



UNIVERSITY OF NAIROBI

COLLEGE OF EDUCATION AND EXTERNAL STUDIES

CUSTOMER SATISFACTION BASELINE SURVEY REPORT

APRIL 2013

COLLEGE OF EDUCATION AND EXTERNAL STUDIES

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Executive Summary

Study Background and Survey Objectives:

- College of Education and External Studies is keen to understand the perceptions of our stakeholders (students) expressed towards the institution. They also would like to measure the satisfaction levels based on relevant service attributes and monitor them over the years. This initiative is intended to provide insights that are actionable to the management and form a basis to design appropriate strategies geared to enhance quality of service at the College.

Study Period and Methodology:

- The study was carried out in the month of March 2013. It employed quantitative methods by use of a structured questionnaire.
- The results of this survey form the baseline of stakeholders' perception towards the College of Education and External Studies that will be tracked annually.

Key Findings:

- Overall, CEES is perceived positively by internal stakeholders (students)

Students/ Customers

- Student satisfaction will have a high impact if the following areas are addressed: - quality of teaching services offered, teaching staff perception, quality of coursework, quality of teaching facilities, availing study units, ensuring lecturers forward student marks in time, proper filing of student work, management listening to student problems, enhancing security ,provision of social amenities and perception of College management.

Issues arising from the baseline survey

- This is an urgent initiative required to address the negative perception by students of College of Education and External Studies.
- Lack of study units
- Lecturer not attending classes
- Failure to give opening date in time
- Failure to issue examination results in time
- Delay in releasing student results
- Missing of student marks
- Stocking of the library with current books
- Graduation taking too long after student finish their course work
- Provision of quality teaching services.
- Provision of adequate teaching facilities.
- Provision and maintenance of social amenities.

Immediate steps that will impact on satisfaction positively

- Address students concern on quality of teaching services, inadequate teaching facilities and social amenities at the College
- Keep the available facilities in good condition

- Ensure student receive their results in time
- Provide adequate study materials
- Stocking the library in all the Extra mural centre

1.0 CHAPTER ONE: INTRODUCTION

1.1 Background

The College of Education and External Studies (CEES) is one of the six Colleges of the University of Nairobi (UoN). It has a long history, having been established by Makerere University in 1953 as an Extra-Mural Centre.

Currently the College of Education and External Studies has two schools and two centres namely:

- School of Education (SoE)
- School of Continuing and Distance Education (SCDE)
- Centre of Open and Distance Learning (CODL) and e-learning centre

The College facilitates other schools and faculties in the University to offer their programmes by distance and e-learning modes. It also offers service teaching to other schools and faculties and training of University academic staff in pedagogy/andragogy.

1.2 Statement of the Research Problem

The governance and management of the UON has changed in that past few years. The current administration has been charged with the responsibility of improving the image of the University. New systems and procedures have been put in place. This has therefore involved and affected all stakeholders at large. In this survey only students as stakeholders were considered.

It is against this background that this study seeks to establish students' perception and satisfaction levels with the current College administration with a view of getting information that can be then used to make decisions of how to improve the image and operational capability of the College. This will go a long way in identifying priorities that requires specific interventions, all in a bid to improve the image and service delivery of the College.

1.3 Objectives of the Study

1.3.1 Overall Objective

The main objective of this study is to measure overall satisfaction levels of students' with the administration of the College.

1.3.2 Specific Objectives

More specifically, this study seeks to;

- a) To establish the extent to which the College meets the needs of its students.
- b) To develop a baseline satisfaction index that can be tracked over time.

1.4 Study Limitations and Weaknesses

1.4.1 Unanswered Questions

In the student satisfaction questionnaire, students were required to complete all sections of the instrument as applicable to them. However, there were instances where no information was filled. For example, some students were unable to state problems facing them and give recommendations for the same.

1.4.2 Mode of Questionnaire Delivery

The questionnaires were handed out to students randomly. Though most of the questionnaires were returned some were not. This is because some students preferred to go with them to their rooms but never returned them.

Others were simply not interested mainly because of the time it takes to fill the questionnaires.

