

**CUSTOMER CARE RECEIVED BY STUDENTS AND STUDENT
ATTRACTION IN UNIVERSITIES:
A COMPARATIVE STUDY OF TANZANIA'S PUBLIC VERSUS
PRIVATE UNIVERSITIES**

By
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**A Dissertation Submitted in Partial Fulfillment of the Requirement for the
Degree of Master of Arts in Education (MAED) of Mzumbe University**

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CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation titled *“Customer Care Received by Students and Student Attraction in Universities: A Comparative Study of Tanzania’s Public versus Private Universities”* in partial fulfillment of the requirement for award of the degree of Master of Arts in Education of Mzumbe University.

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DEDICATION

I dedicate this work to my lovely daughter “Alicia”, my parents, Mr. Kwikwega H and Ms Masanja Julian

ACRONYMS AND ABBREVIATIONS

BRN	Big Results Now
CC	Customer Care
FFE	Fee Free Education
HEIs	Higher Education Institutions
JUCO	Jordan University College
MU	Mzumbe University
PEDP	Primary Education Development Programme
SEDP	Secondary Education Development Programme
SMT	School Management Team
SPSS	Software Package for Social Science
TTU	Teachers' Trade Union
UNESCO	United Nations Educational and Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
URT	United Republic of Tanzania

ABSTRACT

While it is well-established in student attraction literature in campuses of the Global North, that failures to compete for attraction of students in Higher Education Institutions (HEIs) *inter alia* is associated with several factors including gaps in institutionalization of customer care, beyond it, little has been thought in the context of customer care received by students and student attraction in Universities of the Global South. The overall objective of this research was to compare customer care received by students of Private University (St Augustine University, Morogoro branch) versus Public University (Mzumbe University-Morogoro Main Campus) for student attraction in the current era of market liberalisation in Tanzania. The study adopted a descriptive, multi-case research design, which revolves around the mixed research approach in which qualitative data dominated over quantitative ones. It also utilised both secondary and primary data which were collected through the use of questionnaires and interviews from a sample of 120 study participants. In terms of data analysis, the quantitative data for this study were analyzed descriptively using measures of central tendency such as mean and standard deviation through a Software Package for Social Science (SPSS) version 20, and presented by using tables and figures. Also, the qualitative data were analyzed through content analysis.

The study found out that Institutional and legal frameworks are crucial aspects for supporting the execution of customer care services in universities. Its presence in St Augustine University especially Jordan University College has a potential of attracting and retaining more students on campus compared to Mzumbe University despite the fact that both political and demographic changes can continue to shape university student mobility in Tanzania. The study concludes that customer care is not panacea to every problem prevailing on university campuses. As such, universities should address the major barriers to improving customer service such as the “silo” structure of support services, inefficient policies and procedures, and staff training needs within the regulatory framework that reflects local context. As such, what matters most in HEIs is responsiveness, efficiency, clear communication, and conflict management. It also recommends for a review of Tanzania’s Higher Education Policy to integrate aspects such as institutionalization of customer care services in public HEIs while establishing workable legal frameworks for its execution.

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CHAPTER ONE

PROBLEM SETTING

1.1 General Introduction

Failures to compete for attraction of students in Higher Education Institutions (HEIs) have been recurring phenomena especially in the current era of market liberalisation in Tanzania. From general observations that problem *inter alia* has something to do with the nature of customer care offered by those academic institutions. This study compares customer care received by students of Private versus Public University for student attraction in Tanzania. The introductory chapter is organized into the introduction, statement of the problem, research objectives and questions. It also surveys the significance and limitations of the study.

1.2 Background to the Research Problem

A growing number of governments are seeking to apply market principles such as utilization of Customer Care (CC) for improving the operation of domestic higher education systems (Teixeira and Dill, 2011). The potential role that Customer Care (CC) play for attraction and retention of students in Higher Education Institutions (HEIs) has been recognized internationally. Available grounded literature show that customer care whether conducted by an academic or non-academic departments in HEIs: supports decision-making in implementation of HEIs policies (Jones, 2011; Mackay, 2000); facilitates meeting outcomes of various HEIs activities as well as attraction and retention of students in HEIs (Rossi and Freeman, 1993).

Conceptually, customer care is perceived as an art (skills) and science (innovative ways) of dealing with the client/customer needs. Customer care is also conceived by Muya (2017) as a process and outcome resulting from catching some specific skills among supporting employees to "wow" the customers in an organisation when they interact with on a daily basis. It can either be an inborn or learnt behavior For the purpose of this study, the concept of customer care in HEIs revolves at understanding institutional strategies towards attracting and retaining of students in their campuses. Historically, the last two decades have demonstrated how Higher Education Institutions (HEIs) in Tanzania have engaged in competitions for attraction and

retention of students in their campuses. Various important parts of the university like quality assurance, employee and student satisfaction as well as performance management are being studied by many researchers. It is logical that a satisfied student will become at the end a loyal seller of the university products for many causes. There are seemingly several causes that triggers for student attraction and retention among Tanzania's HEIs. Among others relate with the decreased trends in public financing in Tanzania's HEIs since 1990s as well as the increased trend of free market and competition among education firms in Tanzania.

Researches on customer care in Higher Education Institutions (HEIs) revolve at understanding both, the supply and demand perspectives of service satisfaction. Unfortunate, in a number of surveyed literatures, the focus has skewed more on issues related to student satisfaction from various issues in universities (Li and Carroll, 2017; Li and Dockery, 2015), and has largely been drawn from the studies undertaken in the HEIs of the developed countries. While explanations for the factors related to attraction and retention of students in HEIs have been studied extensively, little is known on the potential of Customer Care (CC) for student attraction and retention in the universities of the Global South. As such, the current study filled that gap of knowledge.

The present-day study compares customer care received by students of Private University versus Public University within the lens of institutional thinking while focusing on the contribution of cognitive, regulative as well as normative factors of the supply side of the research problem. At the supply level, the study explored: the extent to which the established rules, regulations, procedures as well as structures by each HEI contributes to the attraction and retention of students in HEIs; the extent to which established norms and values in running HEIs affairs support good customer care; the perceptions and knowledge of both, students and teachers on customer care provision such as: What does customer care means in the eyes of university students as well as staffs from HEIs of developing countries?

Within the policy lens in Tanzania, the road map to customer care services in HEIs offers some mixed feelings that skew more on little achievements. Neither the introduction of the National Education Act No 25 by the Tanzania parliament in 1978 nor its amendment of 1995 that facilitate establishment of Higher Education accreditation council provides any strategy on provision of customer care in HEIs. Likewise, even the current National Education Act of 2014 does not provide any account on customer care issues in HEIs. Further, there have been several public interventions in terms of education reforms and policy changes that have changed enormously the landscape of educational arena since Tanzania's independence in 1961. Among education reforms include; adoption of 1967 Education for Self Reliance (ESR), and nationalization of privately owned primary and secondary schools; the 1974 Musoma Resolution on Universal Primary Education (UPE).

Apart from those transformations, several educational interventions in terms of policy change were introduced since 2000s. Those include the Primary Education Development Programme (PEDP) in 2001, Secondary Education Development Programme (SEDP) in 2004, Big Results Now (BRN) programme in 2013/14, as well as the currently, Free Fee Education (FFE) from pre-primary to secondary education in 2016. While explanations for the effects of policy change and reforms in education have been studied extensively, little is known within the lens of provision of customer care in higher education systems. The study focuses at both, Mzumbe University and Jordan University College (JUCO), a constituent of St Augustine University.

While the Mzumbe University is among the nationally established academic institution that serves the public interest, the later has its origin from Catholic Church thusly serves the private interests in the public. Historically, Mzumbe University was established by Mzumbe University charter, 2007 under Section 25 of the University Act. No. 7 of 2005 which repealed Mzumbe University Act. No. 9 of 2001. As a training institute, the University boasts of 50 years experience of training in administration of justice, public administration, good governance, business management, good governance and many more.

Mzumbe University origin can be traced back to 1953 when the British Colonial Administration established a Local Government School in the country. The school aimed at training local chiefs, Native Authority Staff and Councillors. Following Tanganyika (Tanzania) independence, it was elevated to include training of Central Government Officials, Rural Development Officers and local Court Magistrates. In 1972, the then Local Government School was then merged with the Institute of Public Administration (IPA) of the University of Dar es Salaam to form the Institute of Development Management (IDM-Mzumbe). Since then, both, public and private sector managers received professional training from IDM. Given the natural growth of the institute over the years of successful operations, the GoT transformed it into fully fledged public university under the Act of Parliament No. 21 of 2001. The university has three campuses: Morogoro Main Campus, Dar es Salaam Campus College, as well as Mbeya Campus College.

Likewise, the Jordan University College (JUCO) came into being as a result of institutional changes from the Salvatorian Major Seminary to the Salvatorian Institute of Philosophy and Theology. According to JUCO website (2018), the Congregations of Evangelization and Christian Education together with the Pontifical University Urbaniana approved this change on April 21, 1999. It also shows that on April 16, 2010 the General Council of the Society of the Divine Saviour resolved to transform the Salvatorian Institute into a constituent college of St. Augustine University of Tanzania with the name of Jordan University College. On November 2, 2010 the JUCO received the TCU Certificate of Provisional Registration.

Why both universities? While both, JUCO and MU are geographically located in the same area, between 2017 and 2018 MU had pronounced a decreased trend of undergraduate student enrollment in education compared to an increased trend in JUCOs related course (TCU Website, 2018). As such, it is not clear whether poor enrollment in such programmes had anything to do with student satisfaction within the lens of customer care in those HEIs. To what extent do those HEIs consider students as potential customers or something else! This raises a necessity to compares customer care and student attraction in those HEIs.

1.3 Statement of the Problem

Interest on “attraction and retention of students” in the Higher Education Institutions (HEIs) has over the last two decades dominated the discussions of various people. The failure to attract and retain students in their preferred HEIs in developing countries fuel several negative effects. While at student level, it compromises with their career development, at institutional level, it could impact on trapping economic opportunities for HEIs development. This in turn may implicate negatively on the sustainability of HEIs.

From the grounded evidence drawn in the literature of the Global North, institutionalisation of Customer Care (CC) principals, skills and strategies in HEIs have improved both, non-academic and academic dimensions. Among others include advisory services, health services, financial assistance, library facilities, computing facilities, availability of academic personnel and quality of teaching, housing services, occupation services, university bookshop, and involvement of students in course contents. While this potential has been considered and utilised in the HEIs of the Global North, little in terms of its utilisation is known in the HEIs of the Sub-Saharan Africa, such as in Tanzania. This is the gap filled by the study.

While available evidence from Tanzania shows that over the last three years (2015 to 2017), there has been a decrease in the number of students joining the undergraduate education degree programmes in the Mzumbe University (MU-Enrollment Statistics), there has been also an increase in the number of students joining the St Augustine University - JUCO for the same degree programme (JUCO-Enrollment Statistics). Do those statistics reflect the extent in the institutionalization and utilization of customer care between Mzumbe University and St Augustine University-JUCO? For customer care to continue supporting attraction and retention of students in Tanzania’s HEIs, it is vital to analyze the discourse of institutionalization and utilization of customer care in education in a comparative manner. Consequently, the study compares customer care received by students from two Universities; one being a government owned (Public University) and the other, owned by the religious institution (Private University) for student attraction.

1.4 Research Objectives

1.4.1 The General Objective

To compare customer care received by students of Mzumbe University, Morogoro main campus versus St Augustine University-Jordan University College (JUCO) Morogoro campus from 2015 to 2017.

1.4.2 Specific Research Objectives

Specifically, this study sought to:

- (i) Identify students' level of knowledge and perceptions about customer care received from both HEIs (Mzumbe University versus St Augustine University-JUCO) from 2015 to 2017.
- (ii) Find out whether the lack of customer care/failure to consider students as customers is the main cause of poor attraction of students in those Higher Education Institution
- (iii) Assess the kind of customer care skills that staff from those Higher Education Institution utilise for student attraction and retention
- (iv) Examine the extent to which regulatory structures (established rules, regulation and procedures) of each Higher Education Institution support the utilization of customer care services in both institutions from 2015 to 2017

1.4.3 Specific Research Questions

- (i) What are students' level of knowledge and perceptions about customer care received from both HEIs (Mzumbe University versus St Augustine University-JUCO) from 2015 to 2017?
- (ii) Is the lack of customer care or failure to consider students as customers the main cause of poor attraction of students in those Higher Education Institution?
- (iii) What kind of customer care skills are utilised by staff of those Higher Education Institution for student attraction and retention?
- (iv) To what extent does the regulatory structure (established rules, regulation and procedures) of each Higher Education Institution support the utilization of customer care services in both institutions from 2015 to 2017?

1.5 Significance of the study

The significance of a study asks what new knowledge or developments are the research questions of this study going to generate. The study has both the theoretical and practical significances, which have been categorized thusly: contribution to the body of knowledge; call for a review of University by-laws; and informing the university community on effective ways of improving student attraction and retention in HEIS through customer care in Tanzania's Universities:

1.5.1 Contribution to the body of knowledge

The first significance of the study revolves around contributing in a theoretical part of utilisation of customer care in Higher Education Institutions. This is because while explanations for the various factors contributing to better utilization of customer care have been studied extensively, especially in business corporate organizations, little is known in the countries of the Global South, and specifically the Tanzania's HEIs.

