

**THE INFLUENCE OF CUSTOMER CARE ON THE STUDENTS'
SATISFACTION WITH UNIVERSITY SERVICES: A CASE OF SELECTED
REGIONAL CENTRES OF THE OPEN UNIVERSITY OF TANZANIA**

NKWABI SIYABO BALABALA

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled; **“The Influence of Customer Care on the Students’ Satisfaction with University Services: A Case of Selected Regional Centres of the Open University of Tanzania”** in partial fulfilment of the requirements for the degree of the Master of Business Administration (MBA).

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Dr. France Shayo
(Supervisor)

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Date

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Dr. France Shayo
(Supervisor)

.....

Date

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DECLARATION

I, **Nkwabi Siyabo Balabala**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfilment of the requirement for the Degree of Master of Business Administration in Finance (MBA).



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Signature

02nd April, 2025

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Date

DEDICATION

I dedicate this dissertation to my family, my mother, Mhoja Katwiga, my beloved wife Frolida Joel, my daughters Noela, Gracious and my son Clarence. Thanks for their prayers, I love them all.

ACKNOWLEDGEMENTS

I sincerely thank my supervisor; Dr. France Shayo for the unyielding support that he extended to me to come up with quality write up. I appreciate his efforts gave me and all the necessary guideline I beg him during the preparation of this academic paper.

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ABSTRACT

The study was about the influence of customer care on students' satisfaction with the university services, a case of selected centre of the Open University of Tanzania. Customer care and comfort are fundamental concepts that companies must understand for their survival and competitive environment. Institutions must know how to measure these constructs from customers' satisfaction to identify their needs. The primary purpose of this study was to assess the influence of customer care on the students' satisfaction with the university services. This study approach was purely quantitative; it was guided by positivism research philosophy. A case study design was applied to allow a unique examination of the problem of groups or situations. A structured questionnaire was designed and distributed to respondents using a simple random sampling technique for acquiring data from OUT students. The Statistical Package for Social Science was used for analyzing of the data carried; the results found that the overall customer care on the students' satisfaction was satisfactory implying that there was a significant relationship between the service dimensions and students satisfaction with university services. However in the five dimensions in each variable, such service Tangibility results revealed that students were not satisfied with the learning environment, service reliability also students were not happy with the willingness of lecturers to provide prompt service. Also, field results found that employees are busy to respond to students' request in the case of service responsiveness. The study recommends to the management of higher learning institutions to recognize and appreciate the roles played by Service Quality Dimensions for better customer care and improved customer satisfaction.

Keywords: *Customer Care, Service Tangibility, Service Assurance, Service Reliability.*

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LIST OF ABBREVIATIONS

IIUM	International Islamic University Malaysia
MUCCOBS	Moshi University College of Cooperative and Business Studies
NSSA	National Social Security Authority
OUT	Open University of Tanzania
P-E	Perceptions and Expectations
SERVIQUAL	Service Quality Model
SPSS	Statistical Package for Social Science
SQ	Service Quality
USIU	United States International University
VIF	Variance Inflation Factor

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the introduction of the study, statement of the problem, research objectives, research questions, relevance of research study.

1.1 Background to the Study

Customer care is an action which ensures that goods, products, services and aftercare associated services meet customer needs while exceeding their expectations (Ouda, 2015). According to Dlamini, (2006) customer care is a service that comprises a series of activities designed to enhance the level of customer satisfaction that is, feeling that the product or service has met customer expectations. In this case, Sabio, (2012) showed that the provision of quality customer service to higher learning students is the fundamental role for every higher learning institution. Kimani, Kagira, and Kendi, (2011) emphasized that in measuring the quality of more top learning students, customer service is the critical factor for the success of institutions.

Ali, Douglas, and Barnes, 2009 argue that higher learning institutions like High schools, colleges and universities won't be worth if there will be no students. In this case, having a good number of students in higher learning is one of the critical factors for their development, as social, economic development of the country is directly associated with the students' performance. Therefore higher learning students' academic performance is an essential role in contributing to the best quality of graduates who will become a considerable workforce in the economic and social

development of the country.

According to Solomon (2009), service industry like colleges and universities recognize students as the main stakeholders of learning institutions, since they pay fees and other associated contributions in anticipation that the institutions will provide quality services to maximize their academic performance. Therefore if higher learning students report the high level of satisfaction from the service delivery, they will become more competent and successful in academic achievement and non-academic achievement at large. Academic researchers are keen on measuring service quality to understand its influence on students' performance (Fares, Kachkar, 2013).

Mwaka, Nabwire and Musamas, (2014) Continuous improvement by focusing on students' academic achievement is one of the principles for enhancing the quality education to increase customers (students) satisfaction by providing quality services to them. Therefore, in this case, higher learning institutions need to recognize and understand that students' academic achievement is being associated with the quality services they provide to them.

1.2 Statement of the Research Problem

Customer care in higher learning institutions is one of the topics to be discussed since it affects the academic achievements (performance) of students. Various studies, including Poturak, 2014; Ali and Mohamed, 2014 and Velnamby and Sivesan, 2013 assessed the level of customer services being provided in higher learning institutions and the students' satisfaction. They were provided support

facilities for teaching and learning such as (libraries, computer and lab facilities), learning environment (rooms of lectures, laboratories, social space and university buildings), support facilities (health facilities, student accommodation, student service but still students are not satisfied with university services. However, genuine customer care should be integrated between departments and all individuals in the respective organization (Boyd, N2012).

In Tanzania perspective, different studies like Mwongoso, Kazungu, Kiwia, 2015 and the survey done by Mashenene, (2019) focused more on measuring the service quality in higher education, the effects of Service quality model dimensions and their extent on how they impact to students' satisfaction. Mwongoso *et al* (2015) the findings of the study showed the service quality dimensions also have negative correlation against students satisfaction specifically case on the reliability of the service and remaining dimensions to have at least sense of achievement though there still lower score which this proves the existence of the problem.

Despite the recent study done by Mashenene (2019) the service quality offered by the college is more inferior than students expectations, the magnitude of dissatisfaction is higher as related to the "Service Quality Dimensions (SERVIQUAL)" however the physical facilities like seminar rooms, libraries, and software programs are provided, but students are still raising complaints as evidenced by students shifting from one university to another. This study is essentially potential to higher learning institutions to see how they can put more emphasis on the service provided and also to students will enhance improved service. However, both the studies did not explore the influence of customer care on

student satisfaction in online education services. Therefore this study aimed to assess the influence of customer care in higher learning institutions and students' satisfaction specifically at the Open University of Tanzania to the selected centers.

1.3 Research Objectives

1.3.1 General Objective

The general objective of the study was to assess the influence of customer care on the students' satisfaction with university services.

1.3.2 Specific Objectives

The following specific purposes guided the study

- i. To examine the relationship between service reliability and students' satisfaction towards university services.
- ii. To assess the relationship between service tangibility and students' satisfaction.
- iii. To investigate the relationship between service assurance and students' satisfaction with university services.
- iv. To examine the relationship between service responsiveness and students' satisfaction with university services.
- v. To examine the relationship between empathy and students' satisfaction with university services.

1.4 Relevance of the Research

The findings of the study were potential to various stakeholders like in the educational perspective of higher education as the service but also the effects of

services in higher education to its clients. The findings of the study are also crucial on education and learning theories where higher learning students will learn according to the learning environment they used to, which means that the study provided the understanding to students learning from a systems perspective, as it is conducted at the interface of the services marketing. Also, the study findings are expected to contribute knowledge to higher learning administrator who is going to have fresh insights from the study of the impact that concepts of service that is, quality of service, quality of student experience and student satisfaction have on higher education learning outcomes.

The findings of the study had contributions knowledge to policymakers involved in higher education governance and administration to formulate sound policies basing on the effects of customer service in more top education sectors to have ethical impacts on students' academic performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter presents conceptual definitions, a review of literature related to this study, theoretical framework, and theory related to the education, research gap, and statement of hypothesis.

2.2 Conceptual Definitions

2.2.1 Customer Care

Dlamini, (2004) defined customer care as the customer service that comprises a series of activities designed to enhance the level of customer satisfaction that is, feeling that the product or service has met customer expectations. Basing on the description above in this study customer care means the process of looking after customers to ensure best their satisfaction and delightful interaction with a business and its brand, goods and services.

2.2.2 Service Tangibility

Parasuraman, Zeithaml, and Berry (1988) describe tangibility in SERVQUAL as the “solid” dimension used to assess service quality. McDougall and Snetsinger (1990) defined service tangibility as the degree to which a product or service can provide a clear concrete image. In this study service, tangibility will mean the appearance of physical facilities, equipment, personnel and communication materials which may affect student satisfaction. Santos (2002) Service tangibility refers to tangibles as the tangible elements of a service and includes aspects such as the appearance of

physical facilities, tools and equipment, personnel, and communication material. Therefore based on the various scholars, as shown above, then service tangibility in this study will be used to mean the degree to which service and product provide a clear image to users.