1.4.3 Scope of survey

The survey was only confined to the module one, module two and distance learning student who were attending their residential sessions.

1.4.4 Target Respondents

The sample taken was relatively small compared to the number of students within the College. 100 questionnaires were distributed and out of those 90 were returned with male respondents being 41 and female 49.

1.4.5 Respondent Classification

Respondent included student above 35 years who were the majority respondent and the rest were less than 25 years and between 25 and 35.

2.0 CHAPTER TWO: SAMPLING METHODOLOGY

2.1 Sampling Methodology

2.1.1 Students

The sampling was classified into gender, whether male or female. Age, whether below 25, between 25 and 35, between 35 and 45, between 45 and 55 and above 55 years of age. The sample required respondent to indicate the year of study and gender.

3.0 CHAPTER THREE: RESEARCH FINDINGS

3.1 Customer/ students satisfaction findings

3.1.1 An Introduction:

This section targeted CEES students who are also referred to as ‘customers’. They were randomly selected in the College premises taking into account the year of study. Only undergraduate students were covered.

3.1.2 Customer Satisfaction Survey Objective

The study sought to establish perceptions, expectations and satisfaction levels of students. It also assessed the relationship between College staff and students.

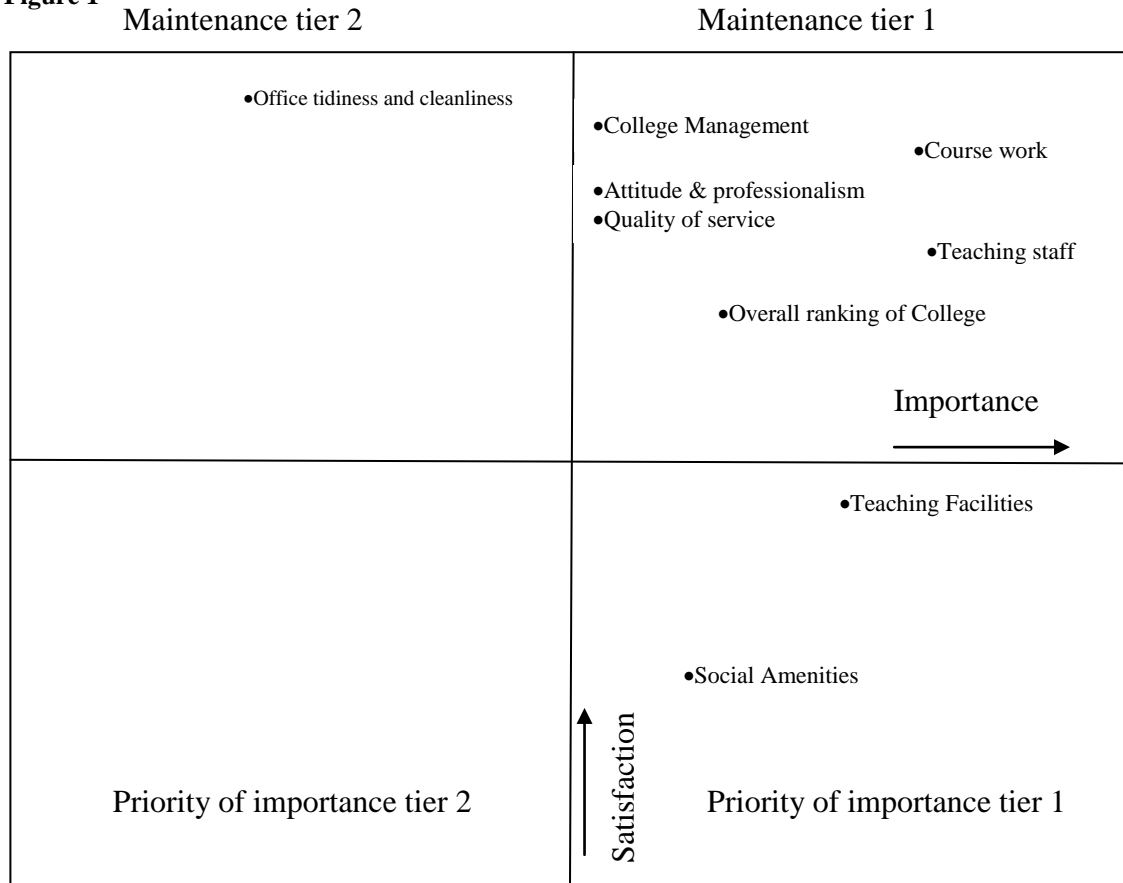
3.1.3 Applied Methodology

The students currently studying at CEES are the customers. They were given the structured questionnaire. A total of 100 respondents were issued with the questionnaire. The students were selected randomly within the College premises.