1.5.2 Contribution to the university community on use of customer care

Second, the study findings will inform various actors in higher education systems such as the College Principals, teaching and teaching staff, as well as research institutions to articulate contiguous measures for strengthening utilization of customer care services on campus thereby improving students attraction and retention. Third, understanding the extent to which both HEIs, (Mzumbe University versus St Augustine University-JUCO) considers students as customers will signal the normative trend/possibility of utilising customer care in their university campuses. Essentially, the fourth significance of the study revolves around transforming undesirable norms for implementation of customer care services in their campuses. Further, exploring the kind of customer care skills possessed by staff will help towards identifying the strengths as well as gaps if any, in utilisation of customer care so that corrective measures could be suggested. Also, assessing the extent to which the established rules, regulation and procedures by each HEIs support the utilization of customer care services will help to map and foreseeing institutional frameworks in terms of legal and administrative structures for implementation of customer care services in HEIs.

1.5.3 Call for a review of University by-laws

Lastly, by comparing the utilisation of customer care between both HEIs, the study will help towards understanding institutional self-assessment on perceived service quality which include library facilities, housing services, occupation services, university bookshop, advisory services, health services, financial assistance, and involvement of students in course contents and computing facilities, thereby improving customer care utilization in campuses. This will only be achieved if both universities will review University by-laws to include regulatory and administrative aspects of customer care affairs in their institutions.

1.6 Delimitation of the Study

In attempt to compare customer care received by students of Public University versus Private University from Tanzania between 2015 and 2017, the study delimited itself in Morogoro region where both institutions of higher learning: Mzumbe University (A Public University) and St Augustine University-JUCO (A Private University) are found. These institutions have been subjected for an indepth analysis for several reasons. The first reason of using them as case studies revolves from the fact that both Universities are located in the same region with similar attractive features. As such, it was easily to compare and understand whether utilization of customer care makes a difference in their attraction and retention of students.

Second, while explanations for the various factors contributing to better utilization of customer care have been studied extensively, especially in business corporate organizations, little is known in the countries of the Global South, and specifically in institutions of higher learning. As such, the second delimitation of the study revolves around exploring utilization of customer care services comparatively from Higher Education Institutions. Third, the study delimitates itself to an institution theory to explain about how institutional components (Regulative; normative and cognitive) dimensions of higher learning institutions orient towards building customer care services. The nature of research objectives responds to those theoretical constructs. For example: how does the regulatory structure (established rules, regulation and procedures) of each HEI support the utilization of customer care services, What are students' level of students' knowledge and perceptions (cognitive dimension) on

customer care received from both HEIs, as well as the extent to which staffs from those Higher Education Institution (Normative dimension) consider students as customers. Also, the study also delimitates its focus on multiple case study research design. The use of this design is justified by the presence of small number of the population size that this study employed in specific geographical (institutional) boundaries. This design is built from interpretive philosophical paradigm which asserts that truth depends upon socially- constructed beliefs, norms and perceptions, thus, there is no universal objective truth in social life.

1.7 Limitations of the Study

The data collection process faced four main limitations. These were time and openness on issues pertaining to study

(i) Time: Time is examined at two levels. First, the time allocated to collect primary data was too short to accomplish all the field tasks. Only three months were set aside for data collection from those two institutions of higher learning. Thusly, in responding to this challenge interviews were carried till late hours. Second, it was difficult for most of the study participants from those HEIs to honour their appointments because of other competing work responsibilities. As such, most of the interviews were rescheduled to their convenient time.

(ii) Openness and transparency of respondents: Some employees of those HEIs were reluctant to respond to questions that required them to indicate whether failure to consider students as customers in their HEIs is the main cause of poor attraction of students in campuses. This reluctance was caused by unfounded fear of being investigated as suspects for divulging things they would not like to expose to third parties or simply for fear of losing the much needed employment after disclosing what they feared were institutional secrets. Measures to overcome this problem included counter checking the information with other respondents in the same department/section and through observation. Also, the researcher tried as much as possible to reduce any possible mistrust by properly presenting himself (through identity card and letters of introduction) and creating rapport with the respondents.

1.8 Organisation of the Dissertation

Chapter One introduces the study. It provides a general background to the study which includes a statement of the problem, objectives of the study, research questions, hypothesis, the significance of the study, as well as delimitation of the study. Chapter Two is a review of the relevant literature linked to utilisation of customer care in Higher Education Institutions. The overriding essence is to create a new understanding from the theoretical debates and empirical literature to be reviewed.

Theoretical literature reviewed critically analysed various issues including: a historical overview of utilisation of customer care; utilisation of customer care in Higher Education Institutions; as well as factors behind poor utilisation of customer care in Higher Education Institutions. On the other hand, empirical literature demonstrates not only empirical studies conducted on utilisation of customer care in Higher Education Institutions in the developed world and developing countries, but also its empirical trends and debates. In this part, a critical and analytical literature review of empirical studies will be done to reveal insights and an awareness of differing arguments, theories and approaches. The same chapter two discusses the theoretical framework of the study.

Chapter Three explicates the methodology of the study as well as profile study area that was used towards the production of the research output. It is organised into six sub-sections as follows: research design, area of the study, target population, sampling and sampling techniques, data collection methods and tools, and data analysis plan. Chapter Four presents analyses and discusses the findings on: Students' level of knowledge and perceptions about customer care received from HEIs; the extent to which University staff consider University students as customers; kind of customer care skills utilised by staff of those HEIs for student attraction and retention; as well as the extent to which the established regulatory structure (rules, regulation and procedures) of each HEIs support the utilization of customer care. Chapter Five summarizes the key findings, conclusions, and recommendations of the study in addition to suggestions for further studies in this subject area.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The debates about the potential role that Customer Care (CC) play for attraction and retention of students in Higher Education Institutions (HEIs) has been recognized in the countries of the Global North compared to those of the Global South including Tanzania, and have ipso facto dominated the discussions of researchers, training institutions, government technocrats, parliamentarians, as well as policy makers. This chapter provides both, the theoretical and empirical literatures in line with the study's objectives. Sub-section 2.2 presents the theoretical perspectives of the study, sub section 2.3 critically analyses the empirical literatures drawn in line with the study's objectives, and the last part, sub section 2.4 provides a summary of the chapter which centers at filling the knowledge gap by the study.

2.2 The Theoretical Perspectives

The theoretical perspectives of the study review definitions of key terms and concepts used by the study. Further, it provides an overview of student attraction in Higher Education Institutions. Apart from it, it also describes the theoretical framework of the study. Lastly, the section surveys the literature related to the objectives of the study. It reviews the relevant literature linked to utilisation of customer care in Higher Education Institutions.

2.2.1 Customer care

Customer care is perceived as an art (skills) and science (innovative ways) of dealing with the client/customer needs. Customer care is also conceived by Muya (2017) as a process and outcome resulting from catching some specific skills among supporting employees either inborn or learnt behaviour to "wow" the customers in an organisation when they interact with on a daily basis. This study adopts and modify Muya's (2017) definition of customer care to refers to the process and outcome of dealing with the client/student needs characterized by some specific skills and innovative ways among supporting employees either inborn or learnt behavior to serve student needs and interests and thusly students' satisfaction in a higher learning

Institution. In other words, HEIs can only satisfy student if they focus on what their students want instead of gathering data base on what institutions consider their students regard as important. In addition, 14 dimensions have been proposed by Hill (1995) to measure student perception of customer care from satisfied service quality which includes library facilities, travel agency, housing services, occupation services, university bookshop, advisory services, health services, financial assistance, and involvement of students in course contents, work expertise and computing facilities.

2.2.2 Student Attraction in HEIs

For a long time organizations throughout the World have sought innovative strategies to attract and develop employees for increasing efficiency and effectiveness of their organisations (McKenzie, 2007); building organizational capabilities (Holland *et al*, 2007); and ensure sustained competitiveness (Samuel and Chipunza, 2013). In the context of this study, student attraction in Higher Education Institution refers to the process that determines the quantity and quality of student entry in higher education institutions which is also considered as crucial in determining how students stay in HEIs. This raises a question for investigation. In such a competitive marketplace, how can universities ensure they attract and retain the best candidates?

2.2.3 An overview of Student Attraction in HEIs

Throughout the World, there is increased concern that enrollment management through a good customer care is a broader strategy that the University administration and colleges need to support in order to achieve the institutional goals of attracting students, bringing in new revenue, and growing philanthropic support. Several factors contributes to students attraction. While quality of facilities of HEIs are perceived to be the drivers of student attraction, other scholars such as McKenzie, (2007) argue that technology can also serve to deliver activities to post-secondary to increase student engagement in HEIs. The good news is that the Universities audience is already extremely adept at using mobile technology. The next step is to connect with the post-secondary students to provide learning opportunities.

In the words of Hall, Swart and Duncan (undated), if colleges and universities focus on satisfying students as their primary customers, they may negatively affect another customer group-employers-because the two customer groups have significantly different ways of defining and measuring expectations. They further asserted that while there are heightened efforts in attracting and retaining student customers, today institutions are also dealing with students who may view the world differently than their predecessors.

Some students enter college without ever having the opportunity to face adversity on their own, and as a result they fail to develop skills in facing challenges that will serve them in life. Students from the millennial generation frequently see themselves as unique, and they often have very specific expectancies that their needs or wants will be met. There is sometimes an expectancy that if they are not doing well in the coursework there should be a modification in the standards of performance to help them to maintain high grade averages. In this regard the “student consumer” wants to dictate the grade desired and the educational provider is to find some way to allow that grade to be achieved—even if it means altering the program of study.

Business and Industry and Higher Education— Focus on Graduates Customers in business and industry may soon force higher education institutions to take a long and hard look at the “product” they are producing. The Society for Human Resource Management³⁰ conducted interviews with various human resource personnel and senior executives and reported astounding results. The primary finding showed that the United States is not doing enough, fast enough to prepare for the economic future. Students entering the workforce were described as woefully ill-prepared. In discussing what steps were necessary to continue to remain competitive in the global economy, Morton noted the need for a strong link between academia and industry. Some of the skills and knowledge considered important by both business and higher education include: critical thinking, oral communication, written communication as well as reading comprehension.

At the empirical level, most of the studies on customer care have been conducted in privately owned business corporates, while ignoring the public sector. As such, this study awakens contention to their either theoretical or methodological approach by comparing both private and public universities. Likewise, some of reviewed empirical studies are not grounded on any theory (Eiam, 2006, Abbas, 2014, Joachim, 2013). This calls for a more focused study by using a specific theory and multiple.

In the words of Oldfield and Baron (2000), if HEIs wish to deliver high quality and satisfying student, they must focus on what their students want instead of gathering data base on what institutions consider their students regard as important. In addition, 14 dimensions have been proposed by Hill (1995) to measure student perceived service quality which include library facilities, travel agency, housing services, occupation services, university bookshop, advisory services, health services, financial assistance, and involvement of students in course contents, work expertise and computing facilities. As such, customer care is a process as well as an outcome for delivering those mentioned activities.

Higher education's diverse customer base has an equally diverse set of needs and preferences for contacting the support team. For this reason, it makes sense that compared to the rest of the industry; higher education provides customers with more options for contacting support. While the rest of the technical service and support industry is more likely to provide three or fewer channels through which tickets can be submitted. Undeniably, political and demographic changes continue to shape student mobility worldwide. Specifically, this study sought to: identify students' level of knowledge and perceptions about customer care received from both HEIs; find out whether the lack of customer care/failure to consider students as customers is the main cause of poor attraction of students in those HEIs; assess the kind of customer care skills that staff from those HEIs utilise for student attraction as well as examine the extent to which regulatory structures (established rules, regulation and procedures) of each Higher Education Institution support the utilization of customer care services in both institutions from 2015 to 2017.

2.2.4 Customer Care Skills

These are referred to as competencies, tricks, tactics, expertise, as well as experiences drawn in the process. The skills have been divided into two major groups: the basic skills and the supporting skills. While the basic customer care skills are run throughout the service provider-customer attending session, the supporting skills are used at specific points in service provider-customer attending session.

The basic customer care skills include: relationship building with your client, also known as creating rapport; understanding your client; as well as action taking or planning. In building relationship, the service provider does three things: First, service provider puts the client at ease for a purpose of making a client relax. Second, service provider builds confidence to the client that he or she can get help from service provider. This essentially develops the trust between the service provider and a customer during an attending session for the purpose of meeting the expectation of a client soon after accomplishment of session. Third, the service provider opens up free discussion on the client's problem.

It is worth noting that the service provider can interact with the client and manage to handle the client through a number of supporting skills such as: The use of verbal followings, and non-verbal followings. At specific points during the service provider-customer attending session clients quite often or continuously transmit information to the service provider on the difficulty they face through various channels such as: Facial expression; body movements; as well as proxemic behavior. Because of those observations, the service provider needs to respond to the client through utilisation of various supporting skills depending on established context during the service provider-a customer attending session. Supporting skills are also known as attending behaviour, and include: The use of verbal followings (communication), and non-verbal followings or communication.

2.2.4.1 The use of verbal followings

Among the utilized verbal or communication followings by the service provider include: Use of minimal encouragers; paraphrasing skill; immediacy skill; as well as questioning skills during the service provider-a customer attending session.

Use of minimal encouragers

These are signs that a skillful service provider uses to show that he is following the client's story of the problem. The verbal signs or sounds include "oh!", aha!, is that true?, no !, then? It also includes statements like "I want to hear more about it" sounds like..., "Un huh!" Also repetition of key words from the client narration, for example "Kill yourself! "

Paraphrasing

This skill requires a skillful service provider demonstrate that he is conversant with what the client has said by repeating his client's own words. It helps the a skillful service provider to clarify what the client has said and in understanding the problem more clearly.