2.2.3 Service Assurance

Assurance is the degree of trust and confidence that the customer feels that the service provider is competent to supply the service. Mostly, this stems from the degree of confidence that the customer has in the service provider's staff. Kumar *et al.*, (2010), and Lai (2004) also pointed out that assurance is one of the essential factors for customer satisfaction. Zeithamal *et al.*, (1990) defined service quality as the knowledge and courtesy of employees plus their ability to inspire trust and confidence; therefore in this study service assurance means an all-encompassing paradigm that revolves around the idea that maximizing customer satisfaction inevitably maximizes the long-term profitability of an enterprise.

2.2.4 Service Reliability

Refers to the extent to which a variable or set of variables is consistent with what it is intended to measure, (Hair *et al.*, 2007). Service reliability refers to the ability to perform the promised service dependably and accurately (Mamilla *et al.*, 2013). Students want to uphold good relations with the university that keeps its promises, particularly promises about the service outcomes and core service attributes. In this study, reliability will mean the level of employees to serve customers timely and accurately.

2.2.5 Service Responsiveness

Grandey, *et al.*, (2011), looks at responsiveness as a central dimension of service quality which becomes the responsiveness of employees to attend to customers' needs, requests and helping customers promptly. Pehrsson, (2014) described customer responsiveness as how the organization involve customers in their decision making in value addition activities like solving customers' problems, building relationships, and customizing service offering. Willingness to help and provide prompt service to customers. Basing on the definitions above, service responsiveness in this study will be referred as to that act of employee institution being fast and right.

2.2.6 Service Empathy

Empathy is related to the employee's aptitude in understanding customer perspective and feelings during service interactions, Hwang & Kim, 2016; Markovicet *al.*, (2017), resulting in positive customer emotions toward the service brand Lee, Comer, Dubinsky, (2011). Empathy is the ability to understand and share the feelings of another. It is the act of putting yourself in others' shoes and seeing a problem from their point of view. Basing on the definition and descriptions above, then service empathy in this study will be referred to as to the ability of employees to understand customers' complaints and provide solutions.

2.3 Theoretical Framework

The study was guided by SERVQUAL model which was developed by Parasuraman, *et al.*, (1988), the theory identifies five dimensions of service quality which are service tangibility, reliability, assurance, empathy and responsiveness. Under the five

dimensions the theory seeks to determine the level of service quality and how customers get satisfied with services being provided by an organization (Temba, 2013; Daniel and Berinyuy, 2010).

Mashenene, (2019) posed out that the model has composed of five service quality dimensions namely; tangibles (appearance of physical facilities, equipment, personnel, and communication materials), reliability (ability to dependably and accurately perform the promised service), responsiveness (willingness to help customers and provide prompt service, assurance (knowledge and courtesy of employees and their ability to convey trust and confidence and empathy (caring, individualized attention that the firm offers its customers). Within the model, service quality means the difference between customer perception about the service and their expectation. Therefore the relevance of this model to the study is that the study intends to measure the level of customer care (service quality) and students' satisfaction of the Open University of Tanzania.

2.4 Empirical Analysis of Relevant Studies

2.4.1 General Studies

Ahmed, *et al.*, (2010) had an investigation on whether service quality affects students' performance, with a case study of university students in Pakistan. The evidence from the institute of higher learning where the study aimed at observing the impact of service quality on satisfaction and motivation of students. Finally, the importance of satisfaction and motivation is also searched for the performance of students. The study applied five dimensions of service quality model, which were tangible, reliability, responsiveness, assurance and empathy. Findings show a

significant relationship between dimensions of service quality that is, tangibles, assurance and empathy with satisfaction while tangibility, responsiveness and assurance are significantly related to student motivation. Finally looking, at the performance aspect of students' academic career, it has been observed that both student's satisfaction and motivation are essential for better performance of students. The study focused on investigating how service quality affects performance of students in Pakistan and did not assess the influence of customer care and students satisfaction.

Menon, (2015) on enhancing service quality in higher education where a case study was the higher learning institutions in India, the paper tried to draw the attention on the facts that as competition intensifies between private, public, and online education providers, this attitude will have to change. They will have to lay greater emphasis on improving the service quality. And therefore, institutions will have to develop various techniques to measure the quality of services which are different from those currently prevalent and which are focused on their primary stakeholders the students.

The study concluded that higher educational institutions whether at undergraduate or postgraduate level must formulate a distinctive service proposition a proposal regarding how they will choose to serve students, and implement it through a strategy of policies, practices, and procedures which are oriented towards the student as a customer to survive in the current competitive scenario. The researcher addressed on how to enhance service quality in higher learning institutions which answered the how question puzzle based on the three research question puzzles which are why, what and how, whereby this study based in addressing what is the

influence of customer care on the students' satisfaction on distance education in Tanzania context. This solved what research question puzzle.

Fares, *et al.*, (2013) did a study on the impact of service quality, student satisfaction, and university reputation on student loyalty with a case study of international students in IIUM, Malaysia. The study aimed at improving the understanding of student loyalty and to highlight the effect of student satisfaction, service quality, and brand image in building student loyalty towards IIUM. Data were randomly collected from 160 students who were studying in IIUM during the 2012/2013 academic session. The analysis of data included descriptive statistics, reliability analysis and exploratory factor analysis; however, results indicated that all independent variables have a significant impact on student loyalty. The study recommended that higher learning institutions need to identify improvements in service delivery by identifying different aspects of service quality, brand image, and student satisfaction in IIUM. Descriptive statistics and exploratory factor analysis were used to obtain the results, whereas this study analyzed data using binary logistic regression in assessing customer care and students satisfaction to achieve the results from the field.

Muthamia, (2016) had a study on the assessment of university service quality and its effects on student satisfaction: a case of United States international university. The study intended to assess the relationship between university service quality and student satisfaction in Kenya using the United States International University case study. The study used explanatory research design with the target of graduate students at USIU. The findings revealed that USIU had conducive and environment

friendly for learning, also on student expectation, the results revealed that university employees showed sincere concern in solving the student's problems and offered caring and individualized attention.

The study concluded that the quality of services provided by learning institutions was determined by the learning environment, which included the nature of the buildings, modern technical equipment and the ease of access to learning materials. The study ended up by recommending that the university continuously employ well-qualified teaching staff to maintain and enhance the excellent quality of tertiary education that they offered.

2.4.2 Empirical Studies in African Countries

The study conducted by Dlamini, (2006) on investigating customer services and strategies in academic libraries in tertiary institutions in KwaZulu-Natal in South Africa. The approaches used in the study were both qualitative and quantitative in collecting data from academic staffs, university librarians and university students. Stratified random sampling was used as the sampling techniques in selecting respondents of the study. Three hundred and eighty six (386) questionnaires were distributed to academic staff and students (library users/customers), and interviews were conducted with fifteen (15) library management, unit and/or committee responsible for customer care.

The findings of the study revealed that academic libraries do not have proper methods and strategies for conducting customer care. The results revealed that library users/customers are generally satisfied with knowledge resources offered to

them by their libraries. The study recommended that academic libraries incorporate a unit/person or committee responsible for customer care. Library staff should also be given regular training regarding customer care. This study relied on investigating the customer care and the strategies employed by academic libraries in South Africa, and the researcher applied stratified random sampling to obtain responses from the respondents which this method relies to certain group only, and therefore no room for all respondents to provide their view.

Chakwawawa, (2019) did a study on the satisfaction of pensioners with the National Social Security Authority's (NSSA) service in Harare. The study adopted the quantitative research design. Whereby questionnaires were used as the means of collecting data from the field of the study, out of these 162 participants fully completed and returned the questionnaire, representing a response rate of 96%. Five constructs of the SERVQUAL model, namely; tangibles, reliability, responsiveness, assurance and empathy, provided the conceptual framework for the study. Multiple linear regression analysis was conducted to determine the relationship between the various dimensions of service quality and customer satisfaction.

The findings of the study indicated that the overall satisfaction rate with service among NSSA pensioners was 62%. Slow processing of pension claims by NSSA was the main reason for dissatisfaction. Finally, the study concludes that with regards to service quality NSSA was doing well on tangibles, assurance and empathy, but was not doing quite well on reliability and responsiveness. Ouda, (2015) had a study on customer care in public university libraries in Kenya: a case study of Moi University Library. Expressly, the study was set to determine the

composition of customers served and the extent to which their information needs were being met, to Identify and evaluate the quality and relevance of information services/products provided, to establish if there are a customer care structure and policy in place and also to explore the customer care practices and lastly, to determine the challenges that were encountered in the process of offering customer care program. Mixed method was used in data collection.

The Results of the study indicated that the library has a variety of products/services, and users' were aware of them. They were also aware of the existence of a customer care unit, which allowed users to make suggestions for the improvement of library products/services. Therefore the study recommended that the library should be provided with resources to run the program and also it is vital that the Moi University Library adopts the use of a social media (Web: 2.0/lib 2.0) for communicating and updating users on new services and products.