3.1.4 Priorities for Improvement According to Students

It is important to understand how to prioritize the different areas and attributes in order to improve the satisfaction of customers/ students. Student priority areas include adequate social amenities, adequate teaching facilities and overall improvement on service areas.

Figure 1



3.1.5 Overall Satisfaction Index

Overall the students' satisfaction index is 78%. This index is well above average.

3.1.6 Satisfaction evaluation with the services of CEES

3.1.6.1 Overall ranking in outcome of measurement perception areas

The results indicate that the students are highly satisfied with the course work at 90%. They also seem to strongly agree that the offices are kept clean and tidy with a high score of 70%. They seem to enjoy good College management at a score of 80%. Teaching staff were rated at 78% which is a good score. Social amenities had the lowest score at 70%. Though seem to be a challenge, the fairly high. Other scores include staff attitude and professionalism (93) just below quality of service (65), overall ranking of College services (91) and teaching facilities (65). The table below shows this ranking.

Figure 2

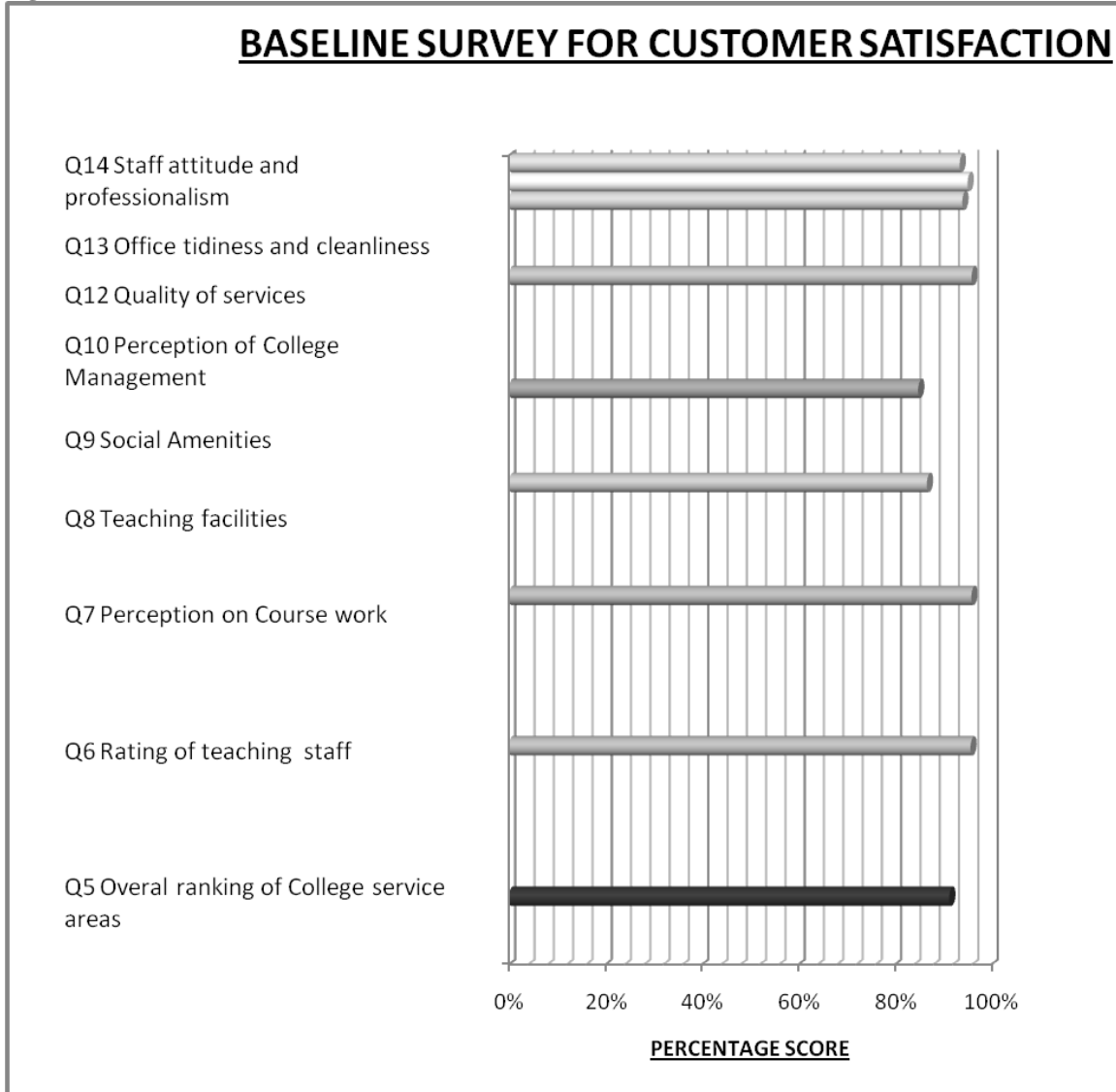


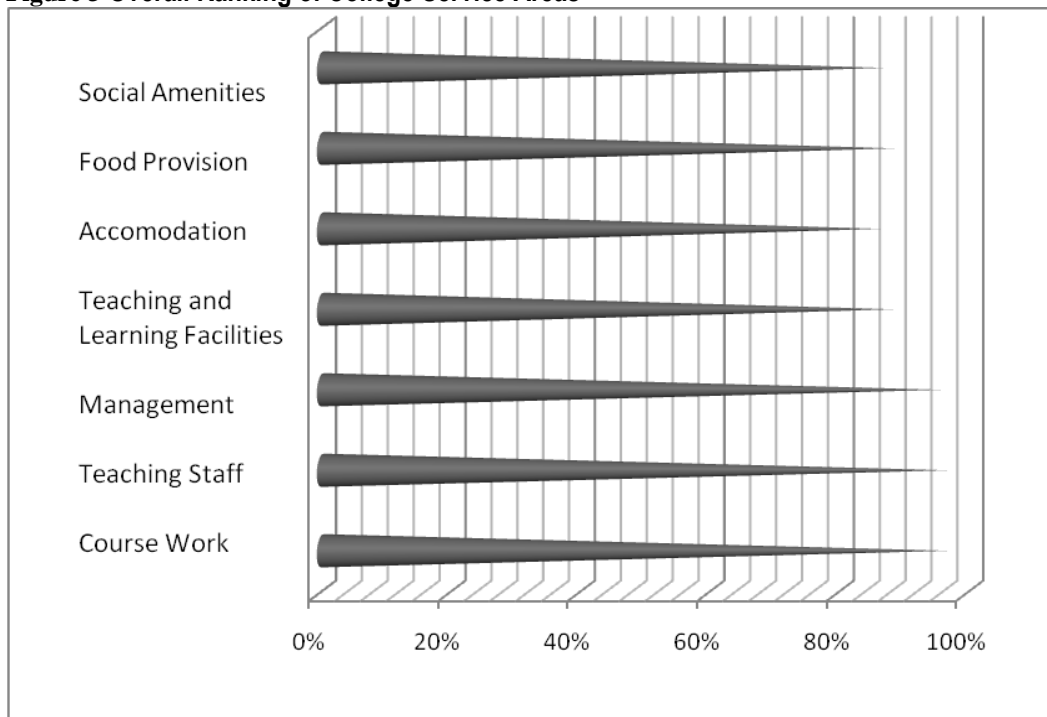
Table 1: Overall ranking of service areas evaluated by students at CEES

Service area evaluated	Index score
Office tidiness and cleanliness	95
Perception on Course work	96
Quality of services	94
Rating of teaching staff	96
Staff attitude and professionalism	93
Overall ranking of College service areas	91
Teaching facilities	87
Social Amenities	85

3.1.6.2 Overall Ranking of College Service Areas

Students are highly content with the services of the College. The overall score was above 92% meaning students are strongly positive in the way the services are provided by the College.

