



**EXPLORING CUSTOMER SATISFACTION OF THE STUDENT RECORDS
MANAGEMENT SYSTEM AT CHALIMBANA UNIVERSITY**

BY

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**A RESEARCH REPORT PRESENTED TO CHALIMBANA UNIVERSITY IN
PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF A
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CHALIMBANA UNIVERSITY

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DECLARATION

I, Nawa Mubiana, student ID number 5320210006, declare that I am the author of this dissertation entitled "EXPLORING CUSTOMER SATISFACTION OF THE STUDENT RECORDS MANAGEMENT SYSTEM AT CHALIMBANA UNIVERSITY."

I further declare that this work represents my thoughts and ideas and not any other work produced or submitted by any individual to Chalimbana University or any other university.

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APPROVAL

This work has been approved as partial fulfillment of the requirements for the award of the master's degree in business administration in Marketing by Chalimbana University.

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DEDICATION

This research is dedicated to my gorgeous wife Flevia Banda and my two beautiful sons Hezekiah and Ryan Mubiana who have been my constant reminder and motivation to put in my best work and leave a legacy in my family, academia, and profession.

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To you and many others too many to mention I salute you and say,

Thank you

ABSTRACT

Many universities globally are migrating from manual to digital student information management systems in pursuit of satisfying clients who will be able to access their academic records anywhere without visiting the institution. The purpose of this study was to explore customer satisfaction with the student records management system at Chalimbana University, a public university located in Chongwe district. The study used a convergent parallel mixed method design on a sample of 65 participants comprising 3 administrators, 10 lecturers, 50 fourth-year full-time students, and 2 technical staff at Chalimbana University. These were randomly and purposively sampled. Instruments included face-to-face interviews and a 3-point Likert scale questionnaire. Data was analyzed using Microsoft Excel for descriptive statistics and thematic analysis for qualitative data. The findings reveal that the customers are moderately satisfied with the student records management system. However, the university neither has a policy to regulate the management of student's records nor a professional archivist to manage the records. Although the university management has made efforts to sensitize the end users about the system, more needs to be done to ensure the full participation of all the stakeholders. Other challenges impeding effective student records management systems include; a lack of adequate staff at the admissions office, inadequate storage equipment, inadequate capacity building, lack of policy to guide records management, and inability of students to fully interact with the system. The study recommends periodic staff training, restocking the unit, and developing a policy to guide student records management at the University.

Keywords: *customer, Customer Satisfaction, Student Records Management System, Universities.*

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LIST OF ABBREVIATIONS AND ACRONYMS

CHAU: Chalimbana University.

EAD: Encoded Archival Description

HEA: Higher Education Authority

HEI: Higher Education Institutions

ICT: Information and Communication Technology

LIS: Library and Information Science

LMS: Learning Management System

MIS: Management Information System

MBA: Master in Business Administration

STS: Science and Technology Studies

SRMS: Student Records Management System

SQ: Service Quality

UNZA: University of Zambia

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background of the study on exploring Customer Satisfaction with the Student Records Management System at Chalimbana University. It begins with an overview of the topic under investigation. Thereafter, the chapter presents the statement of the problem under investigation, the objectives of the study, and the research questions. Further, it provides the significance of the study, its limitations, ethical considerations, conceptual framework, and operational definitions of the terms in the study.

1.2 Background

Different higher education institutions manage student records information in various ways, which is crucial for teaching, records safety, and quick data retrieval (Oluwuo, et al, 2023). The knowledge from individuals, systems and collaborations with other institutions can only be properly appreciated by way of having a well-executed knowledge management system in place. Recently, the introduction of the Student Records Management System (SRMS) from the University of Zambia (UNZA) has proven to be effective and user-friendly, addressing the university's records management challenges (Kaira & Phiri, 2022).

Chalimbana University has faced challenges in selecting an effective system to manage student records, leading to difficulties in tracking active student populations and preventing duplication. The university has previously used Microsoft Excel and the Zynle System, but these did not meet the needs of the university.

This study aims to explore customer satisfaction with the student records management system at Chalimbana University, located in Chongwe District. It will explore factors influencing satisfaction among users, including students and academic and non-academic staff, as well as the measures the university has implemented to enhance customer satisfaction with the system (Kaira & Phiri, 2022).