2.4.3 Empirical Studies in Tanzania

Mashenene (2019) conducted a study on the effect of service quality (SQ) dimensions on the students' satisfaction in higher education in Tanzania. A cross-sectional questionnaire survey involving 200 students was conducted at the College of Business Education, Dodoma Campus. A SERVQUAL Model with five SQ dimensions; tangibles, reliability, responsiveness, empathy and assurance were adopted in this study. To estimate the overall SERVQUAL index score, the difference of perceptions and expectations ($P - E$) was computed, and finally, the scores for each SQ dimension were summed and divided by five. Binary Logistic Regression Model was used to estimate the effect of SQ dimensions on students'

satisfaction.

The results show that the SQ index of all SQ dimensions and the overall SERVQUAL index was negative, implying that the SQ was negative. The findings from the study indicated that service tangibility, reliability, empathy and assurance have adverse effects on higher learning student's satisfaction. Therefore the study recommended that the college management should improve on service tangibility, reliability, empathy and assurance to minimize students' dissatisfaction toward SQ of education services offered by the College of Business Education, Dodoma Campus. Mwongoso *et al.*, (2015) on the measuring service quality in higher education, the study was conducted at the Moshi University College of Cooperative and business studies (MUCCoBS).

The study had a total number of 118 students who were interviewed through a survey that was based on higher education service quality model. The research did not focus on establishing the effects on the dimensions of service quality on student satisfaction. Then it was found that service quality is positively related to student satisfaction and that some of the most critical aspects of an institution that students liked most were the reputation of the university and the nature of the programs offered. And also the study recommended that universities have to improve on their service quality while at the same time improving on their reputation, variety and flexibility of programs offered to attract more students.

In this study, the researcher relied only on examining the effect of service quality on the students' satisfaction in higher learning institutions specifically on conventional

university with a sample of 118 students through a cross-sectional questionnaire, whereby this study conducted in higher learning institution in distance education used 163 sample size which was higher than the study done by (Mwongoso, *et al.*, 2015).

2.5 Research Gap Identified

Globally, many studies have been conducted to assess and measure the level of service quality in higher education institutions. Studies like Okwakol, 2009, Teri, Acai, Griffith, Mahmoud, and Newton, 2014, Toolman, 2014 and the survey done by Dorling, 2014 and hence most of the results indicated that service quality perceived by students was not satisfactory meaning that all dimensions (reliability, assurance, tangibility, empathy and responsiveness) had higher expectations than perceptions of service quality.

In Tanzania perspective, different studies like Mwongoso *et al.*, (2015) and the research was done by Mashenene, (2019) concentrated more on measuring the service quality in higher education. However, both studies did not indicate the effects of Service quality model dimensions and their extent on how they impact to students' satisfaction. Therefore the researcher focused on assessing the influence of customer care on the students' satisfaction with university services in open and distance education service so as to fill this gap.

2.6 Conceptual Framework

The conceptual framework refers to the diagrammatical illustration of the relationship existing between the variables of the study. From the study variable,

there are two types of which independent variable (service quality dimensions) are and dependent variable, which is student satisfaction. Therefore conceptual framework shows the relationship between customer care service and the satisfaction of students with university services.

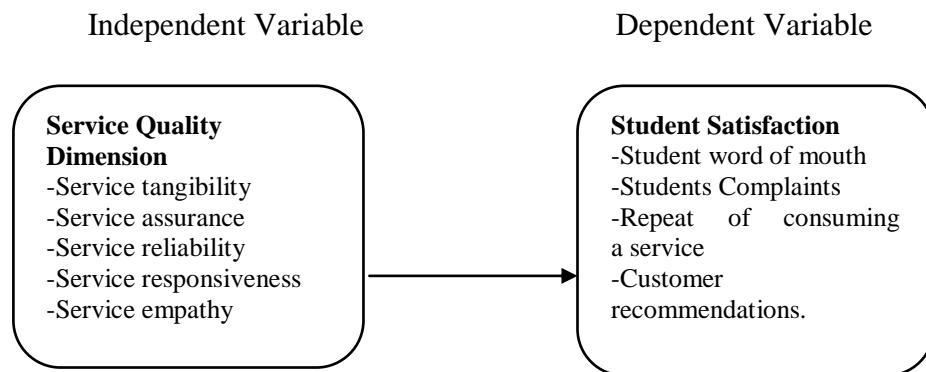


Figure 2.1: Conceptual Framework

Source: Compiled from Literature Review (2019).

2.7 Statement of Hypothesis

The study was guided by the following hypothesis;

H₁; There is a significant positive relationship between service reliability and students' satisfaction with university service.

H₂; There is a significant positive relationship between service tangibility and students' satisfaction with university services.

H₃; There is a significant positive relationship between service assurance and students' satisfaction with university services.

H₄; There is a significant positive relationship between service responsiveness and students' satisfaction with university services.

H₅; There is a significant positive relationship between service empathy and students' satisfaction with university services.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter is organized to present methodology into various aspects like research strategies, survey population, are of the study to be conducted, sampling design and procedures, variables and measurement procedures, methods of data collection, data processing and analysis and expected results of the study.

3.2 Research Philosophy

This study was guided by positivism philosophical assumptions which recognize that reality (the truth) is interpreted (understood) from observed phenomenon and their natural properties and relations (Saunders and Lewis, 2009). Positivist believes that reality is stable and needed to guide our decisions and the ways we perceive things (Žukauskas, *et al*, 2017). According to positivists, it is assumed that reality can be observed and described for the provision of clear understanding and decision making. As per this study, the knowledge of university's' customer care dimensions of reliability, responsiveness, tangibility, empathy and assurance were used to measure students' satisfaction in the provision of supporting services in three OUT regional centers' of Tabora, Shinyanga and Mwanza.

The positivism assumptions guided this study by measuring the relationship between the two variables of customer care during supporting services provided by the university and students' satisfaction based on their observation and understanding which also depend on how they describe qualities of services provided.

3.3 Research Strategies

According to Wilson, (2014) research strategies means a step-by-step plan of action that gives direction to your thoughts and efforts, enabling you to conduct research systematically and on schedule to produce quality results and detailed reporting. In this case, the researcher applied a case study design for the study. The reasons for selecting case study design is that it allows close examination of unique problems of individual groups or situation, it reduces the area to be studied, and increases the range of different units within the study that helped the researcher to understand complex organizational problems and deduce causes and effects of change. Case study design describes the unit in sufficient details, in context and historically (Kombo and Tromp, 2006).

3.3.1 Survey Population

The research population is a group of people, organizations, or any other collection of the substance under consideration for a research purpose (Jehad, 2011). Kombo and Tromp, (2006) described the research population as the collection of individuals, group of people and objects of which they are the main focus of the study. The population of the study involved a group of students from the selected centers, of the Open University of Tanzania. Three academic centers of the open university of Tanzania were selected, which included Tabora, Shinyanga and Mwanza. Tabora has 203 students, Shinyanga has 164 students, and last Mwanza has 272 students of which in total are 639 students. (Directorate of Examination Syndicate Office, 2019).

3.3.2 Area of the Research

The study conducted at the Open University of Tanzania where three centres were

selected for the study, namely Tabora, Shinyanga and Mwanza of which data were collected. The main reason for choosing those three centres for the study is because the sample space was obtained and representativeness of other centres around the country and enables to save money that could be used in other farther studies.

3.4 Sampling Design and Procedures

Trachim, (2006) explained that sampling refers to the process of selecting a sample from the given population, where it acts as the subset of the people whose properties can be generalized to the whole population. Also, Ouda, (2015) suggested that when the community is small, you have enough time to carry out your research and also you have enough research assistants and resources for your study, and time. Simple random sampling was applied in the study as a sampling technique; hence each element in the population had an equal chance of being selected.

3.4.1 Sample Size

Sample size refers to the number of things to be chosen from the universe. An ideal sample is the one that satisfies the necessities of effectiveness, agency and adaptability (Kothari, 2004). Raosoft Sample size calculator was used in calculating the sample size of the study of which sample obtained was 191 with a confidence level of 90%, and the margin of error is 5%. Refer to appendix 1.

3.5 Types and Source of Data

3.5.1 Types of Data

Various types of data collected from the field of the study, both primary data and secondary data were obtained corresponding to the focus of the study. Then the

gathered data on socio-demographic information of the respondents (age of the respondents, sex of the respondents, marital status of the respondents, level of education and working experience of the respondents). Data concerning with level of customer care services being provided in the field of the study were gathered, but also the study collected the data focusing on SERVQUAL model dimensions like service reliability, service assurance, service tangibility, service responsiveness and service empathy. Lastly, data pertained the behaviour of customers (students) towards customer care practice in the field of the study were gathered.

3.5.2 Source of Data

During the data collection period, the study applied all sources of data to be collected from the field. The sources were the primary data source and also a secondary source. Primary data source involved all firsthand data collected from the students' of the open university of Tanzania while secondary source involved all second-hand information to be used in the study such as national educational policy, journals pertaining customer care and higher learning students satisfaction of which the researcher used for better report write up.