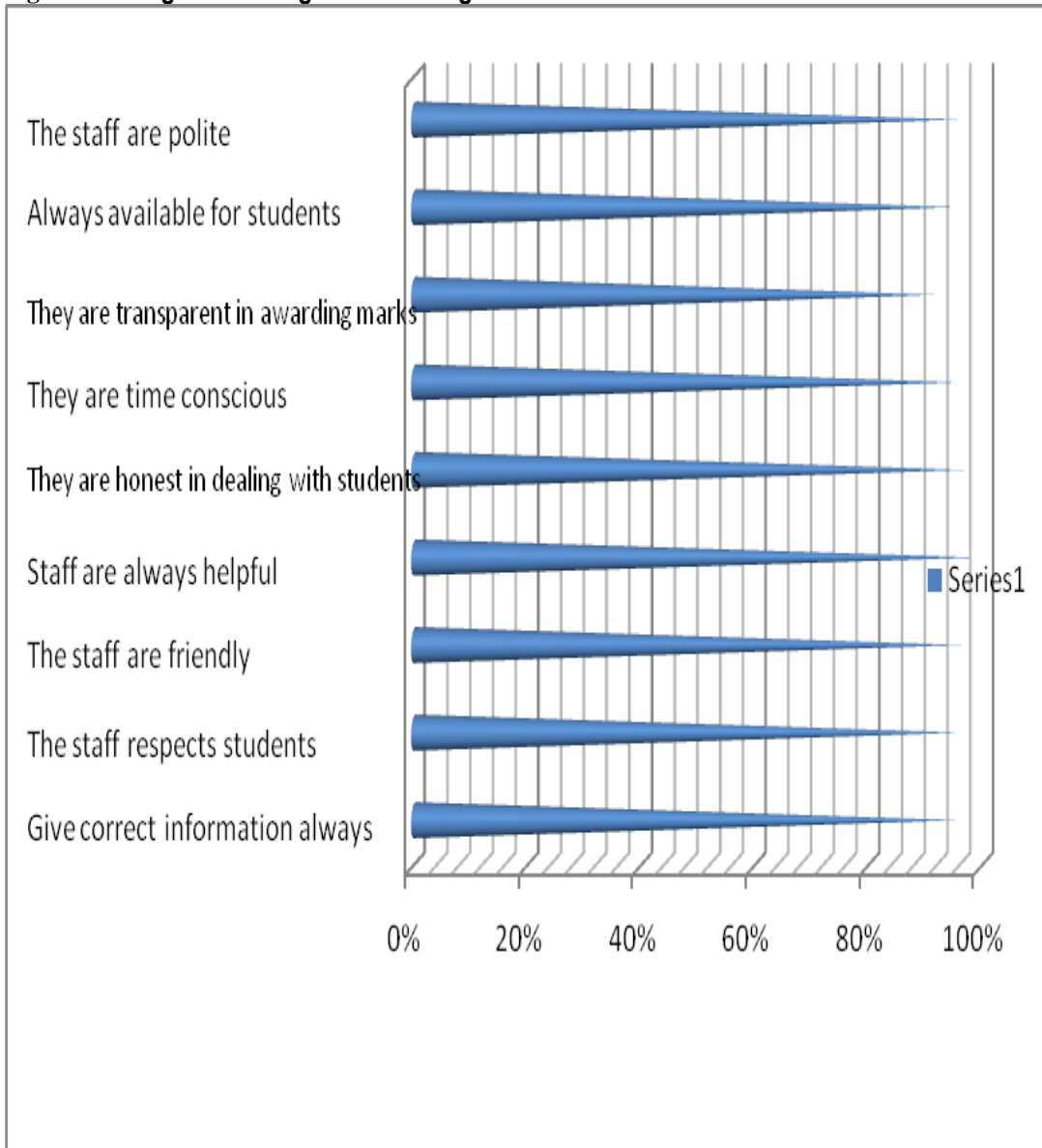
Figure 3 Overall Ranking of College Service Areas



3.1.6.3 Teaching Staff

Students are content with the teaching staff. An overall score was over 90%. Students strongly perceived teaching as friendly and helpful.