The importance of record keeping in a public institution cannot be over-emphasized as it has short-term and long-term benefits that translate to managing, accurate date student academic life during the entire period on campus. Student information system deals with all kinds of student details, academic-related reports, biodata, accommodation status, financial statements, and results. The purpose of this study is to explore customer satisfaction of the student records

management systems at Chalimbana University a tier 1 Public University located in Chongwe District and assess the factors that determine if customers are satisfied with the services being rendered by the current student records management system. Further, find out the modalities the University has put in place to ensure customer satisfaction in the University. Thirdly, how customers can be satisfied with the services being provided by the student records management system first to the student populous and secondly to other customers like academic and non-academic staff who are using the system for their day-to-day work.

Many tertiary institutions in Zambia, especially Universities that have a focus on development studies, and have seen the need for management information systems (MIS). This is why Mampe, & Kalusope (2020) postulated that managing information systems is essential in quality service delivery especially in education. The Student Management Information System (MIS) is used every day in tertiary institutions to help in administration activities Chaudhary & Dey, (2021).. Management Information System helps universities to keep records of students both past and present. According to Arora (2020) Management Information System is a system that employs the information required by institutions management in making operational, tactical and strategic decisions to ensure quality service delivery. According to Mesharch et al (2024) students of today have many options available to them, as such factors that enable educational institutions to attract and retain students should be seriously investigated into. Currently there is competition among the tertiary institutions to get more students; hence university without an efficient and effective management information system stand to lose student population.

1.3 Statement of the Problem

Bwachele (2024) noted that SRMS is critical for managing student data, academic records, and other essential university operations. Chalimbana University has previously used systems like Microsoft Excel and the Zynle System, but these did not meet its needs. The transformation of Chalimbana University from a teacher training college to a public university introduced eight schools and increased accredited programs, leading to a surge in student enrolment and academic records. Despite the implementation of the Student Records Management System (SRMS) at Chalimbana University, there is a growing concern that the system may not be meeting the expectations of its primary users, including students, faculty, and administrative staff. The problem at Chalimbana University that currently exist is that there is low usage of the system among students and members of staff.

The transformation of Chalimbana University from a teacher training college to a public University brought about the introduction of 8 schools. This increased the number of programs that were accredited, and this increase brought about rapid growth of student enrollments therefore increasing academic records. Despite the implementation of the Student Records Management System (SRMS) at CHAU, there is a growing concern that the system may not be meeting the expectations of its primary users hence the low usage, among students, faculty, and administrative staff. The SRMS is critical for managing student data, academic records, and other essential university operations. However, evidence suggests that users experience difficulties with: System navigation and usability, Data accuracy and consistency, Timely support and resolution of issues, Integration with other university systems, Mobile accessibility, Consequently, this may lead to: Decreased user adoption and engagement, Increased frustration and dissatisfaction, Reduced productivity and efficiency, Negative impact on academic experiences and outcomes. A review of literature has shown that there are no similar studies that are exploring to find out if customers are satisfied with the student records management systems. It is against this background that this study was conducted and make recommendations to the university and add to the body of knowledge.

1.4 Purpose of the Study

The purpose of the study is to explore customer satisfaction of the student records management system at Chalimbana University.

1.4.1 General Objective

To explore customer satisfaction with the student records management system at Chalimbana University.

1.5. Specific Objectives

1. To explore the factors that determine customer satisfaction with the student records management system at Chalimbana University.
2. To assess the level of customer satisfaction of the student records management system at Chalimbana University.
3. To examine the modalities Chalimbana University has put in place to ensure customers are satisfied with the student records management system.

1.6 Research Questions

The study endeavors to answer the following research questions:

1. What are the factors determining customer satisfaction with the student records management system at Chalimbana University?
2. How are the levels of customer satisfaction of the student records management system at Chalimbana University?
3. What are the modalities Chalimbana University has put in place to ensure customers are satisfied with the student records management system?

1.7 Significance of the Study

The study provided empirical research findings on customer satisfaction of the student records management system at Chalimbana University. The study contributed to the body of knowledge regarding customer satisfaction of student records management at a public University in Zambia. The study could inform policer makers about Customer satisfaction surveys and scorecards that can be implemented in various departments to evaluate the services provided in both public and private institutions. Stakeholders can use the findings of this study to develop effective solutions to the challenges of poor records keeping. The study can help to evaluate the effectiveness of the current student records management systems and address gaps in client access to academic records and enhance management best practices and improve customer experience.