3.6 Method of Data Collection

Method of data collection was used in the field of the study; such as survey, and questionnaire. From this aspect, the primary data collected through the use of survey method while being assisted by a structured questionnaire which was distributed to respondents participating in the study.

3.7 Data Processing and Analysis

3.7.1 Quantitative Data Analysis

Quantitative data collected using questionnaires were coded, entered into the computer and checked for accuracy (editing). The analysis performed through the use of a statistical package for social science (SPSS). Social demographic characteristics (data) were analyzed by using descriptive statistics of which tables were used to show the results. Also, binary logistic regression analysis applied during data analysis. The reason for applying a binary logistic regression model was to measure the relationship between the categorical dependent variable and one or more independent variables by estimating probabilities using a logistic function. Table number 1 presents an analysis of the research objectives.

Table 3.1: Analysis of Research Objectives

No.	Objective	Analysis Technique
1	To examine the relationship between service reliability and students' satisfaction with university service	Binary Logistic regression analysis.
2	To assess the relationship between service tangibility and students' satisfaction with university service	Binary Logistic regression analysis.
3	To investigate the relationship between service assurance and students' satisfaction with university service	Binary Logistic regression analysis.
4	To examine the relationship between service responsiveness and students' satisfaction with university service.	Binary Logistic regression analysis.
5.	To examine the relationship between service empathy and students' satisfaction with university service	Binary Logistic regression analysis.

Econometric Model

$$\text{Logit}[p(x)] = \log \left[\frac{p(x)}{1 - p(x)} \right] = \alpha + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \cdots \dots + \text{Equation}(1).$$

Logistic regression involves fitting an equation of the following form of data:

$$\text{Logit}(p_i) = \alpha + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \dots \dots \dots \beta_p x_{p,i} + \dots \dots \dots + \text{Equation}(2).$$

Logit (p_i) = Y; is binary and represents high learning student satisfaction or not low student satisfactions coded as 0/1, respectively.

$\beta_1 - \beta_p$ = Regression coefficients

α = Intercept

$X_{1,1} - X_{p,1}$ = Independent variables or predictor variables

= Error term

Variable definition and unit of measurement

Dependent variable

Student satisfaction Binary: Y=0 low satisfaction

Y=1 High satisfaction

Independent variables

X_1 service tangibility (1=if there is service tangibility, 0= if otherwise)

X_2 service reliability (1= if service is reliable 0=if otherwise)

X_3 service responsiveness (1=If service is responsive 0= otherwise)

X_4 service assurance (1=if there is service assurance, 0=if otherwise)

X_5 Service empathy (1=if there is service empathy, 0=if otherwise)

Source: Research data, (2019).

3.8 Assumptions of Binary Logistic regression

There are several assumptions associated with the logistic regression model, Gregory and Jackson, (2018). However, this study was guided by the assumptions below which are relating to the study undertaken.

3.8.1 Structure of the Outcome Variable

To begin with, one of the main assumptions of logistic regression is the appropriate structure of the outcome variable. Binary logistic regression requires the dependent variable to be binary. The dependent variable of this study is customer satisfaction, therefore 1=customer satisfaction, 0= if no customer satisfaction.

3.8.2 Observation Independence

Another assumption is the assumption of Observation Independence Logistic regression which requires the observations to be independent of each other. In other words, the views should not come from repeated measurements or matched data. From this study, the independent variable is customer care guided with the dimensions which are service tangibility, reliability, assurance, responsiveness and empathy; whereby each dimension possessed separate question from another and being measured independently, by doing so, there was no repetition of data measurement.

3.8.3 Testing of Multicollinearity

Absence of multicollinearity Logistic regression is another assumption which requires that there is to be little or no multicollinearity among the independent variables. This means that the independent variables should not be too highly correlated with each other. To test the degree of possible multicollinearity of the independent variables in the equation (regression model), then the Variance inflation factor (VIF) analysis was carried out. The Variance Inflation Factor (VIF) and the tolerance statistics indicated whether a predictor has a strong linear relationship with the predictor(s) (Field, 2013).

The results obtained from the computation of VIF score and the results interpreted as shown from the table number 2. Results showed the test of multicollinearity from the analysis, however results showed that variables tested indicated that there were no collinearity issues, this means that service tangibility had a tolerance of 0.987 and VIF 1.013, service reliability had a tolerance of 0.994 and VIF 1.006, service assurance tolerance of 0.993 and VIF 1.007, service responsiveness 0.997 and VIF 1.003 and while service empathy tolerance 0.993 and VIF of 1.007. Results from the analysis imply that there were no collinearity issues between the variables of the model.

Table 3.2: Testing of Multicollinearity

Variables	Collinearity Statistics	
	Tolerance	VIF
Service Tangibility	.987	1.013
Service Reliability	.994	1.006
Service Assurance	.993	1.007
Service Responsiveness	.997	1.003
Service Empathy	.993	1.007

Source: Research data, (2019).

3.9 Reliability

Reliability is a measure of the consistency of a metric or a method. Every metric or method we use, including things like methods for uncovering usability problems in an interface and expert judgment, must be assessed for reliability (Sauro 2015). Prior to data collection, a pilot study was conducted to test the reliability of the research and hence, to detect errors in the data collection process. This helped to discover the

mistakes on the issues raised such as ambiguous instruction or wording, inadequate time and measurability of variables defined. In order to test the reliability of the study adopted for this study, Cronbach Alpha was conducted. It can be seen that responses from data gathered were reliable since all the Cronbach Alpha scores for the variable were above the accepted 0.6 marks of which was 0.842

3.10 Validity

Validity is concerned with whether the findings are really about what they appear to be about. It is possible to study the opinions that customers have about the quality of a particular product manufactured by a specific organization (Saunders *et al.* 2009). In this study, validity was attained through validation technique whereby the study involved analysis of the pilot findings from the respondents to test if the research instrument was accurate as per the specific objectives.

3.11 Missing Data

Missing data refers to the value that is not stored for a variable in the observation of interest. The author suggests that the absence of data reduces statistical power, which refers to the probability that the test will reject the null hypothesis when it is false. Also, the lost data can cause bias in the estimation of parameters. Missing data also complicate the analysis of the study; each of these distortions may threaten the validity of the trials and can lead to the conclusion (Hyun, 2013). In this study before the start of the participants' enrollment, instructions were set to adherence of the requirements of each section, and training was also conducted on how to fill data in the questionnaire in all aspect of the study to eliminate the amount of missing data.

Additionally, the researcher also conducted the follow-ups to the response to ensure data submitted as required.

3.12 Ethical Considerations

In the course of ethical consideration, firstly the researcher processed and obtained all the required permission documents to ensure the process of collecting data in the field a researcher don't face any obstruction refer to Appendix 2. The researcher did not use cash or any other means of fraud to provide as incentives to motivate the respondents; instead, the questionnaire was filled without any influence from the researcher. Also, the data obtained from the respondents were not disclosed elsewhere, and the data were kept confidentially by the researcher where the researcher used no writing of the name of the participants and the results for academic purpose only.

CHAPTER FOUR

ANALYSIS, FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings obtained from the field of the study, of which data collection tools were questionnaires and interview guide. Based on the five dimensions of SEVIQUAL model, research objectives were formulated to check the relationship with customer satisfaction.

4.2 Response Rate

The study distributed a total number of 191 questionnaires to the respondents to be filled; therefore only 163 questionnaires were filled and returned to the researcher who was equal to 85.3% out of the total questionnaires distributed. The response rate is said to be high as compared to various studies being done from the past, and such studies are like the study done by Mwangoso and Kazungu, (2015) where a total of 132 survey questionnaire out of 180 distributed, (73.3 percent response rate) which is low compared to this study. Also, the research was done by Ahmed, *et al.*, (2010) where the response rate was 84% which is moderate.

4.3 Demographic Characteristics of the Respondents

The results of Table 1 provide data on demographic characteristics of the respondents which include variables gender, age and education level and frequency use, findings of the study which the researcher involved both genders male and female and had equal chance to provide opinions. Males were 65% of the respondents, which were slightly higher than the female, which were 35% of the field data gathered. The largest group of the respondents 54.6% which is aged 25-34 years, followed by

24.5% of the respondents in the age 18-25 years these groups seen with higher frequencies and the remaining group were 16.6% and 4.3% between 35-44years and 45 above respectively.

This study also involved the education qualifications of the respondents which were certificates, diploma, bachelor and masters as depicted in table 1 below bachelor level appeared with the highest frequency of 48.5% meaning that this group was dominant than others, followed by diploma level with 30.1%. The remaining group of respondents were certificates which scored 19%; finally, 2.5% represented by the master level of the respondent. So the researcher needed to involve demographic characteristics to balance the position of representations. Thus the gender, age and education qualification and possessed an equal chance of representing each respective group.

