=0.04$ ) at 0.05 level of significance. This meant that there was a positive relationship between teaching services and students' satisfaction. As the quality of the teaching services increase, students' satisfaction also improves. The findings agree with Banwet and Datta (2003), who found that students placed more importance on the outcome of the lecture than any other dimension. This is further supported by the findings of Schneider and Bowen (1991), who deduced that the quality of the core service delivery is still the lecture. This implies that when students choose where they want to study, the most important factor influencing their choice is the perceived quality of the teaching staff (ANZMAC, 2000). This variable had the highest correlation value ( $r = 0.46$ ) with student satisfaction. This may mean that students place more significance on lecturers' teaching competence and therefore are more critical in evaluating it. It may also imply that universities should put more focus on teaching- learning processes and therefore devote more resources into it. However, the fact that the value was below 0.5 implied that students' satisfaction with this aspect is also rather low.

#### **5.1.4 Students' interaction with staff and students' satisfaction**

The fourth hypothesis stated: "there is a significant relationship between student interaction with university staff and student satisfaction". The major aspects of interaction were staff approachability, handling students' complaints, compassion of medical staff and resolving students' election petitions. The findings indicated a low correlation value ( $r = 0.33$ ,  $p = 0.01$ ) at 0.05 level of significance, but a positive correlation between staff- student interaction and students' satisfaction. This implies that as the University staff improve the quality of interaction with students, the level of satisfaction of students also increases. These findings imply that students prefer friendly, approachable and helpful staff willing to address their personal and academic matters. This suggests that there is a positive relationship between staff- student interaction and students' satisfaction. The findings agree with Sohail and Shaik (2004), who found that "quality contact" from University personnel was the most influencing factor in student evaluation of service quality. It is therefore, common that in most tertiary institutions, students come into contact with administrative staff for many reasons like changing of courses, paying fees, registration and time tabling. Because of these interactions, administrative staff play a central role in generating student satisfaction or dissatisfaction. Berry et al (2003) argue that administrative staff significantly influences the degree of satisfaction that students experience. Therefore, universities need to have well oriented personnel who put student service above everything else.

#### **5.2 Conclusion**

This study attempted to assess the impact of education service delivery on student satisfaction in higher institutions of learning in Uganda. The following conclusions are derived from the findings presented in chapter four:

### **5.2.1. Service delivery and student satisfaction**

The findings showed a significant positive relationship, but low correlation between service delivery and student satisfaction. The low correlation value implies that the general satisfaction with service delivery was quite low. The researcher therefore, concludes that students are generally not satisfied with the services offered at institutions of higher learning in Uganda.

### **5.2.2 Physical facilities and student satisfaction**

A moderate significant positive relationship between physical facilities and student satisfaction was found. Universities had small lecture rooms, unhygienic halls of residence and poor recreation facilities. This scenario could negatively affect the level of students' satisfaction. The researcher concludes that students mind about the nature of the physical facilities they study in, as these facilities are very significant in the students' learning process and should therefore be improved.

### **5.2.3. Teaching services and students' satisfaction**

The findings revealed a moderate significant positive relationship between teaching services and student satisfaction. This aspect had the highest correlation coefficient, indicating its relative importance in the perspective of respondents. Though the researcher may conclude that the respondents were generally satisfied with this aspect, there are some areas of service delivery like students' assessment and access to ICT that still need to be improved.

### **5.2.4 Students interaction with staff and students' satisfaction**

The findings showed a significant low positive relationship between students interaction with staff and students satisfaction. This pointed to a low quality of interaction between university

staff and students. The researcher therefore concludes that the quality of interaction between students and staff affects the level students' satisfaction.

### **5.3 Recommendations**

#### **5.3.1 Service delivery and students' satisfaction**

The researcher recommends that management of institutions of higher learning pay great attention to the students as their main customers and try to provide quality services that satisfy them.

#### **5.3.2 Physical facilities and students' satisfaction**

There is need for the managers of institutions of higher learning in Uganda to enlarge teaching-learning facilities by way of constructing more or restructuring the existing ones.