Figure 4 Rating of Teaching staff at College



3.1.6.4 Course Work

Students rate the course highly. They also perceived that the teachers follow the prescribed course work.

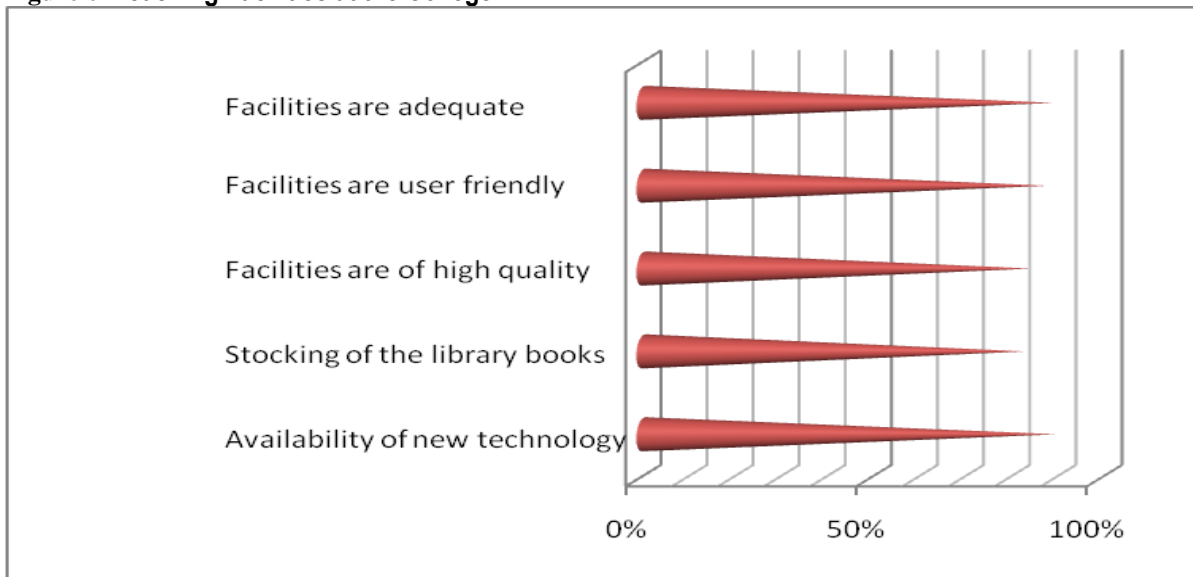
Figure 5 : Course work rating at College



3.1.6.5 Teaching Facilities

Overall perception of teaching facilities is 87%.

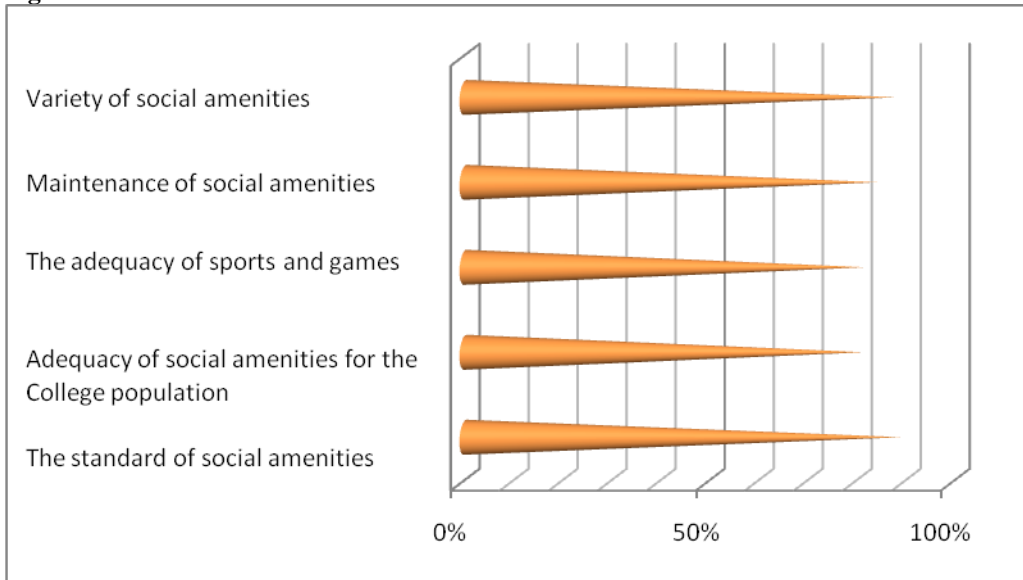
Figure 6: Teaching Facilities at the College