Table 4.1: Characteristics of the Respondents

Characteristics of the Respondents	Frequency	Percent (%)
Gender		
Male	106	65
Female	57	35
Total	163	100
Age		
18-24 Years	40	24.5
25-34 Years	89	54.6
35-44 Years	27	16.6
45 and above	7	4.3
Total	163	100
Level of education		
Certificate level	31	19
Diploma level	49	30.1
Bachelor Level	79	48.5
Masters	4	2.5
Total	163	100

Source: Own survey (2019).

4.4 Customer Care and Students Satisfaction with University Services

From the data collected in the field of the study, the researcher analysed the findings and discussions obtained from the area of the study according to specific research objectives. The specific research objectives were to examine the relationship between service reliability and students' satisfaction towards university services, to assess the relationship between service tangibility and students' satisfaction, to investigate the relationship between service assurance and students' satisfaction with university services, to examine the relationship between service responsiveness and students' satisfaction with university services and the last objective was to examine the relationship between empathy and students' satisfaction with university services.

Therefore customer care was adopted by using service quality dimensions (service tangibility, service reliability, service assurance, service responsiveness and service empathy) were measured using two points scale which was agreed and disagrees, while customer satisfaction was in the form of two scales (satisfied and unsatisfied). Respondents were requested to state their level of agreement as to whether they agree or disagree while in the case of satisfaction, respondents were asked to indicate their level of comfort (satisfied or unsatisfied).

4.5.1 Service Tangibility and Students Satisfaction

4.5.1.1 Relationship between Service Tangibility and Students' Satisfaction with University Services

Service tangibility is one of the five dimensions in assessing service quality. Therefore to determine the relationship existing between service tangibility and students' satisfaction with university services; consequently, the researcher needed to

see if there is an existence of such a relationship where binary logistic regression was used. Results from the analysis showed university provides learning materials adequately to its students as one of the services being provided; this improves the level of satisfaction to university students. However results were significant at $P=0.009$, Wald test=1.251 and the $\text{Exp}(B) = 1.017$, though a Wald test showed that adequately provision of services to university students was significantly contributed to the satisfaction of the students. The findings further indicated that when service provision rise by 1.017 levels, the odds ratio is 0.017, implying that adequately provision of services to university students increase the level of satisfaction.

Another aspect of students' satisfaction was on environmentally friendly. They were implying that an excellent learning environment increases the level of comfort to university students and also unfriendly learning environment influence to dissatisfaction to university students. Results from the findings showed that the learning environment was statistically insignificant at $P=0.566$, $\text{Exp}(B) = 0.768$ and the Wald Test =0.329. However, a Wald test showed that the learning environment was not statistically significant, and hence university students were satisfied. The findings further indicated that the learning environment fall by 0.768 and the odd ration of -0.264, imply that the learning environment leads to the dissatisfaction of the university students.

So it is clear that physical facilities are necessary since are the parts and parcel for students undertaking studies meaning that the university should not ignore to invest on physical environment by hoping that buildings are not required in distance education.

The study of Hemsley-Brown, Lowrie, Gruber, Voss, and Gläser-Zikuda, (2010), which was carried out in Germany, university students found that students were satisfied with the school placements and the atmosphere among them and they were dissatisfied with university buildings and quality of lecture theatres implying that buildings and variety of lecture theatres are essential service quality dimensions in which the study is in line with the results of the researcher. Mashenene (2019), the study conducted at the college of business education in Dodoma the five dimensions were ranked depending on the magnitude problem upon grading service tangibility ranked the fifth and had lower score among five dimensions meaning that client expectation in tangibles environment to the college was lower as per the results found students were not satisfied with the college service.

Table 4.2: Tangibility and Students' Satisfaction with University Services

Variables	B	S.E.	Wald	df	Sig.	Exp(B)
My university provides learning materials adequately	0.017	0.466	1.251	1	0.009	1.017
My Learning environment is friendly	-0.264	0.46	0.329	1	0.566	0.768
Constant	2.11	0.722	8.538	1	0.003	8.248

Source: Own survey (2019).

4.5.1.2 Relationship between Service Tangibility and Students' Satisfaction

H_A: There is a significant positive relationship between service tangibility and students' satisfaction with university service.

The above hypothesis postulates that there is an existence of a positive relationship between service tangibility and students satisfaction with different services being

provided by the university. However, the result showed that there is a significant positive relationship between service tangibility and students satisfaction at which result showed that Hosmer and Lemeshow test indicated that chi-square of .000 which means that alternative hypothesis was accepted. Results implied that university service facilities available satisfy the needs of students when acquiring services. However, results of the findings are consistence with the findings from Alamgir and Shamsuddoha, (2013) who opined that the availability of service facilities enable clients to be more satisfied.

4.5.2 Relationship between Service Reliability and Students' Satisfaction

4.5.2.1 Relationship between Service Reliability and Students' Satisfaction with University Services

To assess the influence of customer care towards students' satisfaction, then it was essential to know the relationship between service reliability and students satisfaction towards university services being provided. Results from the field of the study show that employees were always willing to give timely service as they promise to do so, this has been evidenced with $P=0.025$, $\text{Exp}(B)=1.037$ of which means that the willingness of employees to provide the services to students (clients) is high. However, the rise of giving service by employees by 0.525 and the odds ratio of 0.136, implying that the students are satisfied with the services being provided by the employee at the university.

The researcher also found that employees willingness to provide prompt services to students was statistically insignificance since $P=0.151$, $\text{Exp}(B)=1.97$ implying that there is a negative relationship between employees willingness to deliver quick

services which means students are slightly unsatisfied. The expected better chance appeared $\text{Exp (B)} = 1.97$, which is higher as compared with the other variable in Table 4.2. In the course of knowing the relationship between service reliability and students satisfaction with the university service with the question which asked my lecturers tells me exactly when service will be performed answers from the respondents when were asked the results from the field gathered indicated that there is a positive relationship between the provision of information to students as to when the service is provided with the $P=0.026$ shreds of evidence this, $\text{Exp (B)} = 1.885$, from the table above and the Wald test 1.236 so the university is credible to better chance to this variable.

The finding done by Sarker, (2012) was seen that students in Bangladesh are facing lack of confidence about the university's ability to perform promised service dependently and accurately. To regain their confidence, management of the private universities can introduce the automation into the process of the administrative support services (for example, online registration process), trained the administrative staffs to maintain the smooth functioning between administration and academics, also develop a communication channel to disseminate the regulatory information to the students, parents and other stakeholders of the private universities. However these results are not in line with this study since the three variables in table 2 on assessing the service reliability and students satisfaction with the university service the two factor shows students are satisfied with the service offered unlike on factor which is Employees willingness to provide prompt services seen to align with the study by Sarker of Bangladesh.

Also it was seen in the study conducted by Shanka, (2012) when was measuring the quality of service offered by private banks operating in Ethiopia. Moreover, it tries to investigate the relationship between service quality, customer satisfaction and loyalty. The results indicated that there were weaknesses in helping customers, responding to customer inquiries, delivering prompt service and understanding individual customer needs, the findings are the same as the findings of this study which means ability of employees to provide prompt service had negative relationship between the university and the bank.

Table 4.3: Relationship between Service Reliability and Students' Satisfaction with University Services

Variables	B	S.E.	Wald	Df	Sig.	Exp(B)
Employees are always willing to provide service timely as they promise to do so	0.136	0.525	0.005	1	0.025	1.037
Employees willingness to provide prompt services	0.678	0.681	0.991	1	0.151	1.97
My lecturer tells me exactly when service will be performed	0.634	0.57	1.236	1	0.026	1.885
Constant	1.284	0.785	2.678	1	0.102	3.612

Source: Own survey (2019).

4.5.2.2 Relationship between Service Reliability and Students' Satisfaction

H_A: There is significant positive relationship between service reliability and students' satisfaction with university service.

The above hypothesis depicts that there is a positive relationship between service reliability and students' satisfaction with services provided. However results from

the analysis showed that there was a positive relationship existing between reliability of services available and students' satisfaction which was presented by the test of Hosmer and Lemeshow of which chi square showed that .000. This implied that service providers were had ability to provide service in dependable and accurately since satisfy the university students, hence the hypothesis was accepted. Although results from the analysis are not in line with the study done by Hasan,Ilias, Rahman, Razak, (2008), whereby they argued that any organization must provide good service facilities to its students through coordination, corporation and also through compensation.

4.5.3 Relationship between Service Assurance and Students' Satisfaction

4.5.3.1 Relationship between Service Assurance and Students' Satisfaction with University Services

Service assurance is one of the dimensions of service quality model which has an influence towards the satisfaction level of the university students. Then from the study analysis showed that lecturers were consistently considerable in manner with the students, though results were statistically significant at $P=0.031$, $\text{Exp}(B)=0.786$ and the Wald Test 0.118. Moreover a Wald test showed more satisfaction to university students since lecturers were considerable to university students. The findings further indicated that when lecturers consider more students rise by 0.786 and the odd ratio is 0.241, imply that university students were more satisfied with services being provided by university lecturers.