Immediacy

This skill sometimes is called "Mutual communication" because it enables the a skillful service provider to talk to the client about what is happening in here and now of an interpersonal relationship. It helps to restore relationship.

Questioning skills

A skillful service provider can utilize questioning skills such as open- ended leads questions. By doing so, a skillful service provider demonstrates that he understand how the client feels and be able to help him/ her. Sometimes, a skillful service provider can utilize silence skills. There are several meanings of silence during the a skillful service provider and client attending session, as well as use of listening skills, which simply entails the re-statement of content, and the reflection of feelings.

2.2.4.2 The Use of Non-verbal Followings or Communications

According to Muya (2018), among the utilized non-verbal or communication followings by the service provider include: Maintain eye contact; open posture; facial expression; touching a client; attentive body language; as well as tone and loudness of the voice during the service provider-a customer attending session.

Maintain eye contact.

The service provider should maintain good eye contact to the client. This is because maintaining eye contact does not only regulate relationship between a client and a service provider, but also facilitates a deeper level of involvement. The eye can turn towards specific objectives; the floor for instance, moving from one object to another. This suggests that maintaining eye contact does not necessarily mean that the eye contact should be uninterrupted from the beginning up to the end of the session. A very important note to observe is that some of the clients have a “shy personality” and as such, service provider should thoroughly observe the personality of the clients before practicing this skill.

Open Posture

The way how the service provider position oneself during the service provider - a customer attending session communicates and conveys a lot of messages. For example when a service provider lean/position himself at the back of his seat during the attending session may indicate tiredness or lack of seriousness to the client. Because of that, service provider quite often need to lean forward during the service provider and a customer attending session. On the other hand, when a client crosses his arms, or legs/ or drop his shoulders during the attending session may indicate that he wants to protect/defend himself. Consequently, a skillful service provider should avoid clients to convey such kind of behaviours by establishing an open posture.

Facial Expression

A human face quite often demonstrates people’s reactions toward certain issues. Among others include: showing a smile, lip biting, a wrinkled forehead and many more. A skillful service provider needs to concentrate with facial expressions.

Touching

A touch communicates and conveys a lot of messages. Touching a client does not offer a great therapeutic value, however, it can help to get attention. The a skillful service provider need to understand that doing the touching can bring a positive concern to the client. However, there is also a need to be aware of the fact that touching has several meanings (tender touching-by lovers; touching to get attention-tap on shoulder; touch in form of handshake- comradeship, and many others.

Other Supporting Counseling Skills

Sometimes a skillful service provider needs to utilize attentive body language. This involves the use of gestures to show agreement, surprise, as well as showing an emphasis, regarding the clients' story. Also, as we speak our tone of voice, as well as the loudness of voice conveys messages. If a skillful service provider's tone of voice is flat, it may convey absence of feelings. Likewise, weak tone shows hesitations and strong ones convey confidence in what you are saying to the client. Similarly, the loudness of voice of the client, whether it is (loudly, medium or low) conveys messages. As such, a skillful service provider needs to establish "a confidence free level of loudness of the client" if and only if the voice of the client is low.

Provision of warmth is another skill that a skillful service provider shows in terms of physical expression for understanding and caring his client's problems, whether they seem to be big or small ones. In the same parameter, assurance of confidentiality is of a paramount importance. A skillful service provider has to assure the client that he will never speak his problem outside of either attending room or office and sometimes counselling room. If this is assured, it will help the client more likely to open up his problem. Sometimes, a skillful service provider needs to reveal something about his/ her personal life to the client in order to make the client realize that he is not the only one who has been troubled by his problem. This is referred to as self-disclosure. Empathy is another skill often utilized by a skillful service provider for understanding the thoughts, feelings or emotions of a client. Here, a skillful service provider show that quite often he understands his client's feelings, experience and / behavior. In other words, he is in his client's shoes, as he feels like his client.

2.2.5 Factors Influencing Student Satisfaction in Universities

The literature looking at factors influencing student experience and/or satisfaction in higher education goes back several decades. Liu and Jung (1980), among other studies, point out that the interest into studies of student satisfaction originally stemmed from a period of unrest in the 1970s. During this time, student riots and arrests took place, and student enrolments in higher education declined. Hence, studies into the determinants of student satisfaction were conducted by universities in order to address these issues and improve student enrolments.

Over the years, while the interest in examining student satisfaction has been maintained, the rationale for conducting such studies now relate to quality assurance. Data on student satisfaction is available in Australia and overseas, and is used frequently to construct rankings of universities, such as the Good Universities Guide for Australian institutions (The Good Universities Guide 2016), The Times Higher Education student experience ranking for UK institutions (Times Higher Education World University Ranking 2016), among other well-established rankings for various countries.

The theoretical underpinnings of models examining student satisfaction were drawn from the literature examining job satisfaction. For instance, the theoretical perspective developed by Bean and Bradley (1986) describes the mechanism by which factors influencing student satisfaction operate in the following sequence: from an object (situation), to perception (cognition), to appraisal (value judgment), and to emotion (satisfaction) (page 394). In Bean and Bradley's model, seven exogenous factors are expected to influence satisfaction: i) institutional fit; ii) academic integration; iii) utility; iv) academic difficulty; v) social life; vi) memberships in campus organisations; and vii) class level.

2.2.6 Determinants of Student Satisfaction

Lenton (2015), using the National Student Survey for UK universities, found that student satisfaction differed by the field of study. Importantly, resource measures such as staff-to-student ratios were found to have substantial impact on student satisfaction, while other broader measures of resources, such as total expenditure at

the university level or academic staff remuneration were not found to impact on student satisfaction. Zineldin et al. (2011) identified the quality of university infrastructure as an important determinant of student satisfaction in Turkey. Specifically, this related to factors such as physical appearance and cleanliness of classrooms, as well as the quality of equipment such as computers. In addition, Zineldin et al. (2011) found that factors relating to academic atmosphere, such as responsiveness of staff to student needs, also impacted heavily on student satisfaction.

Some of the research in this area has focused on students with backgrounds analogous to the disadvantaged students relevant for Australian higher education policy. For example, Soria, Stebleton and Huesman (2013) looked at differences in academic integration (including student satisfaction) for university students in the USA, with a focus on whether students from the working class were integrated into academia as well as their counterparts from middle or upper class families. This study found that students from the working class experienced lower satisfaction with their educational experience, and have lower sense of belonging on campus, compared to their counterparts.

In addition, working class students rated the campus climate for diversity and personal characteristics lower than their peers from more privileged backgrounds. They also reported more obstacles to their academic performance, such as job and family responsibilities, and lower levels of measures of academic integration, such as time spent on academic activities and collaboration with peers or tutors. Earlier studies in this area have reported similar findings, such as a sense of disconnect to the educational environment driven by social norms rather than academic demands (Borrego 2001). Indeed, social integration into university has been identified as a key determinant of student experience and intent to persist with studies (DaDeppo 2009). However, social integration is more challenging for students from disadvantaged backgrounds (Carroll and Huesman 2013) and students with disabilities (Reed, Kennett and Emond 2015).

2.2.7 Theoretical framework of the Study

Various theories such as, expectance theory, institutional theory, system theory can be used to understand a linkage between customer care and student attraction in HEIs. Due to their criticism, this study has laid its focus on Institutional Theory (IT). Institutional Theory asserts that established institutional structures, rules and regulation manifest certain behaviour to occur. This raises some questions for investigation. To what extent has both, St Augustine-JUCO and Mzumbe University (MU) institutionalised structures to support customer care and whether those established structures have so far made some differences in students attraction.

Literally, student attraction through customer care in Higher Education Institutions (HEIs) revolves through understanding how institutions as the “rules of the game” consisting of both, formal legal rules and informal social norms that govern individual behavior shape structure as well as social interactions in HEIs (Minniti and Levesque, 2008). The Institutional theory helps to explain how institutional policies, rules, regulations, processes and products determine the behaviour of people, institutional actions, as well as decision making structure (Roy, 1997). The theory has over the years benefited from insights and articulations of eminent scholars such as Marx and Weber, Cooley and Mead, to Veblen and Commons.

Scott (1995:33) summarises the views of the founders of institution theory by defining institution to comprise of regulative, cognitive and normative structures and activities that provide stability and meaning to social behaviour. While the regulative system utilises the established rules, laws, regulations as well as government policies to inform better provision of customer care in HEIs, the cognitive structure or constructivism refers to the students levels of knowledge, and perceptions about customer care received from HEIs. Normatively, it is also crucial to analyse the extent to which University staff consider University students as customers; and the kind of customer care skills utilised by staff of those HEIs for student attraction and retention. Further, within the regulatory lens, the study critically analysed the extent to which the established regulatory structure (rules, regulation and procedures) of each HEIs support the utilization of customer care.

2.3 The Critical Analysis of Empirical Literature

The empirical literature reviews critically analyses not only empirical studies conducted on utilisation of customer care in Higher Education Institutions in the developed world and developing countries, but also its empirical trends and debates. In this part, a critical and analytical literature review of empirical studies will be done to reveal insights and an awareness of differing studies, theories, policies and approaches.

2.3.1 Customer care & Student attraction/satisfaction in HEIs of Global North

According to study conducted by Hall, Swart and Duncan (undated), as major business enterprises, today's colleges and universities may want to consider strengthening their customer oriented approaches in interactions with students. Institutions of higher learning are grappling with difficult fiscal realities, a new emphasis on students as consumers, faculty challenges in balancing rigor and student course ratings, as well complex human performance processes. Student expectations, faculty pressures, and competitive markets all contribute to an environment where it's now commonplace to negotiate critical standards in higher learning. This article examines various influences on institutions of higher learning as they move toward a customer-oriented focus.

In the words of Hall, Swart and Duncan (undated), if colleges and universities focus on satisfying students as their primary customers, they may negatively affect another customer group— employers—because the two customer groups have significantly different ways of defining and measuring expectations. There are no easy solutions to addressing the negotiation of standards that undermine quality human performance. All customers of higher education deserve the best we can offer, as higher education, business/industry, and the economic success of the United States are intricately connected and are dependent upon one another. As noted in the Delta Project,³ the United States is quickly losing ground in the global race for talent. Institutions of higher education, faculty, students, and businesses can serve as contributing architects in ensuring education establishes quality standards. They are all consumers, and they all have a vested interest in maintaining standards.

Jalali , Islam and Ariffin (2011) conducted a research to find out factors that affect students' satisfaction in a higher learning Institution. The students were randomly selected from degree, masters and PhD programs to evaluate the level of students' satisfaction. The primary data source was a questionnaire that was distributed to the students. The researchers collected 165 completed questionnaires out of a total of 190. Four factors were chosen as independent variables namely; gender, race, student status and CGPA. This study showed that the overall services offered by the university were moderate from students' perspective. Findings showed that the academic-related activities are more important than non academic-related such as the availability of financial advice etc. It can be inferred from the findings that the academic activities should not be limited to classroom activities only. It must cover everything that can develop and instill good values, attitude, character and strong personality. In order to attract new students and retain current students they should aim to enhance student satisfaction and reduce student dissatisfaction. In relation to this, the academic or non-academic staffs that prepared services directly for the students should be able to identify and understand different levels of student expectations across years of study (from first year to final year) and races.

Jahanshahi, Gashti, Mirdamadi and Nawaser (2011) conducted a research to investigate whether: there a relationship between customer service and product quality with customer satisfaction and loyalty in the context of the Indian automotive industry? If yes, how is the relationship between these four variables? The automotive industry in India is one of the largest in the world and one of the fast growing globally. Customer satisfaction and loyalty are the most important factors that affect the automotive industry. On the other hand, Customer service can be considered as an innate element of industrial products. Customer service quality, product quality, customer satisfaction and loyalty can be measured at different stages, for example, at the beginning of the purchase, and one or two years after purchase. The population of the study is all of the Tata Indica car owners in Pune. Hypotheses of the study were analyzed using regression and ANOVA. Results of the study show that there are high positive correlation between the constructs of customer service and product quality with customer satisfaction and loyalty.

Higher Education Impact [HEI] (2012) conducted a study on how to improve customer service in Higher Education Institutions of USA. HEI surveyed 79 intellects from post-secondary institutions. Among others include the current presidents, vice presidents, and department heads in student services and enrollment management to speak to the major barriers to improving customer service including the “silo” structure of support services, inefficient policies and procedures, and staff training needs and how these barriers can best be addressed. The study found that over half would grade their school with a “C” or lower letter grade for customer service. Customer service expectations from both students and parents continue to increase and it is increasingly critical to meet that demand with a strong commitment to developing a culture of service. Meeting the demand for improved service does not have to entail sacrificing the rigor of your institution’s policies and procedures because the core standards of effective service have little to do with promoting “customer satisfaction.” Instead, what matters most is responsiveness, efficiency, clear communication, and conflict management.

When asked about the challenges faced in improving customer service, respondents listed these three as the most daunting: – “We need a cultural shift; our faculty/staff don’t see customer service as necessary.” To students, service is about responsiveness. It was reported that students needs to spend as little time in a support service office as necessary, and get back to studying, with whatever administrative or process-related tasks or obstacles they were facing resolved. As such, HEIs were recommended to provide effective customer service training.” More importantly, HEIs were asked to device mechanisms to audit current service and identify bottlenecks/gaps.” Quite often, the barriers to effective customer service are structural, not just philosophical. Structural barriers occur whenever the process for a student to get from Point A to Point D sends them to offices that report to different division heads. When the offices along the way don’t communicate or know each other’s processes well, this creates “runaround” for the student, which is is not only students’ biggest service-related complaint; it is a serious service issue that detracts from students’ time and attention to their studies.