#### **5.3.3 Teaching services and students' satisfaction**

The researcher recommends that management of institutions of higher learning improve on the pedagogical competence of lecturers, by for example training lecturers in short courses like post graduate certificate / diploma in education when students are in the long vacation.

#### **5.3.4. Students interaction with staff and students' satisfaction**

The researcher recommends all university staff to strive to be approachable so as to handle students' issues with a human face by undergoing an in-service tailor-made training in customer care.

### **5.4 Area for further research**

Future researchers could formulate objectives based on the findings of this study using a broader sample population incorporating students, academic and non- academic staff. Among others, the key issues to be investigated could be higher education funding, teaching/delivery methods, curriculum relevance and examination management in higher educational institutions.

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## APPENDICES

### APPENDIX I: Questionnaire instruments for students

Dear Respondents,

This study is about the impact of service delivery and students' satisfaction in private and public universities in Uganda. Its findings will be published in a dissertation for the award of Master of Education in Policy, Planning and Management of KYU. The information you give will be kept strictly confidential and only for academic purposes. Thank you so much for participating in this study.

#### Section A: Background Information

- 5 Your gender:                      Male                       Female
- 6 Age bracket:                      18-25                       36-45                       46 and above
- 7 University of study: .....
- 8 Faculty: .....

Please tick the response which best represents the level of your agreement with the following statements.

	<b>Section B: Service delivery and satisfaction in higher education</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Not sure</b>	<b>Agree</b>	<b>Strongly agree</b>
1	The academic registrar staff serve students with warmth.					

2	Teaching is effectively done by lecturers.					
3	Librarians attend to students with dignity.					
4	Students' identity cards are issued in time.					
5	Students' examination results are issued in time.					
6	Students have access to lecturer's publications.					
7	The University offers adequate security to students and their property.					
8	Canteen services at University are satisfactory					
9	Methods of fees payment are appropriate.					
10	Guidance and counseling services are effective.					
	<b>Section C: Physical facilities and students satisfaction</b>					
11	Lecture rooms provide comfortable learning.					
12	Library services are accessible to students.					

13	Recreation facilities are available.					
14	There is enough sleeping space in halls of residence.					
15	Lighting in all learning facilities is adequate.					
	<b>Section D: Teaching services and students satisfaction</b>					
16	I am pleased with the punctuality of lecturers.					
17	Coursework assignments are marked and given back to students in time.					
18	I am satisfied with teaching abilities of lecturers.					
19	Exams are well managed.					
20	Lectures take place as scheduled.					
21	It's easy to access information on the internet.					
22	Students are given an opportunity to assess the effectiveness of lectures periodically.					
23	Sometimes "thigh power" influences the grade of degree female students get.					
	<b>Section E: Students - staff</b>					

	<b>interaction.</b>					
24	Staff talk to me in a pleasant way.					
25	Staff are friendly and respect students.					
26	Staff are helpful in connecting students to sponsors.					
27	The forum for channeling students' complaints exists.					
28	Staff are willing to help students whenever approached.					
29	Food providers serve students with courtesy.					
30	Medical staff handle patients with compassion.					
31	The Dean's office responds promptly to students' election petitions.					
32	University authorities allow students freedom of worship.					

**APPENDIX II: Interview guide for key informants on service delivery and students satisfaction in institutions of higher learning**

**SECTION A: DEMOGRAPHIC INFORMATION OF KEY INFORMANTS**

<b>FACULTY</b>	<b>STATUS</b>		
	<b>Ministers</b>	<b>Faculty representatives</b>	<b>Course coordinator</b>
Education			
Business			
Social science.			

**SECTION B: SERVICE DELIVERY ISSUES**

1. Mention the services that are provided effectively by your university.
2. What services do you feel are not provided effectively by your university?
3. What improvement should be made by your university to improve service delivery?

**SECTION C: SATISFACTION ISSUES**

1. Given an opportunity, would you come back to this university and upgrade?
2. Would you be willing to recommend others to this university?
3. To what extent has the university fulfilled your expectations?