The researcher aimed to know if the lectures are behaving consistently professionally in a manner at work, the findings from the respondents found to have a positive

relationship towards students satisfaction as presented by statistical filed data to have $P=0.037$, $\text{Exp}(B)=2.279$ and a Wald test of 0.791. However, the findings more indicated that when lecturers provide conduct their services professionally raised by 2.279 and the odds ratio of 0.824, imply that university students become more satisfied since the service is offered professionally by the facilitators.

Also, the study found that lecturers have the knowledge to answer questions from students; this enabled more satisfaction to university students. The study findings showed that results were statistically significant at $P=0.042$, $\text{Exp}(B)=1.408$, and the Wald Test=0.371 was implying the knowledge capacity of lectures to the response from students questions is higher. Though the findings indicated more that when the knowledge of lecturers in responding students questions rise by 1.408 and the odds ratio of 0.342, then the satisfaction level of the university students increase also. Therefore students were satisfied with what they claimed to receive from their lecturers; thus, the university is in a better position to the deliverance of academic knowledge to their customers.

These findings are correlated with the study done by Hanaysha, Abdullah, and Warokka (2011) showing that students were satisfied with the assurance of service provided with the mean of 3.7563 implying that students were more satisfied. However, results also showed that for international students, the way of assurance is equal to 3.5885 or the absolute is equal to 3.0; this means that the Malaysian students are more satisfied than international students are.

Table 4.4: Relationship between Service Assurance and Students' Satisfaction University

Variables	B	S.E.	Wald	df	Sig.	Exp(B)
My lecturers are consistently considerable in manner with me	0.241	0.699	0.118	1	0.031	0.786
My lecturers conduct themselves professionally.	0.824	0.926	0.791	1	0.037	2.279
My lecturers have the knowledge to answer my questions	0.342	0.561	0.371	1	0.042	1.408
Constant	0.645	1.013	0.406	1	0.524	1.907

Source: Own survey (2019).

4.5.3.2 Relationship between Service Assurance and Students' Satisfaction

H_A: There is a significant positive relationship between service assurance and students' satisfaction with university services.

This objective postulated that there is a significant positive relationship existing between service assurance and students satisfaction with services being provided by the university. Findings of the analysis indicated a significant positive correlation between service assurance and students' satisfaction, whereby the Hosmer and Lemeshow test indicated the chi-square of .000 which means that the findings support the alternative hypothesis and such alternative hypothesis is accepted. However, the findings of the study resemble the conclusions from the study done by Kuruppu (2016), whereby he results showed that there was a significant relationship at $p=0.01$ hence the researcher recommended that institute must obtain feedback to identify areas of improvement to meet the quality of service delivery to its students.

4.5.4 Relationship between Service Responsiveness and Students' Satisfaction

4.5.4.1 Relationship between Service Responsiveness and Students' Satisfaction With University Services

Service assurance was one of the dimensions in service quality, influencing the level

of satisfaction to university students. However the findings from the field of the study showed that university lecturers were not too busy towards responding the requests from students, results from the analysis showed statistical insignificant at $P=0.945$, Exp (B)1.037 and Wald test of 0.005. A Wald test showed that there was dissatisfaction to university students since lecturers tend to be busy when responding to requests from students. However, when university lecturer becomes busy rise by 1.037 and the odds ratio of 0.036, imply that the level of dissatisfaction to university students also increases since employees are taking so long to the response from students issues.

Also, the researcher was interested to know if lecturers are always willing to help students the study showed that lectures were ready to assist students when needed helps for their request since results from study analysis were statistically significant at $P=0.009$, Wald test=0.991, and Exp(B) =1.097 meaning that there was a positive relationship between lecturers and students; therefore customers are in better chance to get assistance from their providers. The findings further indicated that if a good relationship exists between university students and lecturer rise by 1.097 and odd ratio of 0.678, then imply that the level of satisfaction increases more to university students.

The study also intended to know if employees gave prompt services to customers when the respondents were asked the results revealed that employees did not provide prompt service to their customers where $P=0.266$, Wald Test =1.236, and Exp (1.885) which means employees capacity to deliver prompt service is lower which led customers not to receive immediate assistance when required. Also, the

researcher asked the students if lecturers show sincere interest in solving problems through the statistical data from the field the results were found that there is a positive relationship between lecturers and the students where $P=0.005$, Wald Test=2.059, and $\text{Exp}(B) = 0.402$ which indicates when students needed assistances for their problem to be solved lecturers were sincerely attempted student's claims. The study findings further stated that when lecturers show sincere interest in solving problems to university students' rise by 0.402 and the odds ratio of 0.912, then it implies that the level of satisfaction to university students will rise since university lecturers respond positively in solving problems to students.

Wang and Shieh, (2006) the results indicated that the overall service quality has a significantly positive effect on total user satisfaction. Among the five dimensions tested through simple regression but service, responsiveness implied no positive impact with user satisfaction between the five ranked aspects in which these results are not the same to the researcher discussion since not all the variables in service responsiveness agreed there were as positive effects with university services however the students rejected lecturers willingness to help students and sincerity of lecturers to solve students problem were accepted while busiest of lectures to respond students request and employees willing to provide prompt service.

In the study done by Mohammad and Alhamadani (2011), in Jordan when examined the level of service quality as perceived by customers of the commercial bank working in Jordan and its effect customer satisfaction, the study found that there was a positive relationship between service responsiveness and customers satisfaction which means that customers received prompt service, bank server was willingness to

help them, no busier of bank providers to responds customers' requests, moreover, the study is in line with this study though in some few cases, so the findings are not in line with the researchers findings.

Table 4.3: Relationship between Service Responsiveness and Students' Satisfaction with University Services

VARIABLES	B	S.E.	Wald	df	Sig.	Exp(B)
My lecturers are never too busy to respond my requests	0.036	0.525	0.005	1	0.945	1.037
My lecturers are always willing to help me	0.678	0.681	0.991	1	0.009	1.097
Employees give me prompt services	0.634	0.57	1.236	1	0.266	1.885
When I have a problem, my lecturer shows me a sincere interest in solving it.	0.912	0.636	2.059	1	0.005	0.402
Constant	1.284	0.785	2.678	1	0.102	3.612

Source: Own survey (2019).

4.5.4.2 Relationship between Service Responsiveness and Students' Satisfaction

H_A: There is a significant positive relationship between service responsiveness and students' satisfaction with university services

The above hypothesis depicts the significant positive relationship between service responsiveness and students satisfaction with services being provided by the university. The hypothesis was tested by the use of Hosmer and Lemeshow test; however, the test showed that chi-square was significant at 0.016, which means that support the alternative hypothesis and hence such alternative hypothesis was accepted.

The findings were supported by the study done by Hanaysha, (2011) whereby the results showed that majority of the students' were satisfied with the service facilities

provided by the university, hence the researcher recommended that the university should continue to make strategic plan to enhance students' satisfaction.

4.5.5 Relationship between Service Empathy and Students' Satisfaction

4.5.5.1 Relationship between Service Empathy and Students' Satisfaction with University Services

Service empathy is another dimension of service quality towards university students' satisfaction, therefore it was essential to know if employees give personal attention to students, the results were statistically significant as evidenced by the $P=0.007$, Wald test =0.118, and $\text{Exp}(B)=0.786$, which means when respondents were asked through interview guide and questionnaires the results depict there was a definite correlation between students and university services implying that the weights of students to receive personal attention when needed from employees were higher.

Table 4.4 shows the three factors intended to see if there is any relationship between empathy and students satisfaction. However, the statistical data from the field indicate that all three elements from the ground, there was a significant relationship between service empathy and students where customers were satisfied with the university service provided. The study asked that do employees give personal attention to students, the results were statistically significant as evidenced by the $P=0.007$, Wald test =0.118, and $\text{Exp}(B)=0.786$, which means when respondents were asked through interview guide and questionnaires the results depict there was a definite correlation between students and university services implying that the weights of students to receive personal attention when needed from employees were higher.

The researcher entailed to know do employees understand students' specific needs; however, the study findings showed that results obtained from the analysis were statistically significant at $P=0.003$, Wald test $=0.791$, and the $\text{Exp}(B) = 2.279$. A Wald test showed that employees still understand the students' specific needs and hence treat them better. The findings further indicated that when employees understand the needs of university students by 2.279 and the odds ratio of 0.824, then it implied that there was a strong relationship between university students and employees and hence increase the level of satisfaction.

In the case of individual attention from employees to university students, results from the analysis showed that they were statistically significant at $P=0.042$, Wald Test $=0.371$ and the $\text{Exp}(B) = 1.408$ which implied that also there is a significant relationship between students and employees as to when customers wanted individual attention the university provides a greater possibility for the customer to have a chance for personal care. However, the findings more indicated that when results increase by 1.408 and the odds ratio of 0.342, imply that the level of satisfaction will rise since there was a greater connection between university students and university employees.