Astin (1991) conducted a study to establish an empirical relationship between students' level of satisfaction with the postsecondary institution they are attending and their rate of retention at that institution. He found out that college satisfaction is a "primary predictor" of student persistence (Noel & Levitz, 1995). Furthermore, college satisfaction is an assessment outcome that has been found to be the least influenced or confounded by students' college-entry characteristics—e.g., academic preparedness, educational aspirations, gender, and socioeconomic status (Astin, 1991). As such, it is crucial to review student complaints as opportunities to identify and correct outdated policies or procedures, recognizing that recurring complaints may point toward a systemic issue. Unfortunately, research on the level of student satisfaction with the quality of academic advisement reveals a pattern of disappointing findings. Astin (1993) reports the results of a national survey in which advising ranked 25th among the 27 different types of services evaluated by students, with only 40% of the surveyed students indicating that they were either "satisfied" or "very satisfied" with the quality of academic advising they received at their college.

In their seminal and influential tome, *Developmental Academic Advising*, Ender, Winston, & Miller (1984) conclude categorically that, "The greatest difficulty students cite with the quality of their academic experiences is advising" (p. 14). Ironically, despite widespread dissatisfaction with advising, students express a strong desire for advisor contact and place a high value on academic counseling relative to other student services (Wyckoff, 1999). Given the fact that student satisfaction is a "pure" outcome that is unlikely to be confounded or "contaminated" by students' personal characteristics, its established association with student retention, plus empirical evidence pointing to low levels of student satisfaction with academic advising in higher education, it is reasonable to conclude that institutional efforts that are intentionally designed to improve student satisfaction with academic advising should serve to improve students' level of college satisfaction and, in turn, their retention to degree completion. Empirical evidence for a relationship between student satisfaction with the quality of advising received at their college and their retention at that college is provided by Metzner (1989).

Metzner (1989) who conducted a longitudinal investigation of freshman-to-sophomore retention rates of students enrolled at public university. The study involved a large sample of first-year students and it incorporated a sizable number of influential student variables (e.g., students' academic preparedness, employment status while in college, college grades, and college satisfaction). Results revealed that students who perceived advising to be of "good quality" withdrew from the university at a rate that was 25% lower than that of students who reported receiving "poor advising," and they withdrew at a rate that was 40% less than that of students who received no advising at all. Further data analysis revealed that high-quality advising had a statistically significant, indirect effect on student persistence, which was mediated by its positive association with students' level of college satisfaction and its negative (inverse) association with students' intent to leave the university.

National surveys of student retention practices provide additional evidence for a link between institutional improvement made in the quality of advising delivered to students and improvement in student retention. For instance, in a national survey of 944 colleges and universities, college administrators identified "inadequate academic advising" as the number-one characteristic linked to student attrition on their campuses; the same administrators reported that "improvement of academic advising services" was the most common retention strategy adopted by their institutions (Beal & Noel, 1980). The effectiveness of this institutional strategy is suggested by other national-survey data indicating that institutions which make improvements in their academic advising programs experience substantial gains in their student retention rates (Cartensen & Silberhorn, 1979).

Consistent with the foregoing survey findings are the on-site observations of Lee Noel, a nationally recognized student-retention scholar and consultant, who reports: "In our extensive work on campuses over the years, [we] have found that institutions where significant improvement in retention rates has been made, almost without exception, give extra attention to careful life planning and to academic advising" (Noel, 1985, p. 13). Since high levels of student engagement (involvement) have been found to be empirically associated with higher rates of student retention (Pascarella & Terenzini, 1991; Tinto, 1993; Astin, 1993), the strong relationship

between level of student engagement and quality of academic advisement by the NSSE data may be interpreted as providing additional evidence of an empirical link between academic advisement and student retention.

Hall, Swart, and Duncan (undated) examined various influences on institutions of higher learning as they move toward a customer-oriented focus. It also stresses the importance of balancing the needs of various customer groups while continuing to serve as purveyors of educated human resources in a global economy. As major business enterprises, today's colleges and universities may want to consider strengthening their customer-oriented approaches in interactions with students. Institutions of higher learning are grappling with difficult fiscal realities, a new emphasis on students as consumers, faculty challenges in balancing rigor and student course ratings, as well complex human performance processes. Student expectations, faculty pressures, and competitive markets all contribute to an environment where it's now commonplace to negotiate critical standards in higher learning.

2.3.2 Student attraction and customer care in HEIs of the developing countries

Oluseye, Tairat, and Emmanuel (undated) conducted a study in Nigeria to investigate the relationship between customer relationship management and student satisfaction. The study explored the ways in which student satisfaction can be achieved with the use of customer relationship management. Both descriptive and inferential statistics were employed in this research. The following hypotheses were formulated in this study: Student Lifecycle management has a significant impact on the student's willingness to recommend to others, Parent relationship management has a positive impact on the students' willingness to recommend their universities to others. A multiple regression analysis was employed in the hypothesis testing. The research findings showed that student's willingness to recommend to others increases when the student lifecycle in the university is well managed. It was also discovered that strong parent relationship management at the University enhances the student's willingness to recommend their Universities to others. It is therefore recommended that Universities should adopt effective customer relationship management strategies to achieve student satisfaction.

The perception of universities as merely institutions of higher learning is gradually giving way to the view that universities are important engines of economic growth and development (Chrisman et al., 1995). The knowledge society is having an important impact on economic life and universities are increasingly adopting a more outgoing, market-led commercial attitude, plugging into and supporting economic development. Smilor et al. (1993) argue that a new paradigm is emerging of the 'entrepreneurial university' which encompasses a more direct involvement in the commercialisation of 90 Measuring Computing Research Excellence and Vitality research activities, and a more proactive approach to the role of academic research in the market place. This paradigm emphasises that the environmental forces of a hypercompetitive global environment are altering the university's research, teaching and service missions.

Rodrigues, Wainaina and Mwangi (undated) conducted a study to examine income generation at public universities. They observed that public universities in the region including the University of Nairobi have had to innovate in order to cope with increased competition and diminishing capitation, particularly from the Treasury. In 1995, under the strain of outstanding debts to suppliers, utilities, Kenya Revenue Authority and pension schemes, it decided to set up the University of Nairobi Enterprises and Services Ltd. (UNES), a limited company wholly owned by the university. Amongst other objectives, UNES was to facilitate the running of the parallel programmes for full fee-paying students at both undergraduate and postgraduate levels.

It also facilitated revenue collection for various income-generation activities (IGA) from various non-academic income generating units, such as mortuary services. The income generated was classified by the nature of the activities: teaching, consultancy, short courses and special production units with clearly defined schedules for disbursement of the said generated income. It was in this way that the University of Nairobi was slowly able to get itself off the ground and move towards partial solvency. The diversification of income-generation activities, improvement of internal processes, better customer/client services and managing the tenuous relationship between the university and UNES , a company wholly owned by the

university, through a judicious balance between autonomy and co-operation, is advised for the sustainable development of both parties.

In the words of Oldfield and Baron (2000), if HEIs wish to deliver high quality and satisfying student, they must focus on what their students want instead of gathering data base on what institutions consider their students regard as important. In addition, 14 dimensions have been proposed by Hill (1995) to measure student perceived service quality which include library facilities, travel agency, housing services, occupation services, university bookshop, advisory services, health services, financial assistance, and involvement of students in course contents, work expertise and computing facilities.

Butta and Rehmanb 2010 conducted a study to examine the students' satisfaction in higher education in Pakistan. The study focused on the factors like teachers' expertise, courses offered, learning environment and classroom facilities. Students' responses were measured through an adapted questionnaire on a 5-point likert scale. The sample size of the study consisted of 350 students belong to different private and public sector universities. The results of regression analysis reveal that all attributes have significant and positive impact on students' satisfaction in higher education though with varying degree of strength. However, teachers' expertise is the most influential factor among all the variables, therefore it requires special attention of the policymakers and institutes. As a critique, the current study focuses surveying all departments including the teaching ones. Its purpose is to understand the level of student perceptions from customer services provided from all university structures in order to bridge the structural gaps in the process that caters for service provision, and addressing institutional barriers for meeting students' satisfaction.

2.3.3 Student attraction and customer care in Tanzania's HEIs in the policy lens

The empirical literature will critically analyse among others; an overview to the utilisation of customer care in Higher Education Institutions from the conceptual to historical lens; the analysis of customer care within the lens of adopted various educational policy documents such as the 1967 Education for Self Reliance (ESR); and the 1974 Musoma Resolution on Universal Primary Education (UPE). Further, it

will review the strengths and weaknesses of the Tanzania's National Education Act No 25 of 1978, the National Education Act of 1995; as well as the newly National Education Act of 2014. Apart from those policy landscapes, the literature critically analysed the Primary Education Development Programme (PEDP) in 2001, Secondary Education Development Programme (SEDP) in 2004, Big Results Now (BRN) programme in 2013/14, as well as provision of Free Education (FE) in 2016. The review will aim at identifying and demonstrating a research gap that tries to link to utilisation of customer care in Higher Education Institutions from the developed and developing countries

An adoption of the Education for Self Reliance (ESR)

Tanzania was the first to attain independence in 1961 and Julius Nyerere, the founding president, having been a teacher himself, placed emphasis on secondary education for the nation's development. In Nyerere's view, education was a "method of preparing citizens for service to other citizens in order that all the citizens together might engage in the task of building a self-reliant Tanzania," and should not be viewed as a route to improvement of an individual's life, but rather in the context of the entire country's improvement (Dolan, 1970, pp. 155-156).

Education for Self-Reliance (ESR) fit within the Ujamaa policy as a key instrument in building the new Tanzania envisioned within the Arusha Declaration, as schools were given the mission to prepare students to become exemplary and "self-reliant" citizens of the new society. Thus the main policy thrust of ESR was to develop a curriculum that would include so-called 'practical' education elements that would prepare students for work through vocational education through participatory productive work by the students, primarily in agriculture (Nyerere, 1968). ESR's primary school reform was a response to the reality that the majority of students in the educational system would not continue on to secondary or higher education, and therefore the primary education that they received must be comprehensive and sufficient by itself (Nyerere, 1968). As proposed by Machange (2004) and Mushi (2009) the Education for Self Reliance policy had the following strengths: It enhanced the integration of theory with practice. It means that what pupils learns in the classroom as a theory later on was practiced in the field through self reliance

projects and school farms. Also, there was introduction of agricultural secondary schools. Some of these schools are Katalamba, Ifakara, Iyunga and so on which were government schools up to present. Apart from that, workshops were established in schools. This means that students were required to learn different vocational studies such as pottery, masonry, carpentry and sewing.

Lastly, graduates from the education system were self-confident and could take various developmental roles in society immediately after school. It means students were able to employ themselves through the vocational studies obtained from schools. Although the Education for Self Reliance policy had strengths, yet, it was associated with the following weaknesses. First, it lacked proper interpretation due to the way it was formulated. As a result, it led a policy to be misinterpreted (Machange, 2004). Moreover in schools, decisions were not democratic enough as pupils and students were not involved in discussions. It means students who were the main implementer of the projects were less involved in decision making. Another weakness is that, school achievement was looked upon in terms of passing written examinations and not how well one did in practical terms (Nyirenda et al., 2002). Finally, the policy failed to address some problems like illiteracy and dropout.

An adoption of the 1974 Musoma Resolution

In 1974, the Musoma Resolution took place and placed emphasis on expansion of primary and secondary education as well as integration of education with work. The Musoma Resolution aimed at increasing the number of schools for disabled children and special schools for the handicapped (blind, deaf and the crippled) were constructed in Mtwara, Mwanza, Singida, Mara, Kilimanjaro, Tanga, Lindi, Rukwa and Morogoro. It is in 1974 that the government of Tanzania launched the Universal Primary Education Policy (UPE) (URT, 2001). UPE was introduced as one of the deliberate efforts to attain universal primary education in Tanzania. With this policy primary education was made compulsory for every child who had reached the age of seven years by engaging in massive enrolment, rapid expansion of schools and abolition of racially based education system. This went together with nationalisation of all schools, with exception of very few religious owned seminaries. In fact, under this policy, no private primary schools were allowed to operate. All school fees were

abolished resulting in a massive enrolment such that in 1980 the enrolment rate had reached 98% (URT, 2001). Despite all the achievement made by Musoma resolution, the following challenges were found during its implementation; there were shortage of financial resources, shortage of teachers, and shortage of facilities, like desks, teachers' houses, classrooms, textbooks, as well as poor remuneration for teachers. In response para-professional teachers were recruited to tackle the massive increase of pupils though many of them had poor educational backgrounds and short time training period. Furthermore, the government was forced to build many schools with low standards (Mushi, 2003).

The Tanzania's National Education Act No 25 of 1978

In 1978, the education Act No.25 was enacted and legalized several changes in the education system (URT, MoEC 2001). This was the time when the Third Five-Year Development Plan (1976-1981) was being implemented (URT, 2001). The changes that were legalised by the Act included: the establishment of a centralised administration of schools which gave powers to the Ministry of education to promote National Education, an Education Advisory Council was created; the post of the commissioner of national education was established and every local authority was made local education authority, institutional restrictions on the establishment of schools by requiring owners of schools to get approval of the Commissioner of National Education and to have all public and private schools registered. Other changes included establishment of school categories into national schools and regional schools, making primary school enrolment and attendance compulsory at the ages of 7 and 13 years, centralisation of the school curricula and syllabi, making mandatory the registration and licensing of teachers, the establishment of school boards and committees, and the establishment of the inspectorate department in the Ministry of National Education. In forward mapping the government leaders were using the traditional approach to policy analysis.