### APPENDIX III: Reliability and CVI calculations

#### Reliability SPSS calculations

##### Service Delivery

\*\*\*\*\* Method 1 (space saver) will be used for this analysis \*\*\*\*\*

—

RELIABILITY ANALYSIS - SCALE (ALPHA)

##### Reliability Coefficients

N of Cases = 362.0                      N of Items = 10

Alpha = .6440

##### Physical Facilities

\*\*\*\*\* Method 1 (space saver) will be used for this analysis \*\*\*\*\*

—

RELIABILITY ANALYSIS - SCALE (ALPHA)

##### Reliability Coefficients

N of Cases = 362.0                      N of Items = 5

Alpha = .5077

## Teaching services

\*\*\*\*\* Method 1 (space saver) will be used for this analysis \*\*\*\*\*

—

### RELIABILITY ANALYSIS - SCALE (ALPHA)

#### Reliability Coefficients

N of Cases = 362.0                      N of Items = 8

Alpha = .6545

## Student interaction

\*\*\*\*\* Method 1 (space saver) will be used for this analysis \*\*\*\*\*

—

### RELIABILITY ANALYSIS - SCALE (ALPHA)

#### Reliability Coefficients

N of Cases = 361.0                      N of Items = 10

Alpha = .7257

## Satisfaction

\*\*\*\*\* Method 1 (space saver) will be used for this analysis \*\*\*\*\*

## RELIABILITY ANALYSIS - SCALE (ALPHA)

### Reliability Coefficients

N of Cases = 20

N of Items = 3

Alpha = .7463

### CVI Excel calculations

Academician	Qnaire(valid)	IG(valid)	qnaire CVI	IG CVI
Acad1	26	5	0.838709677	0.833333
Acad2	29	5	0.935483871	0.833333
Acad3	26	4	0.838709677	0.666667
Acad4	29	5	0.935483871	0.833333
Qnaire items	31			
IG items	6			

**Appendix IV: Raw Data**

**What I like Most**

	Frequency	Percent	Valid Percent	Cumulative Percent
Immediate release of results and graduation	8	2.2	2.2	2.2
good Lib services	18	5.0	5.0	7.2
Good medical services	3	.8	.8	8.0
Effective teaching	148	40.9	40.9	48.9
Religious worship	22	6.1	6.1	55.0
Nothing in particular	8	2.2	2.2	57.2
relevant courses	7	1.9	1.9	59.1
Good learning environment	63	17.4	17.4	76.5
Good internet	11	3.0	3.0	79.6

services				
Friendly staff	18	5.0	5.0	84.5
Effective guidance and counseling	17	4.7	4.7	89.2
Good administration	11	3.0	3.0	92.3
Good recreation	3	.8	.8	93.1
easy to access	8	2.2	2.2	95.3
International	8	2.2	2.2	97.5
Lenient on Tuition payment	6	1.7	1.7	99.2
Liberalism	3	.8	.8	100.0
Total	362	100.0	100.0	

### What is Disliked

	Frequency	Percent	Valid Percent	Cumulative Percent
High tuition	52	14.4	14.4	14.4
Rough accounts staff	13	3.6	3.6	18.0
Delay in realize of results	16	4.4	4.4	22.4
Nothing as such	41	11.3	11.3	33.7
Strict checks	12	3.3	3.3	37.0
Bad Meals	5	1.4	1.4	38.4
lack of freedom of worship	6	1.7	1.7	40.1
Poor ICT services	14	3.9	3.9	43.9
Poor Living in Halls	10	2.8	2.8	46.7
Poor reception in offices	9	2.5	2.5	49.2
Tight learning schedules	9	2.5	2.5	51.7
Rude staff members	21	5.8	5.8	57.5
Limited Recreation	8	2.2	2.2	59.7
Poor sanitation in toilets	38	10.5	10.5	70.2
Poor elections of student leaders	5	1.4	1.4	71.5
Tribalism and sexual exploitation by lectures	12	3.3	3.3	74.9
Laxity in morals	5	1.4	1.4	76.2
poor exam Processing of	15	4.1	4.1	80.4