United Nations Educational, Scientific and Cultural Organization (UNESCO, 2012) observed that in today's world, education systems must constantly evolve to effectively respond to the rapidly changing demands of the societies they serve. To reach a common understanding of how both the physical and the social dimensions of learning environments affect the quality of learning processes, the relationship between place and process is needed and the teaching-learning process cannot take place in a vacuum in formal education settings. It occurs because of the interaction among components of the learning environment.

1.8 Operational Definitions

Student Records Management System: A Student Records Management System (SRMS) is a software-based solution designed to efficiently and securely manage the records and information related to students in educational institutions. This system encompasses various aspects, including student enrolment, academic performance, attendance, personal details, and

other relevant data. SRMS streamlines administrative processes, enhances data accuracy, and facilitates easy access to information for educators, administrators, and other stakeholders.

Furthermore, Adewale & Olatokun, (2019) define Student Records Management System (SRMS) as "a comprehensive software application that centralizes and automates the storage, organization, retrieval, and management of student-related data in educational institutions".

Customer: A customer in this study refers to a student, a lecturer and any member of staff at Chalimbana University who interacts with the student records management system. This relationship is a fundamental to the utilization of the student record management system. The American marketing association a well-respected organization in the field of marketing defines a customer as a person or entity that purchases a product or service from a business while Investopedia a reputable online financial and investment resource, defines a customer as "an individual or business that purchases the goods or services produced by a business. The core concept that a customer is someone who engages in a transaction with a business by acquiring its products or services in exchange for payment.

Customer Satisfaction: There are numerous descriptions ascribed to customer satisfaction. Bellingkrodt & Wallenburg (2020) define customer satisfaction as the extent to which customers of an organization repeatedly identify with an organization's products and services. In this study customer satisfaction was defined

1.9 Theoretical Framework

This study lends credence to Lucy Suchman's work in the field of Science and Technology Studies (STS) which is relevant to the study of customer satisfaction. Her ideas on the social construction of technology can be adapted to examine how technology mediates customer experiences and the satisfaction theory of Social Constructivism. The theory states social constructivism can be applied to the concept of customer satisfaction by emphasizing the social and subjective nature of how individuals perceive and evaluate their experiences as customers. It posits that customer satisfaction is not an objective, universally defined measure but rather a socially constructed, context-dependent phenomenon influenced by individual and collective perceptions, interactions, and interpretations. The social constructivist theoretical framework has been applied to this study of customer satisfaction as follows.

Social constructivism highlights that customer satisfaction is inherently subjective. It is not solely based on objective product or service attributes but is shaped by individual experiences,

perceptions, and expectations. Customers construct their own understanding of satisfaction based on their unique backgrounds, values, and social interactions.

Social constructivism emphasizes the role of social interactions in shaping customer satisfaction. Customers engage with others, both online and offline, to discuss their experiences and opinions. These interactions influence how individuals perceive and evaluate products and services. The opinions of friends, family, peers, and online communities play a significant role in shaping customer satisfaction. Customer satisfaction is further influenced by customers' perceived quality and their expectations. Perceived quality is not just about the objective features of a product or service but is also influenced by how a customer interprets and values those features. Expectations, which are shaped by social and cultural factors, can also influence the satisfaction level.

In a social constructivist framework, customer feedback and online reviews play a vital role in shaping customer satisfaction. Reviews are not just objective assessments but are also a social construct. They reflect the opinions and experiences of customers, which in turn influence the perceptions of other potential customers.

Social constructivism acknowledges that value is co-constructed through interactions between customers and service providers. Customers are not passive recipients but active participants in shaping their own satisfaction. Their feedback and demands can influence how products and services are designed and delivered. Customer satisfaction is influenced by cultural and contextual factors. Social constructivism recognizes that what satisfies a customer can vary greatly depending on cultural norms, values, and social context. A product or service that is deemed satisfactory in one culture may not be in another.