This entailed the top-down process that assumes a straightforward relationship between policy creation and outcomes and assumes that a clear delineation of goals from policy makers will lead to well-organized support, effective implementation, and greater success. In this process the policy maker's power to affect local

implementation processes is uncertain (Munoz, 2005). According to Van Niekerk (1996) maintains that a new education Act does not mean automatic appearance of a new system of education and new education policy. The top-down approach to policy making even complicated the implementation of the education policy such that even the achievements that were made in Tanzania could not be sustained. The situation was even worsened by the economic difficulties that were fueled by several factors such as the war between Uganda-Tanzania in 1978, break of East African community, as well as the oil crises that occurred in 1979 which retarded the performance and productivity of the local industries (Galabawa and Senkolo, 2000).

The Tanzania's National Education Act of 1995

In 1995 the Education and Training Policy was introduced. The ETP (1995) focuses on issues of decentralisation of education, establishment of schools and expansion of education training opportunities, access and equity, curriculum, examination and certification, teacher's education, tertiary and higher education and training. Education financing and management and administration are proposed with the aim of guiding formal, non-formal, vocational, tertiary and higher education as well as the promotion of science and technology (URT, 2004). Therefore the ETP implementation had the following achievements; Cost sharing; this was done through participation among private and public organization) URT, 2004) . The financial base has been broadened whereby various individuals and organisations are involved in contributing to educational development as part of cost-sharing mechanism (Ishengoma, 2012).

Another achievement was the promotion of private organization in ownership of schools and provision of education in participation with government (URT, 2001). Also Tanzanian curriculum was reviewed in such a way that learners has to be able to intergrate their studies to science and technology so that they can be able competent in the world market. Apart from that the authority of making decision on educational development was shifted to local authorities (Sotta, 2012). The altitude of people to employ themselves in various field of work was increased. Lastly an increasing access to education and thus an equity issue with respect to women disadvantaged groups and areas in the country was evidenced.

It can be witnessed that number of girls in schools has increased and in some schools or classrooms girls are more than boys. The ETP (1995), also faced the following challenge such as; low enrolment rates which dropped from 98% in 1981 to 57.1% in 1999 (URT, 2001), increased unemployment, decline in education quality, poor funding, shortage of teachers, poor housing, distance from residences to schools, remoteness of schools which is still prevailing in most places in Tanzania, inadequate inter and intra-coordination between and within sectors, poor remuneration and lack of professional ethics, brain-drain, as well as challenges emanating from implementation of ICT (Galabawa and Senkolo, 2000). Because of those observations, the Tanzania's National Education Act of 1995 was amended and led into the existence of the Tanzania's National Education Act of 2014.

Customer Care in Policy Change Trends from SEDP, BRN and Free Education

In Tanzania, in the early 2000s, secondary education decentralization in Tanzania gained momentum with the establishment of the secondary education development programme (SEDP) in 2004 (Gershberg and Winkler, 2004). This was in response to the primary education development programme (PEDP) 2002/2006, in order to absorb a bigger number of primary school leavers seeking entry to secondary education. As a result, more rural secondary schools were built all over the country (Wedgwood, 2006). Establishment of community secondary schools in Tanzania has some positive contributions to the country's education development, such increase in a number of public secondary schools, the spread of secondary education service to the remote areas of the country, an increase of access and enrollment rate for the secondary education (URT, 1995 and 2004, Sanga). On contrary, the BRN initiative was adopted by the government of the United Republic of Tanzania in 2013 with the aim of having new methods of working under specified timeframe for delivery of the step-change required (URT, 2013). The adoption of the initiative was meant to address six priority areas of the Tanzanian economy which include energy and natural gas, agriculture, water, education, transport, and mobilization of resources. The implementation of the BRN initiative in Tanzania started in the 2013/2014 financial year (Nyirenda, 2013) and before its retirement, the Free Education was introduced.

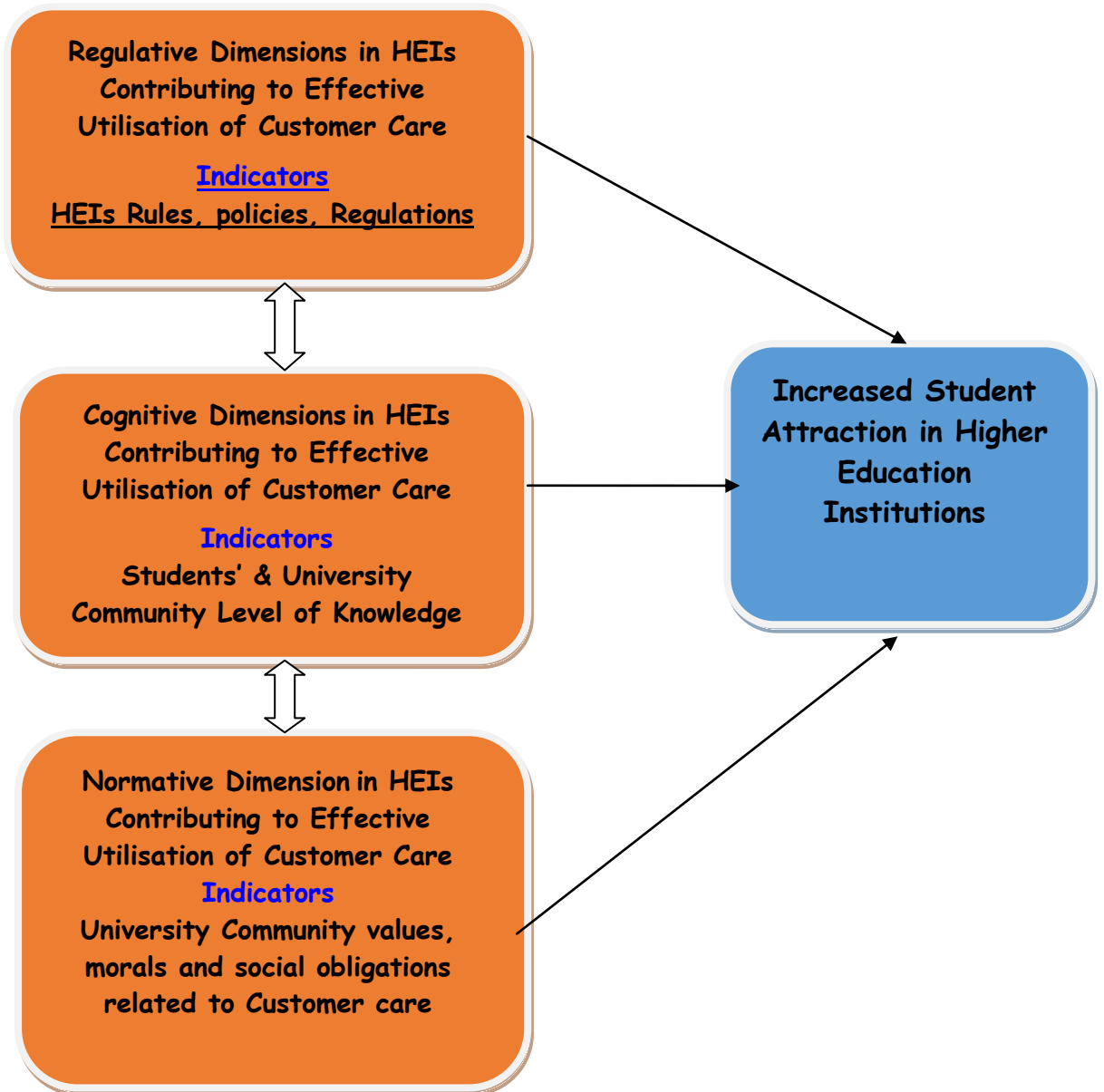
2.4 Conceptual Framework on Customer Care and Student Attraction in HEIs

The study adopted and modified the conceptual framework as developed by Muya (2015) to suit the objectives of the study. The conceptual framework on customer care and student attraction in HEIs as demonstrated by Figure 2.1. This diagram conceptualizes how the higher education institutional indicators from (regulative, cognitive and normative) dimensions that inform effective utilization of customer care relate with the trend of student attraction in the Tanzania's HEIs. The diagram does not focus on the causal-effect relationship between independent and dependent variable, rather shows the contribution of the study objective to the trend of student attraction in HEIs. The arrows indicate feedback to and from different parts.

The conceptual framework as well demonstrates not only a given construct to be analysed, but also the type and level of measurement. For example, the students' level of knowledge and perceptions about customer care received from HEIs as a social construct was measured by using a likert scale constructed using three levels of measurement such as (1=low; 2=Fair and 3=High). Likewise, the extent to which University staff consider University students as customers was measured by using a likert scale constructed using three levels of measurement such as (1=low; 2=Fair and 3=High). Lastly, the research analysed the extent to which the established regulatory structure (rules, regulation and procedures) of each HEIs support the utilization of customer care comparatively.

Figure 2.1: Conceptual Framework of the Study

HEIs indicators of Effective Utilisation of Customer Care



Source: Adopted and modified from Muya's HEIs Institutional Analysis (2015)

2.5 Synthesis and Knowledge Gap

The overall assessment of empirical studies, theoretical issues as well as evidences drawn from the previous interventions in the World, regional and Tanzania as well has succeeded in documenting a number of key shortcomings in the existing literature of customer care and student attraction in HEIs. As such, they have made important contributions to our understanding of the strengths and challenges of customer care in education industry, and specifically in the institutions of higher learning. Despite those realized achievements there is scant of literature that compares customer care received by students of Private University versus Public University for student attraction in Tanzania. This is a research gap filled by this study.

2.6 Summary of Chapter Two

This chapter reviewed the literature of literature of customer care in HEIs and tried to link it with the student attraction in Tanzania's HEIs. The overall assessment of empirical debates and studies aimed at increasing student attraction in HEIs succeeded in documenting a number of key shortcomings in the literature of student attraction in HEIs. As such, they have made important contributions to our understanding of measures and mechanisms for improving customer care for student attraction in Tanzania's HEIs. Despite these achievements, there was a scant literature on how institutionalization of customer service in HEIs structures such as regulative, cognitive and normative improves student attraction. This study strived to fill at that body of knowledge.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents the methodology utilized to explore customer care received by students for improving student attraction in universities between 2015 to 2017. The methodology discusses not only the choice of the area, design, and tools, but also the justification for the choice. In terms of structure, the chapter is organized into: the research design (sub section 3.2); research approach (sub section 3.3), description of the study area (sub section 3.4); study population (sub section 3.5), sample and sampling techniques (sub section 3.6), sources of data (sub section 3.7), data collection tools (sub section 3.8); data collection process and analysis (sub section 3.9); as well as research ethics, validity and reliability of research instruments (sub section 3.10).

3.2 Research Design

The nature of the problem under study necessitated the application of exploratory case research design while utilizing multiple cases: The reason behind the use of case research design centers at answering the question “what is the case” in the process of comparing customer care received by students of both, Private University and Public University for student attraction and retention in the study area. The case study research method organised in a cross-sectional time horizon was used for this study. Two cases (unit of analysis) utilized were St Augustine-JUCO located at Morogoro Region and Mzumbe University (MU), Morogoro main campus.

3.2.1 Limitations of case study research design

There are some limitations in using a case study in research. One disadvantage of using this methodology is the potential lack of scientific generalisability of the data because of subjectivity (Yin, 1994). A number of steps, however, were conducted to ensure trustworthiness of the findings. Since this study is dominated by qualitative data, it ensured validity by giving a fair, credible, honest, and balanced account of social life experienced from the university community being studied. In addition,

case study takes a great deal of time and generates voluminous documentation in line with the objectives of the study (Yin, 1994).

3.3 Research Approach

In this study, mixed research approach built from both, qualitative and quantitative research methods were utilised. While qualitative research method views human social life as qualitatively different from other things studied by science by asserting that truth depends upon socially- constructed beliefs, norms and perceptions, and thus, there is no universal objective truth in social life, quantitative research method on the other hand is premised on describing a specific population in numerical values and test hypotheses (Cresswell, 2003). Although each method stem from different philosophical assumptions that shape the ways researchers approach problems, collect and analyze data (Babbie, 2000).

3.4 Description of the study area

The study was conducted in universities located at Morogoro region. As such, the unit of analysis was public and private universities. All study participants at various levels in those two universities including VCs, DVCs, Deans of Schools and faculties, heads of departments from both, academic and non-academic staff and well as University students were covered.

3.4.1 The Scope of the study

In attempt to compare customer care received by students of Public University versus Private University from Tanzania between 2015 and 2017, the study delimited itself to Morogoro region where both institutions of higher learning are found. Within Morogoro, both, Mzumbe University (A Public University) and St Augustine University-JUCO (A Private University) were taken for an indepth analysis. The reasons of using them as case studies are two fold. First, both of them are located in the same region with similar attractive features, thus it was easily to compare and understand whether utilization of customer care makes a difference in their attraction and retention of students.

While explanations for the various factors contributing to better utilization of customer care have been studied extensively, especially in business corporate organizations, little is known in the countries of the Global South, and specifically in institutions of higher learning. As such, the second delimitation of the study revolves around analyzing institutions of higher learning within the lens of utilization of customer care services.

3.5 Study Population

3.5.1 Total population

The total population for this study includes All VCs, DVCs, Deans of Schools and faculties, heads of departments, both, academic and non-academic staff and well as university students from both, Mzumbe University (A Public University) and St Augustine University-JUCO (A Private University). As such, the total population for this study is 12,230 study participants. These participants are gleaned from the TCU database, 2018. Kothari (2004) conceives the term target population to refer to the intended population covered by a study in a specific geographical area such as country, region and town in terms of the age group and gender. Since a total population of 12,230 study participants was covered, the target population for this study was therefore 1223 study participants. This is equivalent to 10 percent of the total population.