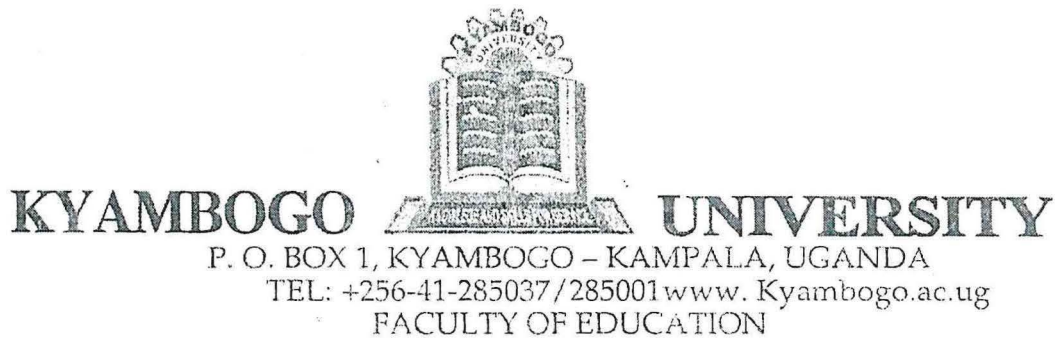
exams				
Unreliable power	5	1.4	1.4	81.8
Poor Security	5	1.4	1.4	83.1
Lecturers come late	6	1.7	1.7	84.8
Ineffective teaching	20	5.5	5.5	90.3
Poor guidance and Counseling	3	.8	.8	91.2
Regular strikes	2	.6	.6	91.7
poor Services	3	.8	.8	92.5
Inadequate learning facilities	24	6.6	6.6	99.2
Poor Communication to students	2	.6	.6	99.7
Delay in issuing documents	1	.3	.3	100.0
Total	362	100.0	100.0	

## Improvements needed

	Frequency	Percent	Valid Percent	Cumulative Percent
Reduce tuition	42	11.6	11.6	11.6
Reliable internet	10	2.8	2.8	14.4
More relevant courses	19	5.2	5.2	19.6
Receptionist should more carteous	9	2.5	2.5	22.1
Serve delicious Meals	30	8.3	8.3	30.4
Purchase more text books	16	4.4	4.4	34.8
Increase freedom of worship	7	1.9	1.9	36.7
Improve exterior environment	15	4.1	4.1	40.9
Listen to students' views	26	7.2	7.2	48.1
Improve ICT services	18	5.0	5.0	53.0
Improve sanitation	15	4.1	4.1	57.2
Nothing specific	8	2.2	2.2	59.4
Enlarge learning facilities	37	10.2	10.2	69.6
Increase the number of teaching staff	4	1.1	1.1	70.7
Increase morality	8	2.2	2.2	72.9

Student academic performance	4	1.1	1.1	74.0
Improve security	8	2.2	2.2	76.2
Reliable power	3	.8	.8	77.1
make fees payments easier	3	.8	.8	77.9
Lectures should be conducted on time	14	3.9	3.9	81.8
Accommodation	1	.3	.3	82.0
Recruit professional, lecturers	15	4.1	4.1	86.2
Eliminate beaucracy	8	2.2	2.2	88.4
Efficient management	35	9.7	9.7	98.1
Improve communication to students	7	1.9	1.9	100.0
Total	362	100.0	100.0	

## APPENDIX V: LETTER OF INTRODUCTION TO THE FIELD



DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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Our Ref:

Your Ref:

Date: 14<sup>th</sup> September, 2010

### TO WHOM IT MAY CONCERN

This is to certify that Mr. Adyanget Nelson, Registration No. 2008/HD/137/MEPPM is a student in our department. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic.

*"Service Delivery and Students Satisfaction in Higher Educational Institutions in Uganda. Implications for Educational Policy"*

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Yours faithfully



OKONGO WILBERFORCE  
HEAD OF DEPARTMENT