3.1.6.6 Social Amenities

Though on the higher side, social amenities provision is an area that received the lowest score. The most affected field was sports and games as perceived by the College students.

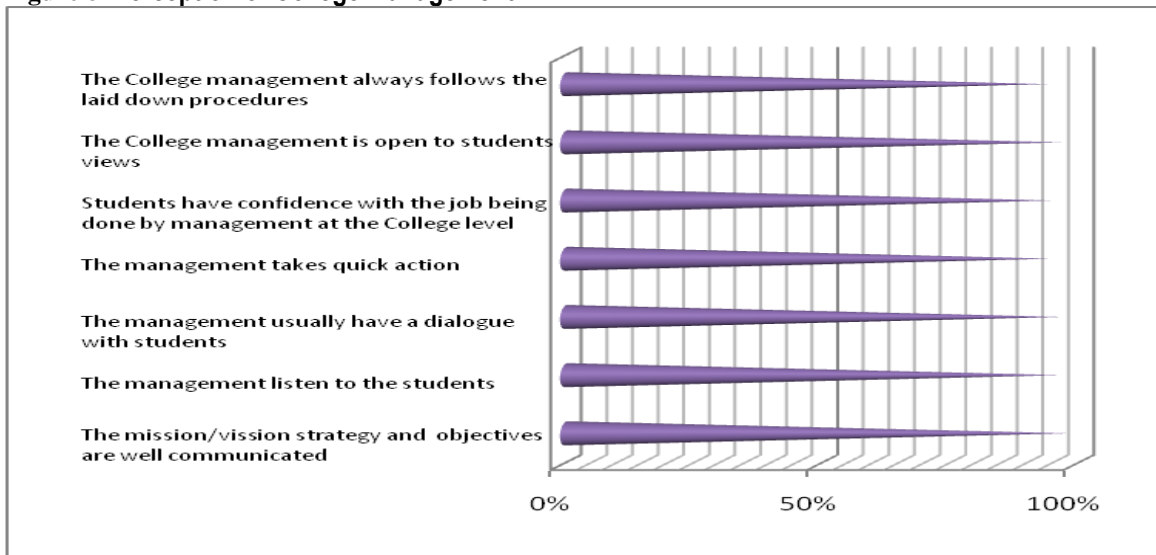
Figure 7 Social Amenities



3.1.6.7 Perception of College Management

Student satisfaction with management is very high considering the score of over 90%. In all cases tend to agree that management has adequately communicated on its vision/mission strategy and objectives, listened to students, dialogue with students, takes quick action, open to student views, usually follow the laid down procedures. Overall, students have confidence with the job being done by the management at College level.