3.6 Sample and Sampling Techniques

3.6.1 Sample size

A sample size is defined by Bailey (1987) as the number of representative respondents selected for interview from a research population. The number depends on the accuracy needed, population size, population heterogeneity and resources available. In addition, sampling refers to an act of selecting a few people/observations for study and discovers things that apply to hundreds or millions of people/observations not studied (Krishnaswami, 2003). The expected sample size for this study was 120 study participants. This is equivalent to a little below 10% of the target population.

3.6.2 Sampling techniques

Both probability and non-probability techniques were employed in this study. The study utilised non-probability techniques to sample purposively 20 key informants including all VCs, DVCs, Deans of Schools and faculties, heads of departments from both, academic and non-academic staff responsible for provision of customer services to students. The decision to employ purposive sampling is based on the premise that careful selecting of stakeholders in the policy-making process is a good criterion for matching interviewers with the respondents (Flick, 2006). The study will also employ probability sampling to select a list of 100 students with whom questionnaires will be administered. Stratified sampling, as one of the probability sampling technique was utilised to generate a sample of 100 study participants based on various indicators such as gender, leadership university was established, the participants for this study, students, were selected randomly by using the lottery methods. The selected participants were informed by their respective leaders on the purpose of the study. On the day of the interview, the principal investigator was introduced to the selected study participants by their respective leaders.

3.7 Sources of Data

3.7.1 Secondary sources

Secondary data, according to Kothari (2004), refers to data that is already available, which has already been collected and analysed. In this study, secondary data were collected through library research involving various documents, reports, books and journal articles that informs issues related to customer care and student attraction in universities.

Documentary Review/Analysis

This technique of data collection involves subjecting documents related to the topic under study to deep and critical analysis. In this study, official documents such as universities brochures and by-laws or acts were critically reviewed to understand whether there are any provisions that support utilization of customer care in their institutions. Equally important, web-based documents from social networks and hard copy documents were collected, reviewed and analysed.

These documents were examined and entered into the qualitative data analysis software ATLAS.ti. This process allowed for organisation and coding of the data that emerged from these documents. All documentation that were examined were publicly accessible. Also, other secondary data were obtained from the university documentation centres and research institutions and they were reviewed and analysed. The information obtained from these sources was used to check for consistency of information generated through the use of questionnaires and interview.

3.7.2 Primary sources

Primary sources of data are conceived by this study to refer to the collection of original data from the study area through the use of data collection techniques such as the questionnaire, face-to-face interview, group interview as well as observation.

3.8 Data Collection Tools

This research employed three types of data collection tools. The data collection tools are: Structured questionnaires, face-to-face interview guides and Focus Group Discussion (FGD) guide. The structured questionnaires were directed to students in an attempt to collect quantitative information in line with the objectives of the study. The structured questionnaires were also used to justify causal explanations for the findings and comparing responses in subgroups of a large population. The FGDs guide on the other hand aimed at obtaining in-depth information on the objectives of the study. In addition, the study utilised interview guides to supplement data from key informants including VCs, DVCs, Deans of Schools and faculties, heads of departments from both, academic and non-academic staff responsible for provision of customer services to students. Informed consent forms were given to the study participants before conducting the research.

3.8.1 Questionnaires

Structured questionnaires were utilised to generate required data in this study. The structured questionnaire were used to collect quantitative information from the sampled study participants.

A questionnaire is a group or sequence of questions designed to elicit information from an informant or respondent when asked by an interviewer or completed unaided by the respondent. Questionnaires were used because they are more appropriate for collecting a lot of information within a relatively short time. The study was also sensitive in translation and pre-testing of the questionnaire.

3.8.2 Focus Group Discussion guide

The FGD guide was used to obtain in depth information from the study participants in line with the objectives of the study. A set of open-ended questions in Swahili served as a guide for the FGDs conducted in both universities (Mzumbe and St' Augustin-JUCO) to probe for clarification. It was important to have questions in Swahili language in a bid to probe and build more insights from the study participants as some of them could not much understand to express well some of the thematic issue under the study through the use of English. Focus group participants were chosen from among those who had indicated in their questionnaire replies that they were willing to be involved in a focus group discussion. As a caution, each study participant was allowed to participate either for questionnaire administration or FGD session. A total of four FGDs were conducted in both universities. Six (6) participants were included in each FGD. After each FGD session, participants were given feedback on the issues raised during the sessions.

3.8.3 Interview guide for key informants

In this study, the interview guide or schedule was utilized for the purpose of enabling the researcher to get more information directly and clarify some questions and arguments regarding the utilization of customer care in HEIs. The instrument was useful and appropriate for collecting information from key informants since it would be used to supplement data gathered from questionnaires and documentation. Oral consent formalised through the use of consent forms were sought. Newman (2000) argues that face-to-face interviews have the highest response rates. Interviewers can also observe the surroundings and can use non-verbal communication and visual aids. A semi-structured interview was used to collect data for this study.

Whereas a structured interview has a rigorous set of questions which does not allow diversion, a semi-structured interview is open, and allows new ideas to be brought up during the interview as a result of what the interviewee says. The interviewer in a semi-structured interview generally has a framework of themes to be explored prepared in an interview guide. Interview guides help researchers to focus an interview on the topics at hand without constraining them to a particular format. This freedom in a semi-structured interview can help interviewers to tailor their questions to the interview context/situation, and to the needs of the people they are interviewing.

3.9 Data Collection Process and Analysis

3.9.1 Data Collection Process

The data collection process began with the administration of the pilot study. After that, two research assistants, one in each university were contracted to handle the data collection process in the presence of the principal investigator. This took place during a three-week period per institution, based on various considerations.

3.9.2 Data analysis

Since both quantitative and qualitative research methods were employed in this study, a sequential data analysis was preferred. In this method, qualitative data were analysed before quantitative data. Generally, qualitative data analysis begins early in a research project when collecting data (Berg, 2007). The results of early data analysis guided the subsequent data collection. Memo writing and coding were the approaches employed in the analysis of qualitative data. The collected web-based documents from social networks, and hard copy documents were examined and entered into the qualitative data analysis software ATLAS.ti to allowed for organisation and coding of the data that emerged from these documents. They were all further reviewed and major points summarized. The information obtained from these sources were used to check for consistency of information generated through the use of observation technique, questionnaires and use of interview. Thus, the coding of qualitative data in this study involved organising data into themes, data refining, and finally drawing links between themes to arrive at the conclusion.

On the other hand, when the field exercises were completed, all quantitative information collected were coded, organised, analysed descriptively. They were further converted into percentages, tables, and figures by using the Statistical Package for Social Sciences (SPSS) version 13.

3.10 Research Ethics, Validity and Reliability of Research Instruments

3.10.1 Validity

In quantitative studies, validity refers to the bridge or match between an abstract concept to empirical data. Valid evaluations take into account all relevant factors, given the whole context of the evaluation, and weigh them appropriately in the process of formulating conclusions and recommendations (Denzin and Lincoln, 1994). To establish 'truthworthiness' of a study, Creswell (2003) perceives validity in qualitative research to be an attempt to assess the "accuracy" of the findings, as best described the researcher and the participants. Since this study is largely qualitative in nature, it ensured validity by enhancing "authenticity", giving a fair, credible, honest, and balanced account of social life experienced by the people being studied.

3.10.2 Reliability

This research ensured reliability by facilitating proper training of researchers, formulating precise level of measurement such as questionnaires and interview guides which are explicit, unambiguous and less complicated. The study also utilised pilot tests in both universities before undertaking data collection in the field. The use of pilot study helped to adjust the questionnaire from unambiguous words.

3.11 Summary of Chapter Three

This chapter discussed the methodology utilized to explore customer care received by students for improving student attraction in universities. The methodology surveyed not only the choice of the study area, research design, and data collection tools, but also the justification for the choice. As such, the section has made important contributions to our understanding of conceptualization, operationalization of study's variables and measures for improving customer care for student attraction in HEIs.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents and analyses data, as well as discuss the findings from a study that compared customer care received by university students for student attraction in Tanzania. The objectives of this study were four folds: first, to identify students' level of knowledge and perceptions about customer care received from HEIs, second, to find out the extent to which University staff consider University students as customers, third to assess the kind of customer care skills utilised by staff of those HEIs for student attraction and retention, and lastly to examine the extent to which the established regulatory structure (rules, regulation and procedures) of each HEIs support the utilization of customer care.

The presentation, analysis of data and discussion of findings is organized under seven main sections: Section 4.2 provides socio-demographic characteristics of respondents; Section 4.3 profiles the students' perceptions and level of knowledge about customer care received from their respective HEIs; and Section 4.4 provides the extent to which University staffs consider their students as customers. While section 4.5 assesses the kind of customer care skills utilised by staffs of those HEIs for student attraction, section 4.6 examines the extent to which the established regulatory structure (rules, regulation and procedures) of each HEIs support the utilization of customer care. The last part, section 4.7 provides the summary of the chapter.

Apart from presentation, analysis of data and discussion of findings, the study also links the discussion of findings with the reviewed literature. It also analyses the conformity or deviations of an adopted institutional theory that guides the study with the study's findings. Equally important, the study links the adopted conceptual framework with the findings of this study.

4.2 Socio-Demographic Characteristics of Respondents

The study consisted of 120 study participants who were involved either directly or indirectly in either studying or running those Higher Education Institutions (HEIs) in Morogoro Region, Tanzania. Although the proposed sample size of the study was 120 study participants, only a total of 114 were found to be valid for analysis. Of those members found valid for analysis, 50 were students from Mzumbe University (MU); 50 were also students from St Augustine, JUCO; and 14 were key informants. The study participants utilised for this study were selected from varying demographic characteristics such as number of years spent at university/college, gender, as well as level of education. This was important because the varying demographic features allowed for wide perspectives of responses that informed the findings of this study.

4.2.1 Customer care received by Students in HEIs within the Gender Lens

Table 4.1 demonstrates the gendered receipt of customer care by university students.

Table 4.1: Summary of Respondents who Participated in the Study (N=100)

Categories	Male		Female		Total	
	N	%	n	%	N	%
Category I (MU Students)	24	48.0	26	52.0	50	100
Category II (JUCO Students)	21	42.0	29	58.0	50	100

Source: Survey Data (2018)

Key: *Category I: Students from Mzumbe University (MU)*

Category II: Students from Jordan University College (JUCO)

As can be seen from Table 4.1, more than a half fifty five (55 percent) of the respondents were female while forty five (45 percent) of the respondents were male. One reasonable explanation of these results could be due to an increased trend of students' enrollment in universities which is fueled by execution of past educational reforms such as: the Primary Education Development Programme (PEDP) in 2001, Secondary Education Development Programme (SEDP) in 2004, as well as the Big

Results Now (BRN) programme in 2013/14. Another reason regarding gender differences could be that few males than female have more interests on issues related to customer care in the university settings. As such, more females than males engaged to explain about customer care received by university students for student attraction in Tanzania within the comparative lens. In essence, the research observed gender gap in perceiving access to the customer care received by University students in a comparative manner.

The implication of this gender structure in access to customer care processes is that customer care relies more on interests and priorities of female girls' students. It also infers gender relations and female empowerment in access to school enrollment has been improved. This is indeed, not a surprising finding considering the many efforts at both policy and practice level from the national government and other educational stakeholders offered to girls students to empower them from various societal inequalities including gender gap in access to basic education.

According to the DfID (2001), gender gap refers to disparities between men and women, boys and girls in accessing resources, education, health services and decision-making. These disparities arise when there is gender discrimination in the provision and distribution of development opportunities, benefits and rights. Also they may arise when the gender-based division of labour brings out unequal gender division in shouldering the burden of work. In this regard, gaps become evident through gender biased treatment of girls and women, which is practiced by the society as whole as a norm.

This finding also contradicts the results of a previous studies which note that while gender relates to both men and women in access to resources and opportunities, women and young girls face stiffer challenges in access to basic education than men which in turn accounts for increased gender gap in access to education (Mira & Ogollah, 2013; Ibru, 2009; Rutashobya, 1995) which in turn affects negatively the growth of women (Masese and KEBANDE, 2013; Makombe, 2006).

4.2.2 Customer care received by Students in HEIs by Age

The age of the respondents was included to establish whether receipt of customer care is associated with age of students from HEIs. Basically, the study participants were asked to indicate their levels of age using a scale ranging from non-formal education to university level. Table 4.2 provides a summary of the respondents' responses with respect to their levels of education.

Table 4.2: Customer care received by Students in HEIs by Age (N=100)

Categories	17-23 Years		24-30 Years		31 Years and above	
	N	%	N	%	N	%
Category I (MU Students)	37	48.1	9	64.3	4	44.4
Category II (JUCO Students)	40	51.9	5	35.7	5	55.6
	77	100	14	100	9	100

Source: Survey Data (2018)

Key: *Category I: Students from Mzumbe University (MU)*

Category II: Students from Jordan University College (JUCO)

Overall, the findings presented in Table 4.2 show that the majority seventy seven (77 percent) of the study participants were young people in the age group of between 17 and 23 which fall in the productive age. This is an indication that although people of different age groups were represented, interests on customer care received by students were prioritized by this age group. The dominance implication of this age structure in the receipt process of customer care is that attraction of a younger generation should revolve around good values and ethos of institutionalized customer care. In this regard, the study associates students age with the institutionalization of customer care. This also implies that customer care is favoured more by younger generation than old ones.