Customer satisfaction is not static; it evolves over time due to changing social, technological, and cultural factors. Social constructivism allows for an understanding of how the perception of satisfaction can change and adapt as customers interact with evolving products, services, and social dynamics. Social constructivism equally highlights that marketing and branding efforts play a critical role in shaping customer satisfaction. These efforts can shape the perceptions and expectations of customers, influencing their judgments of satisfaction.

Social constructivism acknowledges that traditional customer satisfaction measurement tools may not capture the complex and subjective nature of customer satisfaction. The researcher in this study considered a range of qualitative and social data sources in addition to quantitative

metrics. In essence, the social constructivist theoretical framework for customer satisfaction emphasizes that satisfaction is not an isolated, objective measure but a socially constructed and context-dependent phenomenon. It encouraged the researcher to consider the social, subjective, and dynamic aspects of customer satisfaction in their student records management analysis and strategy development.

1.10 Conceptual Framework

Figure 1.0



The conceptual framework outlines the key variables that impact customer satisfaction with the student records management system (SRMS) at Chalimbana University. It involves identifying relevant variables and how they interrelate to customer satisfaction. Below are the key variables and their relationship used to design the framework. The independent variables included system usability, system reliability, customer support, data security, training and

documentation while the dependent variable is Customer satisfaction. The study establishes that system usability and system reliability affects customer satisfaction because these are fundamentals in ensuring user effectively navigate and rely on the SRMS, while customer support enhances usability and users feel supported. It further, mediates the relationship between system usability and customer satisfaction. Data security fosters trust, influencing how users perceive the system safety and reliability which influences customer satisfaction. Training and documentation helps users understand and effectively utilize the system which boosts customer satisfaction, by focusing on improving these areas Chalimbana university can enhance customer satisfaction and adopt a better experience for students and staff alike.

1.11 Limitations of the Study

The study is limited to 1 university and a few selected numbers of participants. Another limitation is that different universities use different systems therefore the experiences if conducted in other institution may not be the same. The Study did not look at private universities and colleges.

1.12 Delimitation

The researcher was restricted to focusing the study on carefully considered delimitations and research boundaries (Miles 2020). This study focused on exploring customer satisfaction with the student records management system at Chalimbana University's main campus in Lusaka district a government institution. It only focused on 3 administrators, 10 lecturers, 50 fourth-year full-time students, and 2 technical staff, the study did not look at every user of the student records management like administrative staff members but rather through expert purposively sampling because the respondents had expert necessary knowledge, skills, and interaction with the student records management system which the study is based on. The study further did not focus on the system development component but rather on the experiences of the end users of the SRMS.

1.13 Summary

This chapter presented the background of the study, statement of the problem, general objective, specific objectives, and research questions, significance of the study, operational definition of key terms. The theoretical framework, the limitation of the study together with the delimitation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a critical review of the literature on the subject matter and generates further context. It outlines relevant thematic literature theories pertaining to customer satisfaction and records management systems. Additionally, this chapter outlines the determinants of customer satisfaction with customer care services at Chalimbana University. The levels of customer satisfaction and it provides discussions on the modalities Chalimbana University has put in place to ensure customers are satisfied with the student records management system. Lastly, it gives a perspective of how customers can be satisfied with the services being provided by the student records management systems from a global perspective, African perspective and Zambian perspective in line with the specific objectives of this study. Therefore, the outlines are centered on the theoretical framework, and empirical review of exploring the literature gaps based on global, regional and local perspective.

2.2 Factors that determine customer satisfaction in Universities

2.2.1 Global View

A study by Chen et al. (2020). Looked at analysis of User Satisfaction with Online Education Platforms in China during the outbreak of Corona Virus Disease 2019 (COVID-19) in various countries at the end of 2020 it transformed traditional face-to-face teaching to online education platforms, which directly affects the quality of education. Taking user satisfaction on online education platforms in China as the research object, the data shows that users' personal factors have no direct influence on user satisfaction, while platform availability has the greatest influence on user satisfaction. Finally, suggestions on improving the online education platform are given to escalate the level of online education during the COVID-19 pandemic, so as to promote the reform of information-based education. The study under review focused on satisfaction of students with online learning platforms while this study is focused on exploring customer satisfaction of the student records management system at Chalimbana University further, the study under review was conducted during the COVID 19 pandemic while this study is being conducted post COVID 19 when there is no pandemic.