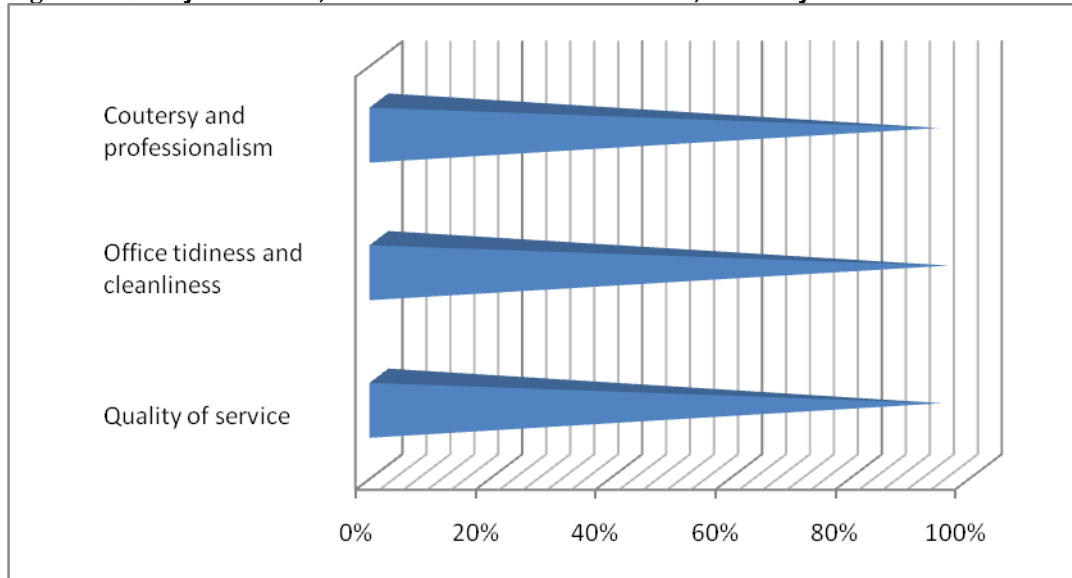
Figure 8: Perception of College Management



3.1.6.8 Quality of Service, Office Tidiness and Cleanliness, Courtesy and Professionalism

The student scored highly for College quality of service same as courtesy and professionalism. They strongly agreed that the offices were kept tidy and clean.

Figure 9: Quality of Service, Office Tidiness and Cleanliness, Courtesy and Professionalism



3.1.6.9 Office/Section where students were attended

Most students are attended either by Registrar's office or Principal's Office. Printing section was the list attended by only 2 students out of the 11 offices/section sampled.

Table 2: Office/Section where students were attended

NO	OFFICE	No. of students	%
1	Registrar's Office (RO)	58	78%
2	Principal's Office (PO)	56	76%
3	Security	50	68%
4	SWA	50	68%
5	Accounts (ACC)	46	62%
6	School of Education (SoE)	26	35%
7	Kenya Science (KSc)	11	15%
8	School of Continuing and Distance Ed (SCDE)	6	8%
9	Kisumu Extra Mural	3	4%
10	Meru Extra Mural	3	4%
11	Printing (PRT)	2	3%

3.1.6.10 Sports & Games, Lecture Halls, Accommodation, Library, Lecturers, Staff, Marks and Computers

Students are dissatisfied mainly with accommodation and Library facilities. In the same way they gave most recommendations for these two fields.

Table 3

No	Student major Problem			Student Recommendations		
	Office	No. of Students with Problem	%	Recommendations	No of Students Who Recommended	%
1	Sports Games	15	15%	More variety	11	11%
2	Lecture Halls	4	4%			
3	Accommodation	43	43%	Improve/Paint/Repair	32	32%
4	Library	17	17%	In adequate stock	15	15%
5	Lectures	4	4%	Be committed	4	4%
6	Staff	6	6%	Be efficient	6	6%
7	Marks	9	9%	Need fairness	4	4%
8	Computers	15	15%	Add new computers	13	13%

3.1.7 Customer Satisfaction Survey Summary

Students are satisfied in the following areas:

- Office tidiness and cleanliness
- College management
- Course work
- Teaching staff
- Staff attitude and professionalism
- Quality of service

Students are dissatisfied with:

- Social amenities
- Inadequacy of teaching facilities

Whilst this is the case, the priorities for improvement are:

- Increase the variety and maintain existing social amenities
- Teaching Resource adequacy and quality

4.0 CONCLUSION

- Overall, students perceive College positively.

Students/ Customers

- Student satisfaction will have a high impact if the following areas are addressed: - prompt and efficient redress systems, adequate & high quality teaching and accommodation facilities and adequate social amenities.

Issues arising from the baseline survey

- Facility and relationship enhancement with students where many of them seem to be concerned with the facilities at College.

Immediate steps that will impact on satisfaction positively

- Need for additional variety for social amenities.
- High quality accommodation facilities.
- Address students concern of inadequate facilities at the College.