The argument is in line with Qorro (2007) who argued that since education prepares one for productivity through providing the required essentials for life, it is the responsibility of HEIs to invest in customer care education since early childhood so as to assure good values for the future of the young generation.

4.2.3 Customer care received by Students in HEIs by Education Levels

Study participants were also asked to indicate their levels of education with respect to the quality of customer care received. Table 4.3 provides a summary of the respondents' responses with respect to their levels of education.

Table 4.3: Customer care received by Students in HEIs by Education Levels

Categories	First Years		Second Years		Third Years	
	N	%	N	%	N	%
Category I (MU Students)	28	51.8	15	51.7	7	41.2
Category II (JUCO Students)	26	48.2	14	48.3	10	58.8
	54	100	29	100	17	100

Source: Survey Data (2018)

Key: Category I: Students from Mzumbe University (MU)

Category II: Students from Jordan University College (JUCO)

When comparing the results on education levels of the respondents, the study revealed that first year students dominated the study. This is evidenced by the presence of more than half 54 (54 percent) respondents out of 100 involved in this study (refer Table 4.3). Significantly, this is an illustration of the fact that most respondents had substantial knowledge on customer care required for the realization of the objectives of the study. Further to that, the findings show that the gap between the levels of education were also significant in the acquisition of information from different angles of societal understanding. This is in line with the 2015 AAI report, which shows that the growing generation of youth needs multiple education since

investors are attracted to the availability of not only skilled but also educated labour force.

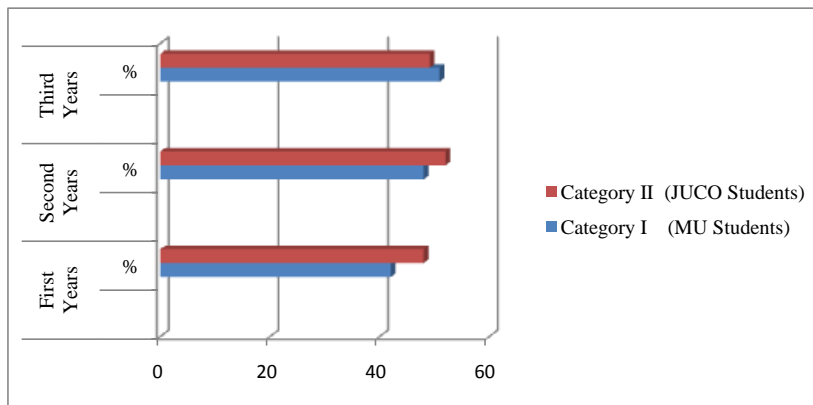
4.3 Students' Level of Knowledge and Perceptions about Customer Care

Study participants were also asked to indicate their levels of knowledge and perceptions with respect to the quality of customer care received. Figure 4.1 provides a summary of the respondents' responses with respect to this objective.

4.3.1 Students' Level of Knowledge about Customer Care

Students' knowledge with respect to the quality of customer care received were measured in the context of not only understanding the meaning of customer care, but also understanding key dimension of issues worth be delivered by HEIs which in turn would lead into satisfying students.

Figure 4.1: Students' Level of Knowledge about Customer Care



Source: Survey Data (2018)

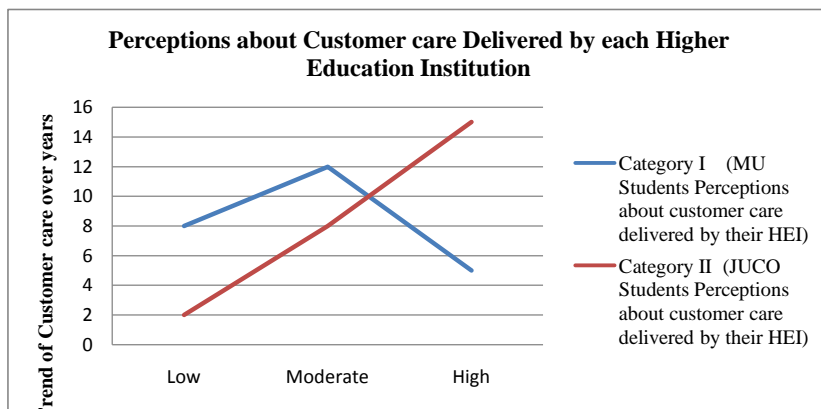
As can be seen from Figure 4.1, there are mixed feelings about students' levels of knowledge with respect to the quality of customer care received. According to the study findings, both, first and second year students of JUCO (refer 48.1 percent and 54.6 percent) seem to be more knowledgeable than MU students with respect to the quality of customer care received from their higher education institution. One reasonable explanation of these results could be the presence of well-established

structures of customer care in JUCO compared to MU. In this regard, customer care is both, a process as well as an outcome for delivering those mentioned activities. On contrary, the third year students from MU surpassed their fellow counteracts within the level of knowledge with respect to the quality of customer care received from their higher education institution.. This finding is supported by Hill (1995) who proposed 14 dimensions for measuring student perceived service quality which includes library facilities, travel agency, housing services, occupation services, university bookshop, advisory services, health services, financial assistance, and involvement of students in course contents, work expertise and computing facilities.

4.3.2 Students' Perceptions about Customer Care delivered by HEIs

It worth be noted that perceptions quite often influence peoples' attitudes over something. Students were also asked to indicate their levels of perceptions with respect to the quality of customer care received by their HEIs. Figure 4.2 demonstrates this.

Figure 4.2: Students' Perceptions about Customer Care delivered by HEIs



Source: Survey Data (2018)

As can be seen from Figure 4.2, majority of students from JUCO (refer 76.6 percent) perceived their institution to have offered high qualities of customer care (the level of perception is evidenced by an increase trend of customer delivery over years. The

study's findings are supported by Zineldin et al. (2011) who identified that the quality of university infrastructure is an important determinant of student satisfaction in Turkey. Specifically, this related to factors such as physical appearance and cleanliness of classrooms, as well as the quality of equipment such as computers. On contrary, more than a half of students from MU (refer 56.4 percent) interviewed observed a moderate quality of customer care received from their institution especially at the time of joining the university at their first time.

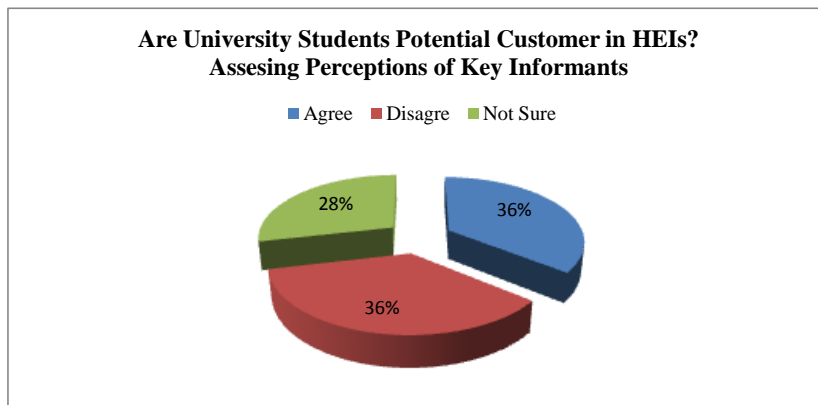
The findings infer that there is a relative increased trend of customer care offered by private university compared to public ones. Indeed, negative perceptions of students towards customer care delivery contribute to low attraction rate in HEIs. Also, those negative perceptions create a barrier for the university growth. However, one striking observation from the study obtained from both, the second and third year students from MU was that they honoured the quality of teaching offered by their institution. This implies that the concept of a customer care is a relative term. While in one side, it refers to the behaviours and process that informs handling of clients in the institution, on the other side of the coin, it refers to quality of products released by the institution.

The study findings are supported by the words of Hall, Swart and Duncan (undated), which assert that if colleges and universities focus on satisfying students as their primary customers, they may negatively affect another customer group-employers- because the two customer groups have significantly different ways of defining and measuring expectations. In that regard, higher learning institutions such as Mzumbe University and Jordan University should focus at linking business and industry. In other words, they should focus on preparing graduates customers in business and industry. This requires HEIs to take a long and hard look at the "product" they are producing.

4.4 Staff perceptions about university students as Potential HEIs customers

The key informants were also asked to indicate their levels of perceptions about university students as customer. The rating was conducted using a Likert scale ranging from 1= agree, 2= disagree, and 3= not sure. Table 4.4 provides a summary of the key informants responses with respect to their perceptions as whether university students in HEIs are treated as potential customers or merely normal people. This variable was included to establish the link between perception and attitude of university staff towards execution of customer care principles and values in universities.

Figure 4.3: Views on Students as Potential Customer in HEIs



Source: Survey Data (2018)

Of all 14 key informants interviewed, two pairs of results coincided. While 36 percent agreed that university students in HEIs are treated as potential customers, another group, 36 percent disagreed with the fact that university students in HEIs are treated as potential customers. On contrary, 28 percent of the remained group was not sure of their statements. Various narrations were given by the key informants during interviews:

Box No 4.1

In my view, he argued: “The root cause of adoption of customer care is free market and competition among firms that emerged in the World over the last two decades. Since, we are in a developing country that for a long time accommodated socialist values, the issue of a student as a potential customer is now evolving (First Key Informant, MU Main Campus 2/4/2018).

Box No 4.2

To me, a customer care is an individual behaviour associated with some specific skills practised by every employee in HEIs (Second Key Informant, MU Main Campus , 10/4/2018).

Box No 4.3

To us as a fast growing higher learning institution, we believe that “a customer care is treated as a system which is institutionalized in our university and revolve around a well established legal framework. This is because you cannot prioritise only supporting staffs to comply with it, while top management do not practise customer care, we like to live exemplary” Because of the afore said, we treat our students as potential customers Third key Informants, JUCO Morogoro-campus, (17/4/2018).

Box No 4.4

You know, “a customer care is a process at JUCO that each member of our staff is recruited from birth of her employment with us up to oneself death or retirement. Frankly, we are born to serve, that is in the blood” Fourth key Informant, JUCO Morogoro-campus, (17/4/2018).

Box No. 4.5

Well, to put it mild, I find out that customer care be a positive outcome vouched with intrinsic motivations, guidance, patience, desire, as well as goal-focus of policy makers and implementers in those institutions! However, I am a bit skeptic to measure the extent to which universities have complied with that role Fifth key Informant, Morogoro Municipal Council, (18/4/2018).

To sum up their views, it could be argued that since for a long time Tanzania has accommodated socialist values, the concept of a student as a potential customer is still evolving. However, with the adoption of free market and competition among firms that emerged in the World over the last two decades, some of the higher education institutions such as private universities have embraced very well customer care principles as a tool for attraction of students in their HEIs. On contrary, public universities are now striving to institutionalise and develop a well-established legal framework for execution of effective customer care skills in their HEIs. Indeed, customer care is regarded as a behavior, process and an outcome.

4.5 Customer care skills utilised by staff for student attraction

The key informants were also asked to indicate the types of customer care skills utilised by their staffs. This variable was included to establish which effective strategies and skills do HEIs use to meet their customer needs/expectations. The key informants were able to demonstrate some of the skills such as the basic and the supporting skills. They also asserted that while the basic customer care skills are run throughout the service provider-customer attending session, the supporting skills are used at specific points in service provider-customer attending session. One among the key informants had this to say during an interview:

Box No. 4.6

*I was trained to utilise minimal encouragers while following both, student and staff affairs or stories in campus **Fourth key Informant, JUCO Morogoro-campus, (17/4/2018).***

According to Muya (2018), these are signs that a skillful service provider uses to show that he is following the client's story of the problem. The verbal signs or sounds include "oh!", aha!, is that true?, no!, then? It also includes statements like "I want to hear more about it" sounds like..., "Un huh!" Almost three key informants from JUCO lamented to be conversant in the use of questioning skills while maintain eye contact in the process of following students or staff stories on campus. Basically, maintaining eye contact does not only regulate relationship between a client and a service provider, but also facilitates a deeper level of involvement. As such, it

suffices to argue that JUCO staff were observed to be more knowledgeable on utilization of customer care skills for their students compared to MU ones.

4.6 Regulatory structure in HEIs for the deployment of customer care

The last objective examined the extent to which the established regulatory structure (rules, regulation and procedures) of each HEIs support the utilization of customer care. Literally, the regulative system utilises the established rules, laws, regulations as well as government policies to inform better provision of customer care in HEIs, Further, within the regulatory lens, the study critically analysed the extent to which the established regulatory structure (rules, regulation and procedures) of each HEIs support the utilization of customer care. In general terms, the documentary review observed that while there are institutional and legal framework in JUCO that support the execution of customer care, in MU the case is a bit differently. The implication of this regulatory structure in the delivery of customer care in HEIs is that JUCO has a potential of attracting and retaining more students on campus compared to MU although political and demographic changes continue to shape student mobility in Tanzania.

The study findings are also in consonance to Higher Education Impact [HEI] (2012) that conducted a study on how to improve customer service in Higher Education Institutions of USA. According to HEI(2012), the major barriers to improving customer service in universities include the “silo” structure of support services, inefficient policies and procedures, and staff training needs and how these barriers can best be addressed. As such, what matters most in HEIs is responsiveness, efficiency, clear communication, and conflict management.