A study by Amjad Abu Saa, et al (2020). In the United Arab of Emirates (UAE) looked at Educational Data Mining (EDM) is an emerging field that is concerned with mining and

exploring the useful patterns in educational data. The main objective of this study is to predict the students' academic performance based on a new dataset extracted from a student information system. The dataset was extracted from a private university in the United Arab of Emirates (UAE). The dataset includes 34 attributes and 56,000 records related to students' information. The empirical results indicated that the Random Forest (RF) algorithm was the most appropriate data mining technique used to predict the students' academic performance. It is also revealed that the most important attributes that have a direct effect on the students' academic performance are belonged to four main categories, namely students' demographics, student previous performance information, course and instructor information, and student general information. The evidence from this study would assist the higher educational institutions by allowing the instructors and students to identify the weaknesses and factors affecting the students' performance, and act as an early warning system for predicting the students' failures and low academic performance.

A study by Chaudhary, & Dey (2021). Looked at the impact of student-perceived service quality on the sustainability practices of the university or the effect of such practices on student satisfaction in India. Proposed a conceptual framework to examine the relationships between service quality, sustainable practices, and student satisfaction from the perspective of students. A quantitative methodology was employed, and data were collected through an online structured questionnaire. The research revealed that student-perceived service quality in education has a significant effect on their perception of sustainable practices of the university and student satisfaction. Further, sustainable practices predict student satisfaction. The study under review was conducted in India while this study was conducted in Zambia further this study looked at a records management system and not just perceived service quality.

The findings guided that key decision-makers in the education industry incorporate service quality and sustainable practices in their strategy and thereby enhance student satisfaction. This research focused on the impact of student perceived service quality on sustainability practices of the university while this study is focusing on exploring customer satisfaction of the student records management system at Chalimbana University. The research further looked at examining the relationships between service quality, sustainable practices and student satisfaction from the perspective of students while this study looked at exploring customer satisfaction at Chau.

Another study by Kanwar, & Sanjeeva, (2022). Looking at student Satisfaction survey: a key for quality improvement in the higher education institution in India witnessed a rapid expansion in the higher education institutions and with this fast pace of growth day by day, competition has set in among the institutes. Before taking admission in an institution, students assess the facilities and standard of the institution by referring to the website, other admission portals and by taking peer opinion and public perception. Educational institutions around the world are now requesting students' feedback on all elements of academic life in the form of a satisfaction feedback questionnaire. The goal of this research was to describe the development and implementation of a survey to assess undergraduate and postgraduate student satisfaction. The Student Satisfaction Survey proved to be a useful and effective instrument that tried to focus resources on areas, where there is low satisfaction but high importance.

The paper gave detailed information about the methodology, calculation and outcome of the exercise utilizing Likert scale analysis. With the recent emerging trends, this innovative method offers flexibility to integrate more parameters, group certain parameters to get feedback on a particular issue and transmute the type of questions with changing environment and structure. The analysis was done using a statistical method. The survey result directly highlights the importance and flexibility of method to evaluate overall satisfaction, satisfaction cognate to a single parameter and satisfaction for questions grouped together underlining some paramount aspects of higher education. The research gap in this study is that the study focused on student satisfaction before taking admission in an institution the assessment of facilities and standard of the institutions website, other admission portals and by taking peer opinion and public perception while this paper is looking at the student records management system and not focusing on admission requirements, the study under review only mentions the portal and does not give a review of how students are satisfied with the portal.

A study by Singh & Jasial, (2020). Moderating effect of perceived trust on service quality and student satisfaction relationship in India examined service quality constructs which leads to student satisfaction in the setting of Indian higher management education institutes. In this study, researchers made an attempt to investigate the moderating effect of perceived trust on the relationship between service quality and student satisfaction. The findings of the study suggested that teaching skills of teacher, staff competence, reputation and access have significant impact on student satisfaction whereas generic skills of teachers and staff attitude does not influence student satisfaction significantly. Results of the study also suggested the

moderating effect of perceived trust on student satisfaction. The study further attempted to identify various academic and non-academic aspects of service quality which influence student satisfaction. The findings of the study suggest that it is important for management of HEI's to recruit not only good instructors but also the competent staff. The above study was looking at management of HEIs as a whole while this study is focusing on one particular university in this case Chalimbana University the study under investigation also looked at the moderating effect of perceived trust on student satisfaction while this study does not look at the perceived effect.