The results from the researcher findings are supported by the outcome of Yousuf, (2017), who conducted a study in Pakistan when examined the impact of service quality and customer satisfaction which means the empathetic behaviour led to positive relationships among employees and the customers whereas the survey in the same with the researcher findings.

Table 4.4: Relationship between Service Empathy and Students' Satisfaction with University Services

Variables	B	S.E.	Wald	df	Sig.	Exp(B)
Employees give me personal attention	-0.241	0.699	0.118	1	0.007	0.786
Employees understand my specific needs	0.824	0.926	0.791	1	0.003	2.279
Employees give me individual attention	0.342	0.561	0.371	1	0.042	1.408
Constant	0.645	1.013	0.406	1	0.524	1.907

Source: Own survey (2019).

4.5.5.2 Relationship between Service Empathy and Students' Satisfaction

H_A: There is a significant positive relationship between service empathy and students' satisfaction with university services.

The above hypothesis depicts that there is a significant relationship between service empathy and students satisfaction with services being provided by the university service providers. The findings from the study show that there was a significant positive relationship at which the Hosmer and Lemeshow test showed that chi-square of 0.000 implying that service providers do care, create easy access, provide excellent communication and also provide individualized attention given to university students.

The findings of the study are consistence with the research done by Shaikh, Amjad, Rehman Khan, (2011), whereby the results showed that there was a significant relationship between service empathy and satisfaction to university students as their willingness to put more considerable efforts towards their studies.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Findings

Scholars from different angles in the field of service industry have a belief that organizations which apply service quality dimensions such as (service tangibility, service reliability, service assurance, service responsiveness and service empathy) have a higher chance of surviving in the industry more than those organizations which do not apply such service quality dimensions. For that reason means that service organizations which use service quality dimensions will be able to deliver great satisfaction to their clients. In this case, service quality dimensions have more significant impacts on the development and growth of different organizations since they can provide delighted comfort and hence improve their performance.

This study aimed to assess the influence of customer care on the students' satisfaction with university services with the case study of selected regional centres of the open university of Tanzania. Therefore to achieve the general objective, the study aimed to examine the relationship between service reliability and students' satisfaction towards university services, to assess the relationship between service tangibility and students' satisfaction, to investigate the relationship between service assurance and students' satisfaction with university services, to examine the relationship between service responsiveness and students' satisfaction with university services and the last was to examine the relationship between empathy and students' satisfaction with university services.

The study employed the research hypothesis, which was in line with the context of the study as the results of making different reviews from different scholars. The study went on collecting data from the respondents, which lead to 163 questionnaires distributed to the respondents who were the students from Open University in selected regional centres in Tanzania. The data collected were analyzed by using binary logistic regression, while results obtained from the analysis were presented by using tables to bring bright and understandable meaning.

5.2 Conclusion

5.2.1 Service Tangibility

The findings showed that there was a significant positive relationship between service tangibility and students satisfaction; this is due to the facts that university service facilities available satisfy the needs of students when acquiring services. This is because results indicated that chi-square of .000 Hosmer and Lemeshow test. So from the findings, it is concluded that physical facilities are necessary for customer satisfaction since they are the parts and parcel for students undertaking studies meaning that the university should not ignore to invest on physical environment by hoping that buildings are not required in distance education.

5.2.2 Service Reliability

This was another dimension among other services from service quality which influences customer satisfaction. From the findings it was seen that there is an excellent relationship existing between services providers and customer satisfaction, this was proven when results from the field showed that employees were willing to

provide service timely as they promise to do so, this has been evidenced with $P=0.025$, $\text{Exp}(B)=1.037$ of which means that the willingness of employees to provide the services to students (clients) is high. Therefore from the study, it was concluded that organization must provide excellent service facilities to its students through coordination, corporation and also through compensation.

5.2.3 Service Assurance

The findings of the study showed that lecturers were consistently considered in the manner with the students, though results were statistically significant at $P=0.031$, $\text{Exp}(B)=0.786$ and the Wald Test 0.118. This meant that the level of satisfaction was at a high standard and university students were satisfied. Also, results showed that the lectures were behaving consistently professionally in a manner at work. Therefore from the findings obtained from the field of the study, it is concluded that still, employees from university organization have to understand and prioritize the existence of such close relationship existing between service providers and university students for the sake of enhancing customer satisfaction.

5.2.4 Service Responsiveness

When service responsiveness was taken from the study as the dimension of service quality influencing customer satisfaction, it was found that university lecturers were not too busy towards responding the requests from students, results from the analysis showed statistical insignificant at $P=0.945$, $\text{Exp}(B)=1.037$ and Wald test of 0.005. This indicated that there was a positive relationship between lecturers and students; therefore, customers are in better chance to get assistance from their providers.

5.2.5 Service Empathy

Service empathy as one of the dimensions of service quality of which the findings from the field of the study showed that employees give intentions to their students something of which increase the level of satisfaction; however results showed that results were statistically significant as evidenced by the $P=0.007$, Wald test $=0.118$, and $\text{Exp}(B)=0.786$. It was also seen the findings indicated that employees understand students' specific needs; however, the study findings showed that results obtained from the analysis were statistically significant at $P=0.003$, Wald test $=0.791$, and the $\text{Exp}(B) = 2.279$. This meant that still, service empathy plays a valuable tool as the connection between employees and university students' satisfaction. This concluded that the organization needs to adhere to the critical role played by service empathy to increase the level of satisfaction to its customers.

5.3 Recommendations

Concerning this study, recommendations were made according to the service quality dimensions of the study findings. Therefore the followings are the recommendations generated with regards to the influence of customer care and university students' satisfaction. The study recommends adhering the vital role of service tangibility for the sake of enhancing customer satisfaction by providing learning materials to its university students adequately and providing a friendly learning environment to its students.

It was also recommended that the university must create a proper and unique service plan to fit with the needs and expectations of students and hence increase the level of satisfaction. The study recommends that university employees should always have a

will to provide services timely as they promise to do so, this will enable to improve service reliability within an organization and hence improve customer satisfaction. Also, the study recommends adhering to the role by providing services willingly in a quick way, something of which will increase the level of satisfaction to their clients. From the findings, the study recommends that university employees should have appropriate knowledge when answering different questions from the university students, something of which will increase the intension and connections by building the gape existing between service providers (employees) and customers. This is the case where more customers become more satisfied with the services provided by the organization.

Regarding service empathy, the study recommends to an organization to further provision of caring and individual attention to customers will enhance service empathy whereby through providing knowledge and consideration of employees and their ability to deliver expectations and confidence to students will enhance students' satisfaction.

5.4 Suggested Areas for Further Studies

Based on the findings collected from the study, the recommended areas for further research involve the followings:

Another survey suggested, which will include more than one institution from higher learning to widen the scope of the study and proper generalization of the study.

The study was limited only in Tanzania and used only one means for data analysis. It is suggested that the research be conducted to other parts and country while trying with other means of data analysis to get the reliability of the data.

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APPENDICES

Appendix 1: Questionnaire

I would be grateful if you could spare a few minutes to complete this Customer Satisfaction Questionnaire to help us ensure that our standard of customer care exceeds expectations wherever possible.

Part I Demographics Questions

Put a tick (✓) as appropriate in the brackets

1. Sex Male () Female ()

2. Which age group do you fall under?

18 – 24 years () 25 – 34 years () 35 - 44 years. () 45 and above ()

3. What is your highest level of education?

Certificate () Diploma () Degree () Postgraduate/Masters () PhDs ()

Part II

Expectations: This section deals with your opinion on the Open University of Tanzania. Please, show the extent to which you think OUT should possess the following features. Interested to know your expectations from ideal.

Instructions: Please rate how strongly you agree or disagree with each of the following statements by placing a checkmark in the appropriate box.

Tangibility

Statements	Agree	Disagree
4. My University provides learning materials adequately.		
5. My learning environment is friendly.		

Reliability

Statements	Agree	Disagree
6. Employees are always willing to provide service timely as they promise to do so?		
7. Employees willingness to provide prompt service?		
8. My lecturer tells me exactly when the service will be performed.		

Assurance

Statements	Agree	Disagree
9. My lecturers are consistently considerable in a manner with me.		
10. My lectures conduct themselves professionally.		
11. My lectures have the knowledge to answer my questions.		

Responsiveness

Statements	Agree	Disagree
12. My lecturers are never too busy to respond to my requests.		
13. My lectures are always willing to help me		
14. Employees give me prompt service		
15. When I have a problem, my lectures show a sincere interest in solving it.		

Empathy

Statements	Agree	disagree
16. Employees give me personal attention.		
17. Employees understand my specific needs		
18. Employees give me individual attention.		
19. Employees have my interest at heart.		

Part III Customer Satisfaction**Instructions:**


Please show how you are satisfied with the customer care of OUT based on the below parameters,by putting a tick (√) in a respective space in the table.