When key informants were also asked about the challenges faced in improving customer service, respondents listed these three as the most daunting: “We need to see our faculty/staff see customer service as necessary.” To students, service is about responsiveness. It was reported that students needs to spend as little time in a support service office as necessary, and get back to studying, with whatever administrative or process-related tasks or obstacles they were facing resolved. As such, HEIs were recommended to provide effective customer service training.” More importantly,

HEIs were asked to devise mechanisms to audit current service and identify bottlenecks/gaps.”

4.7 Summary of Chapter Four

This chapter presented and analysed data as well as discussed key findings according to the study objectives. Among the issues discussed include identification of students’ level of knowledge and perceptions about customer care received from HEIs; finding out the extent to which University staff consider University students as customers; assessed the kind of customer care skills utilised by staff of those HEIs for student attraction and retention, and lastly examined the extent to which the established regulatory structure (rules, regulation and procedures) of each HEIs support the utilization of customer care.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study successfully compared customer care received by students of Mzumbe University, Morogoro main campus and St Augustine University-Jordan University College (JUCO) Morogoro campus from 2015 to 2017. This chapter presents the summary of study, and key study's findings, the conclusions drawn, policy implications, and the recommendations of the study as well.

5.2 Summary of the Study

The overall objective of this research was to compare customer care received by students of Private University for student attraction in the current era of market liberalisation in Tanzania. The study adopted a descriptive, multi-case research design, which revolves around the mixed research approach in which qualitative data dominated over quantitative ones. It also utilised both secondary and primary data which were collected through the use of questionnaires and interviews from a sample of 120 study participants.

In terms of data analysis, the quantitative data for this study were analyzed descriptively using measures of central tendency such as mean and standard deviation through a Software Package for Social Science (SPSS) version 20, and presented by using tables and figures. Also, the qualitative data were analyzed through content analysis.

The study consisted of 120 study participants who were involved either directly or indirectly in either studying or running those Higher Education Institutions (HEIs) in Morogoro Region, Tanzania. Although the proposed sample size of the study was 120 study participants, only a total of 114 were found to be valid for analysis. Of those members found valid for analysis, 50 were students from Mzumbe University (MU); 50 were also students from St Augustine, JUCO; and 14 were key informants. The study participants utilised for this study were selected from varying demographic characteristics such as number of years spent at university/college, gender, as well as

level of education. This was important because the varying demographic features allowed for wide perspectives of responses that informed the findings of this study.

Results shows that more than a half fifty five (55 percent) of the respondents were female while forty five (45 percent) of the respondents were male. One reasonable explanation of these results could be due to an increased trend of students' enrollment in universities which is fueled by execution of past educational reforms such as: the Primary Education Development Programme (PEDP) in 2001, Secondary Education Development Programme (SEDP) in 2004, as well as the Big Results Now (BRN) programme in 2013/14. Another reason regarding gender differences could be that few males than female have more interests on issues related to customer care in the university settings. As such, the research observed gender gap in access to the customer care services by University students comparatively. The implication of this gender structure in access to customer care processes is that customer care relies more on interests and priorities of female girls' students. It also infers gender relations and female empowerment in access to school enrollment has been improved. This is indeed, not a surprising finding considering the many efforts at both policy and practice level from the national government and other educational stakeholders offered to girls students to empower them from various societal inequalities including gender gap in access to basic education.

The age of the respondents was included to establish whether receipt of customer care is associated with age of students from HEIs. Overall, the findings show that the majority seventy seven (77 percent) of the study participants were young people in the age group of between 17 and 23 which fall in the productive age. This is an indication that although people of different age groups were represented, interests on customer care received by students were prioritized by this age group. In this regard, the study associates students age with the institutionalization of customer care. This also implies that customer care is favoured more by younger generation than old ones.

When comparing the results on education levels of the respondents, the study revealed that first year students dominated the study. This is evidenced by the presence of more than half 54 (54 percent) respondents out of 100 involved in this study. Significantly, this is an illustration of the fact that most respondents had substantial knowledge on customer care required for the realization of the objectives of the study. Further to that, the findings show that the gap between the levels of education were also significant in the acquisition of information from different angles of societal understanding.

5.3 Summary of the Study's Key Findings

5.3.1 Students' Level of Knowledge and Perceptions about Customer Care

Study participants were also asked to indicate their levels of knowledge and perceptions with respect to the quality of customer care received. The study found out that there are mixed feelings about students' levels of knowledge with respect to the quality of customer care received. According to the study findings, both, first and second year students of JUCO (refer 48.1 percent and 54.6 percent) seem to be more knowledgeable than MU students with respect to the quality of customer care received from their higher education institution. One reasonable explanation of these results could be the presence of well-established structures of customer care in JUCO compared to MU. In this regard, customer care is both, a process as well as an outcome for delivering those mentioned activities.

On contrary, the third year students from MU surpassed their fellow counterparts within the level of knowledge with respect to the quality of customer care received from their higher education institution.. This finding is supported by Hill (1995) who proposed 14 dimensions for measuring student perceived service quality which includes library facilities, travel agency, housing services, occupation services, university bookshop, advisory services, health services, financial assistance, and involvement of students in course contents, work expertise and computing facilities.

It worth be noted that perceptions quite often influence peoples' attitudes over something. Students were also asked to indicate their levels of perceptions with respect to the quality of customer care received by their HEIs. The study findings

show that majority of students from JUCO (refer 76.6 percent) perceived their institution to have offered high qualities of customer care (the level of perception is evidenced by an increase trend of customer delivery over years. The study's findings are supported by Zineldin et al. (2011) who identified that the quality of university infrastructure is an important determinant of student satisfaction in Turkey. Specifically, this related to factors such as physical appearance and cleanliness of classrooms, as well as the quality of equipment such as computers. On contrary, more than a half of students from MU (refer 56.4 percent) interviewed observed a moderate quality of customer care received from their institution especially at the time of joining the university at their first time.

The findings infer that there is a relative increased trend of customer care offered by private university compared to public ones. Indeed, negative perceptions of students towards customer care delivery contribute to low attraction rate in HEIs. Also, those negative perceptions create a barrier for the university growth. However, one striking observation from the study obtained from both, the second and third year students from MU was that they honoured the quality of teaching offered by their institution. This implies that the concept of a customer care is a relative term. While in one side, it refers to the behaviours and process that informs handling of clients in the institution, on the other side of the coin, it refers to quality of products released by the institution. The study findings are supported by the words of Hall, Swart and Duncan (undated), which assert that if colleges and universities focus on satisfying students as their primary customers, they may negatively affect another customer group-employers-because the two customer groups have significantly different ways of defining and measuring expectations. In that regard, higher learning institutions such as Mzumbe University and Jordan University should focus at linking business and industry. In other words, they should focus on preparing graduates customers in business and industry. This requires HEIs to take a long and hard look at the "product" they are producing.

5.3.2 Staff Perceptions about University Students as Potential HEIs Customers

The key informants were also asked to indicate their levels of perceptions about university students as customer. This variable was included to establish the link between perception and attitude of university staff towards execution of customer care principles and values in universities. Of all 14 key informants interviewed, two pairs of results coincided. While 36 percent agreed that university students in HEIs are treated as potential customers, another group, 36 percent disagreed with the fact that university students in HEIs are treated as potential customers. On contrary, 28 percent of the remained group was not sure of their statements. Various narrations were given by the key informants during interviews:

To sum up their views, it could be argued that since for a long time Tanzania has accommodated socialist values, the concept of a student as a potential customer is still evolving. However, with the adoption of free market and competition among firms that emerged in the World over the last two decades, some of the higher education institutions such as private universities have embraced very well customer care principles as a tool for attraction of students in their HEIs. On contrary, public universities are now striving to institutionalise and develop a well-established legal framework for execution of effective customer care skills in their HEIs. Indeed, customer care is regarded as a behavior, process and an outcome.

5.3.3 The Types of Customer Care Skills Utilised by HEIs Staffs

The key informants were also asked to indicate the types of customer care skills utilised by their staffs. This variable was included to establish which effective strategies and skills do HEIs use to meet their customer needs/expectations. The key informants were able to demonstrate some of the skills such as the basic and the supporting skills. They also asserted that while the basic customer care skills are run throughout the service provider-customer attending session, the supporting skills are used at specific points in service provider-customer attending session. As a clue, it suffices to argue that JUCO staff were observed to be more knowledgeable on utilization of customer care skills for their students compared to MU ones.

5.3.4 Regulatory structure in HEIs for the deployment of customer care

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The implication of this regulatory structure in the delivery of customer care in HEIs is that JUCO has a potential of attracting and retaining more students on campus compared to MU although political and demographic changes continue to shape student mobility in Tanzania. The study findings are also in consonance to Higher Education Impact [HEI] (2012) that conducted a study on how to improve customer service in Higher Education Institutions of USA. According to HEI(2012), the major barriers to improving customer service in universities include the “silo” structure of support services, inefficient policies and procedures, and staff training needs and how these barriers can best be addressed. As such, what matters most in HEIs is responsiveness, efficiency, clear communication, and conflict management.

When key informants were also asked about the challenges faced in improving customer service, respondents listed these three as the most daunting: “We need to see our faculty/staff see customer service as necessary.” To students, service is about responsiveness. It was reported that students needs to spend as little time in a support service office as necessary, and get back to studying, with whatever administrative or process-related tasks or obstacles they were facing resolved. As such, HEIs were recommended to provide effective customer service training.” More importantly, HEIs were asked to device mechanisms to audit current service and identify bottlenecks/gaps.”

5.4 Conclusion

Institutional and legal frameworks are crucial aspects for supporting the execution of customer care in universities. Its presence in St Augustine University especially Jordan University College compared to Mzumbe University has a potential of attracting and retaining more students on campus despite the fact that both political and demographic changes can continue to shape university student mobility in Tanzania. It is also crucial to note that customer care is not panacea to every problem prevailing on university campuses. As such, universities should address the major barriers to improving customer service such as the “silo” structure of support services, inefficient policies and procedures, and staff training needs within the regulatory framework that reflects local context. As such, what matters most in HEIs is responsiveness, efficiency, clear communication, and conflict management.

5.5 Policy Implications

The study findings calls for a review of Tanzania’s Higher Education Policy to integrate aspects such as institutionalization of customer care services in public HEIs while establishing workable legal frameworks for its execution.

5.6 Recommendations of the Study

The recommends the following:

To University Management

- Need to equip desired customer care skills to their employees as well as provide training opportunities to their staff
- Strive towards institutionalization of customer care services in public HEIs while establishing workable legal frameworks for its execution

To University Students

Need to understand that customer care is a behavior, process and outcome, and as such instead of complaining that certain issues are not perfect, they should strive at advising instead of blaming. Indeed, it is time to have students with the solutions instead of letting others search for their solutions

5.5 Recommendations for Further Studies

The same study can be conducted in other universities such as University of Dar es salaam and St John's University

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APPENDIX

STRUCTURED QUESTIONNAIRE FOR PARTICIPANTS

FORM NO.....Date of the Interview:.....

Code Number of respondent:.....Place.....

Informed Consent:

Good day. I am Asha Kwikwega, a candidate pursuing Masters of Arts in Education Degree at the Mzumbe University. This discussion is being conducted to get your inputs in a research study titled: “A Comparative Study on Customer Care Received by Students of Private University versus Public University in Tanzania” The aim of the study is to inform evidence-based customer care attraction and retention strategies in HEIs. I am especially interested in your feelings/attitudes/perceptions about the study and any suggestions you may have.

Please note that your participation is voluntarily, and that it will not cause any harm as whatever information you provide will remain strictly confidential between you and I. We pledge to ensure anonymity where required and as agreed between us through the use of code names. There are no foreseeable risks for your participation in this study. You are free to withdraw from this study at any time of your choice without any negative or undesirable consequences to you. Please sign below as an indicator of your consent and voluntary participation in this study.

Signature of the Study Participant

Signature of researcher

SECTION A: Social – Demographic Characteristics of Respondents:

Please mark with an (√) in one box only with your most appropriate response.

1. What is your gender?

Male	Female
(1)	(2)

2. What is your occupation?

Farmer	Pastoralist	Others
(1)	(2)	(3)

3. How old are you?

11-20 yrs	20– 30 yrs	31-40 yrs	41-50 yrs	51-50 yrs	Others
(1)	(2)	(3)	(4)	(5)	(6)

4. What is your educational level?

Primary Ed	Secondary Ed	Diploma	Bachelor Degree	Postgraduate
(1)	(2)	(3)	(4)	(5)

5. Could you please rank the the extent to which your institution offers customer care

Low	Fair	High
(1)	(2)	(3)

SECTION B: Participants experiences/Knowledge in running Community Schools

On a scale of 1=Never, 2=Sometimes, and 3=Often, please rank a statement with your most appropriate response by putting a number in one box only.

6. During your local setting experience, how often do you pay attention to matters related customer care?

7. During your local setting experience, how often have you seen academic and non-academic staff involved in utilising customer care services in your institution?

8. During your local setting experience, how often have you taken part for utilising customer care services in your institution?
 9. Do you think poor students enrollment in your institution has anything to do with poor utilization of customer care services in your institution? Please explain
 10. Could you please explain the extent to which newly established rules, regulation and procedures by your institution have either supported or constrained utilization of customer care services in your institution
 11. What do you think customer care is?
 12. What are students' level of knowledge on customer care received from your institution between 2015 and 2017?
 13. What are students' level of perceptions on customer care received from both HEIs (Mzumbe University versus St Augustine University-JUCO) from 2015 to 2017?
 14. Do you consider students as potential customers in your institution?
 15. What are your opinions on the best mechanisms or strategies to improve administration of community schools
-
-
-
-
-
16. Is there anything else I can add to beef up my study?.....
-
-

Thanks for Participation