2.2.2 Continental View

A study by Andoh. & Agyei, (2020). Postgraduate Distance Education in University of Cape Coast, in Ghana explored the perceptions of postgraduate distance education students of University of Cape Coast (UCC). Specifically, associations between UCC postgraduate distance students' characteristics and satisfaction, as well as students' perceptions of physical facilities, staff-student's relationship, facilitator quality, and student support services were examined. A census was used for the study, whereby a questionnaire was used to collect data from 125 students. It was revealed that satisfaction was not dependent on age, gender, or programme of study but was significantly related to study center location and semester of study. The students were generally satisfied with physical facilities, staff-students relationship, and facilitator quality but were unimpressed with student support services. The three domains that students were impressed with were deemed to be determinants of their satisfaction. It was recommended that those aspects of the programme that received satisfactory responses should be maintained but improved on with time. Those aspects with unfavorable responses, on the other hand, were to be critically considered for immediate improvement. This study is similar with the researcher's study as they both looking at the same variables of determining student satisfaction the only research gap is that this study is also exploring the customer satisfaction of other members of the university such as technical services, administrators, and lecturers apart from students the research gap is that the study under review focused on explored the perceptions of postgraduate distance education students of University of Cape Coast (UCC). Specifically, associations between UCC postgraduate distance students' characteristics and satisfaction, as well as students' perceptions of physical facilities, staff-student's relationship, facilitator quality, and student support services.

A study by Bwachele (2024). On service quality perception and student satisfaction in higher learning institutions (HLIs) in Tanzania found that the Tanzanian government has developed human capital by establishing more local HLIs. However, the increase in student enrollment

and the creation of new HLIs has reduced the amount of public financial aid available per student and institution. As a result, students evaluate the service quality (SQ) of their HLIs in relation to their study environment and the availability of teaching and learning resources, as they are paying higher tuition fees. Thus, SQ parameters are used to assess student satisfaction.

The research gap in this context is that, while the Tanzanian government led the effort to establish these institutions, the study focuses on customer satisfaction related to the student records management system, rather than the establishment of new learning institutions. A closed-ended questionnaire was then administered using a drop-off and pick-up self-administered method to test the hypothetical relationship between the seven SQ dimensions and student satisfaction. A sample of 398 final-year students from selected HLIs in Tanzania's coastal region was chosen using multistage cluster sampling. The main data were analyzed using structural equation modeling with a partial least squares approach.

The results indicated that the dimensions of reliability and trust in institutions were significant predictors of student satisfaction, with perceived transparency serving as a crucial external factor influencing trust. Based on the findings, recommendations are provided to academics for enriching the service quality literature and to public and private policymakers for planning strategic initiatives. A key research gap is that this study focuses on reliability, trust, and transparency, whereas the current study does not explore customer satisfaction related to students' use of an online records management system.

Mokoena, (2020). In his study on the influence of service quality dimensions on customer satisfaction within visa facilitation centers in South Africa, mentions that Over the past few years, there has been a heightened importance on service quality and customer satisfaction within service units of the South African government. This is evidenced by nationwide service delivery protests, suggesting that the quality of service that is expected to be delivered, as envisaged by the public, as customers, is not being delivered to expectation. In cognizance of the visa facilitation centers' context, a non-probability convenience sampling procedure was adopted. Data were generated from 297 international students conveniently drawn from a selected university in Gauteng province of South Africa. The study emphasized the need for identifying the dimensions of service quality that are critical in relation to customer satisfaction within the VFS setting. The research fissure in this study in as much as it was focusing on customer service satisfaction of international students the main focus was on Visa facilitations in the provision of quality customer service while this study is looking at a system that is being

used at Chalimbana university by different key stake holders and among which all are Zambians and not considering international students further the research gap is that the study under review was looking at visa facilitation of international students while this study is not looking at study permits and visa processing.