Statements	Unsatisfied	Satisfied
20. Quality customer care		
21. Process of getting a problem resolved		
22. Quality of customer service representative		
23. Time is taken by customer service representative to solve my issue		
24. Knowledge of customer service representative		
25. Wait time for my question to be answered.		
26. Overall satisfaction with service.		

THANK YOU FOR YOUR COOPERATION

Appendix 2: Sample Size Calculator

Sample Size Calculator by Raosoft, Inc. <http://www.raosoft.com/samplesize.htm>



Sample size calculator

What margin of error can you accept? <small>5% is a common choice</small>	5	%	The margin of error is the amount of error that you can tolerate. If 90% of respondents answer <i>yes</i> , while 10% answer <i>no</i> , you may be able to tolerate a larger amount of error than if the respondents are split 50-50 or 45-55. Lower margin of error requires a larger sample size.
What confidence level do you need? <small>Typical choices are 90%, 95%, or 99%</small>	95	%	The confidence level is the amount of uncertainty you can tolerate. Suppose that you have 20 yes-no questions in your survey. With a confidence level of 95%, you would expect that for one of the questions (1 in 20), the percentage of people who answer <i>yes</i> would be more than the margin of error away from the true answer. The true answer is the percentage you would get if you exhaustively interviewed everyone. Higher confidence level requires a larger sample size.
What is the population size? <small>If you don't know, use 20000</small>	639		How many people are there to choose your random sample from? The sample size doesn't change much for populations larger than 20,000.
What is the response distribution? <small>Leave this as 50%</small>	50	%	For each question, what do you expect the results will be? If the sample is skewed highly one way or the other, the population probably is, too. If you don't know, use 50%, which gives the largest sample size. See below under More information if this is confusing.
Your recommended sample size is		241	This is the minimum recommended size of your survey. If you create a sample of this many people and get responses from everyone, you're more likely to get a correct answer than you would from a large sample where only a small percentage of the sample responds to your survey.

Online surveys with Vovici have completion rates of 66%!

Alternate scenarios

With a sample size of	100	200	300	With a confidence level of	90	95	99
Your margin of error would be	9.01%	5.75%	4.12%	Your sample size would need to be	191	241	326

Save effort, save time. Conduct your survey online with Vovici.

More information

If 50% of all the people in a population of 20000 people drink coffee in the morning, and if you were repeat the survey of 377 people ("Did you drink coffee this morning?") many times, then 95% of the time, your survey would find that between 45% and 55% of the people in your sample answered "Yes".

1 of 2

6/11/2019, 11:33 AM

The remaining 5% of the time, or for 1 in 20 survey questions, you would expect the survey response to more than the margin of error away from the true answer.

When you survey a sample of the population, you don't know that you've found the correct answer, but you do know that there's a 95% chance that you're within the margin of error of the correct answer.

Try changing your sample size and watch what happens to the *alternate scenarios*. That tells you what happens if you don't use the recommended sample size, and how M.O.E and confidence level (that 95%) are related.

To learn more if you're a beginner, read **Basic Statistics: A Modern Approach** and **The Cartoon Guide to Statistics**. Otherwise, look at the **more advanced books**.

In terms of the numbers you selected above, the sample size n and margin of error E are given by

$$x = Z(c/100)^2 r(100-r)$$

$$n = N x / ((N-1)E^2 + x)$$

$$E = \text{Sqrt}[(N - n)x / n(N-1)]$$

where N is the population size, r is the fraction of responses that you are interested in, and $Z(c/100)$ is the critical value for the confidence level c .

If you'd like to see how we perform the calculation, view the page source. This calculation is based on the Normal distribution, and assumes you have more than about 30 samples.

About **Response distribution**: If you ask a random sample of 10 people if they like donuts, and 9 of them say, "Yes", then the prediction that you make about the general population is different than it would be if 5 had said, "Yes", and 5 had said, "No". Setting the response distribution to 50% is the most conservative assumption. So just leave it at 50% unless you know what you're doing. The sample size calculator computes the critical value for the normal distribution. Wikipedia has good articles on statistics.

How do you like this web page? ☐ Good as-is ☐ Could be even better

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Questions? [Please let us know.](#)

[Print](#) [Done](#)

Appendix 3: Clearance Letters

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

Our Ref: PG201701484

29th August 2019

Deputy Vice Chancellor (Academic),
The Open University of Tanzania,
P.O.Box 23409,
Dar es Salaam.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. BALABALA, Nkwabi Siyabo Reg No: PG201701484** pursuing **Master of Business Administration (MBA)**. We here by grant this clearance to conduct a research titled *"The Influence of Customer Care on the Students 'Satisfaction with University Services. A case of Selected Regional Centers of The Open University of Tanzania"*. He will collect his data at Nyamagana, Shinyanga and Tabora Regions Centers from 30th August 2019 to 30th September 2019.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours Sincerely,

Prof. Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

The Open University of Tanzania,
Tabora Regional Centre,
The Old CWT Building,
Bachu Street,
P.O.BOX 1204,
Tel. No. 026-260-5519
Mob: 0754/0786—460988
TABORA, TANZANIA.



Chuo Kikuu Huria cha Tanzania,
Kituo cha Mkoa Tabora,
Jengo la zamani la CWT,
Mtaa wa Bachu,
S.L.P 1204,
Tel. No. 026-260-5519
Mob: 0754/0786—460988
TABORA, TANZANIA.

27th June, 2020.

To whoever is Concerned.

Dear Sir/Madam

RE: PERMISSION FOR RESERCH DATA COLLECTION

Kindly, refer to the caption above. I am pleased to introduce to you Mr. Balabala, Nkwabi Siyabo, who is a bona fide student at the Open University of Tanzania (OUT), pursuing his M.B.A degree programme. As such, he is intending to collect data in your organization for the academic research purposes. His area of research is about; **"The Influence of the Customer Care on the Students' Satisfaction with University Services. A Case of Selected Regional Centres of the Open University of Tanzania (Tabora, Shinyanga and Mwanza)."** Therefore, with this letter accord him all the necessary cooperation for him to achieve his intended vision with effect from 27th August 2019.

With Regards,

.....
Dr. Kairembo, R.J.
DRC-Tabora.

The Open University of Tanzania
Shinyanga Regional Centre,
Karena Road,
P.O. Box 1203,
Tel. No. 028 - 2762202
SHINYANGA, TANZANIA.



Chuo Kikuu Huria cha Tanzania
Kituo cha Mkoa wa Shinyanga
Barabara ya Karena,
S.L.P 1203,
Simu Na. 028 - 2762202
SHINYANGA, TANZANIA.

05th September, 2019.

To whoever is Concerned.

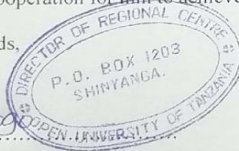
Dear Sir/Madam

RE: PERMISSION FOR RESEARCH DATA COLLECTION

Kindly, refer to the caption above.

I am pleased to introduce to you Mr. Balabala, Nkwabi Siyabo, who is a bona fide student at the Open University of Tanzania (OUT), pursuing his M.B.A degree programme. As such, he is intending to collect data in your organization for the academic research purposes. His area of research is about; **"The Influence of the Customer Care on the Students' Satisfaction with University Services. A Case of Selected Regional Centres of the Open University of Tanzania (Tabora, Shinyanga and Mwanza)."** Therefore, with this letter accord him all the necessary cooperation for him to achieve his intended vision with effect from 27th August 2019.

With Regards,



Agatha Mgogo
DRC-Shinyanga

The Open University of Tanzania,
Mwanza Regional Centre,
Mkolani near Tanesco Offices
P.O. Box 2495,
Mwanza, Tanzania.
Tel: 255-028-2506025
Fax: 255-028-2506025
E-mail: dr@mwanza@out.ac.tz
<http://www.out.ac.tz>



Chuo Kikuu Horia cha Tanzania,
Kituo cha Mkoa wa Mwanza
Mkolani near Tanesco Offices
S.L.P. 2495,
Mwanza, Tanzania.
Simu: 255-028-2506025
Fax: 255-028-2506025
E-mail: dr@mwanza@out.ac.tz
<http://www.out.ac.tz>

8th September 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: PERMISSION FOR RESEARCH DATA COLLECTION

Kindly, refer to the caption above.

I am pleased to introduce to you Mr. Balabala, Nkwabi Siyabo, who is a bona fide student at the Open University of Tanzania (OUT) pursuing his M.B.A degree programme. As such, he is intending to collect data in your organization for the academic research purposes. His area of research is about; **"The Influence of the Customer Care on the Students' Satisfaction with University Services: A Case of Selected Regional Centres of the Open University of Tanzania (Tabora, Shinyanga and Mwanza)."** Therefore, with this letter accord him all the necessary cooperation for him to achieve his intended vision with effect from 30th August 2019.

With Regards,

THE OPEN UNIVERSITY OF TANZANIA
MWANZA REGIONAL CENTRE
P.O. Box 2495
ANCYFRIDA PROSPER
DIRECTOR, MWANZA REGIONAL CENTRE