A study by Makudza & Hogo (2022). On Modelling perceived e-learning service quality, student satisfaction and loyalty Blended e-learning in Zimbabwe mentions that it has become a common phenomenon in higher education globally for most affluent economies to embrace e-learning by design through strategic moves to augment their competitiveness. However, in most emerging economies, e-learning implementation was impulsively reactive to the Covid-19's demands. Thus, the study examined the impact of perceived e-learning service quality on students' satisfaction and loyalty in a developing country. The expectation-confirmation theory informs the development of the conceptual framework. A causal research design enshrined in the positivism research philosophy was adopted. The research population was made up of students enrolled in public and private universities in Zimbabwe. Data was collected through person-administered survey and a stratified sample of 354 students was obtained. The results from structural equation modelling (SEM) revealed significant positive relationships between perceived e-learning service quality dimensions and e-learning student satisfaction. It was also reflected that student satisfaction positively affected student loyalty with e-learning ($P < 0.05$). It was therefore concluded that system quality, information quality and service quality significantly influence student satisfaction and loyalty with e-learning. The study thus recommended that the higher education industry should design e-learning systems that enhance easy access, easy navigation and user flexibility.

A study by Yakubu et al (2020) in Nigeria conducted a study on Determinants of Learning Management Systems Adoption in Nigeria: A Hybrid SEM and artificial neural network approach mentions that Research has shown that technology, when used prudently, has the potential to improve instruction and learning both in and out of the classroom. Only a handful of African tertiary institutions have fully deployed learning management systems (LMS) and the literature is devoid of research examining the factors that foster the adoption of LMS. To fill this void, the present research investigates the factors contributing to students' acceptance of LMS. Survey data were obtained from registered students in four Nigerian universities ($n = 1116$); the responses were analyzed using artificial neural network (ANN) and structural equation modeling (SEM) techniques. The results show that social influence, facilitating

conditions, system quality, perceived ease of use, and perceived usefulness are important predictors of students' behavioral intention to use LMS. Students' behavioral intention to use LMS also functions as a predictor for actual usage of LMS. Implications for practice and theory are discussed

2.2.3 National View

A study by Mbewe & Ngoma (2020) whilst looking at factors contributing to students' satisfaction with direct observation of procedural skills in the school of nursing sciences at the University of Zambia. Having knowledge about students' satisfaction with their educational issues is very important as it helps both faculty and students to achieve educational goals. However, factors that may influence student satisfaction with this method of assessment are not known in the school of nursing sciences at the University of Zambia. The purpose of this study was to investigate factors influencing student satisfaction with direct observation of procedural skills in order to get students views on this assessment tool. A cross sectional quantitative survey was used on ninety-two (92) conveniently sampled final year undergraduate nursing students. Major findings revealed that poor clinical environment 98.9% and faculty non availability 98% influenced student's satisfaction negatively.

Other significant associations where clinical experiences, and feedback, with $p \leq .05$. In conclusion, the major factors that influenced student satisfaction included poor clinical environment which was not conducive for assessments as it lacked many essential medical surgical supplies and non-availability of faculty in the clinical area who were needed to provide feedback, guidance and supervision to the students. Improving the clinical environment, ensuring faculty availability in order to provide timely and constructive feedback may help students achieve their learning objectives. Direct observation of procedural skills still remains an appropriate tool to assess student clinical competence. However, further research and development of cheap, less stressful and economic methods of clinical evaluation to blend with this tool is required in the school of nursing sciences. The research gap in this study is that the study was to investigate factors influencing student satisfaction with direct observation of procedural skills in order to get students views on this assessment tool while this study is looking at a records management system that is being used at Chalimbana University further the above study looked at a nursing school which may have different measuring tools while this study is not engaging nursing or medical students.

2.3 Level of customer satisfaction in Universities

2.3.1 Global View

A study by Yousaf & Bashir (2018) on brand trust, institutional commitment, and their impact on student loyalty: evidence from higher education in India reported that the oversupply of higher education services in emerging countries like India implies an ever-increasing cost of student acquisition despite large student populations. Hence, creating trust through effective service delivery, supported by full institutional commitment, remains the only way to foster student loyalty and reduce subsequent acquisition costs. This study investigates the impact of four dimensions of brand trust namely, reliability, credibility, benevolence, and integrity on students' loyalty, and the mediating role played by institutional commitment in this relationship. Results show that reliability is the strongest direct determinant of loyalty, followed by integrity, while benevolence can lead to loyalty only if institutional commitment is evident. These and other interesting findings have direct implications for top management/administrators of a higher education institution (HEI), emphasizing the importance of trust elements in creating higher student loyalty. The study under review focused solely on the impact of four dimensions of brand trust reliability, credibility, benevolence, and integrity on students' loyalty and the mediating role of institutional commitment. However, the research gap here is that the study does not explore customer satisfaction with a records management system.

A study by Muhammed Assaf, et al (2022) in Syria mentioned that More than a decade of conflict has disrupted all sectors across Syria, including the higher education (HE) sector, depriving much of a generation of Syrian youth of access to HE in areas to which they have been displaced. This research sought to evaluate the effectiveness of student-records systems in facilitating student transition and mobility both inside Syria and beyond, focusing on two universities in the conflict-affected northwest to which the greatest number have been displaced. A mixed-method approach was adopted, combining a student survey (370 respondents), two student focus groups, and six interviews with staff (academic and administrative) from the two study universities. Results revealed a total absence of mobility opportunities due primarily to the universities' lack of international recognition, as well as financial limitations. The adoption of hardcopy student-records systems due to the lack of finance and skills to support digitization, coupled with a lack of standardized practices across universities in the northwest, whether study-related or other, clearly constrained student

transition. Most respondents had little knowledge of transition processes or alternative integrated institution-wide-records systems. In a world where robust efficient digitized systems are central to international recognition, many students still favored hardcopy documents, not least as a requirement of employment to help mitigate forgery. Hardcopy systems did not provide students with direct access to essential documentation, creating delays and costs, and the need for in-person transactions in an area of continued insecurity with Government universities actively obstructing transition to non-government universities. Although both study universities are looking to modernize, current limitations continue to negatively affect transition and mobility opportunities.

Ali & Ahmed, (2021) in their study on the role of university switching costs, perceived service quality, perceived university image and student satisfaction in shaping student loyalty While majority of earlier studies have examined service quality, student satisfaction, and university image as determinants of student loyalty, university switching costs have largely been ignored. This study included university switching costs with perceived service quality (perceived academic quality, perceived administrative quality, and perceived physical facilities), student satisfaction, and perceived university image as determinants of student loyalty. Data was gathered through purposively sampling undergraduate business students from five universities in Karachi. Using exploratory factor analysis and structural equation modeling, a significant impact of student satisfaction, university image, and university switching costs on student loyalty was established. Universities may provide monetary and non-monetary incentives to increase university switching costs and, consequently, help retain students. This study contributes to student loyalty literature by adapting the customer loyalty definition to educational context, examining the role of university switching costs in retaining students, and presenting an empirical model depicting interrelations among determinants of student loyalty the study under review did not explore customer satisfaction which this study did it was then important for the study to explore customer satisfaction in the *Zambian* context.

A study by Kaushal (2020) on University Reputation, Brand Attachment and Brand Personality as antecedents of Student Loyalty in India mentioned that the current study develops and tests a model taking into consideration constructs including university reputation, university brand attachment and university brand personality, and investigates how these university brand components translate into student loyalty in the context of higher education. While analyzing causal relationships, the study also considers the effects of moderating variables like age,

gender, seniority and scholarship assistance, and also the mediating effects of satisfaction between university reputation and university brand personality on student loyalty. In the empirical analysis, it was found that university reputation had both direct and indirect effects through satisfaction on student-loyalty behavior. Students' age, seniority and provision of financial assistance in the form of scholarships were found to be affecting satisfaction, loyalty relationships to various degrees. The study utilized a sample of higher education students enrolled in various programs in a large private Indian university. Findings and relevant implications in theory and practice are also discussed the study under review looked at a private university in India while this study will look at a public university in Zambia.

A study by Subandi, Muda & Hamid (2021) on Student Satisfaction, Loyalty, And Motivation as Observed from The Service Quality in India. This study sought to analyze the effect of service quality on satisfaction, the effect of service quality on loyalty, the effect of service quality on motivation, the effect of satisfaction on loyalty, the effect of satisfaction on motivation, and to analyze the mediation of student satisfaction on the effect of service quality on student motivation and loyalty. In this quantitative research, a questionnaire was distributed to 100 fifth-semester students of Administrative Management Academy Yogyakarta. The samples were selected using a purposive sampling technique. The variable measurement used a Likert scale. Data analysis was carried out using Structural Equation Modeling (SEM) with Smart PLS 3 software. The study under review shows the results of the analysis that service quality affects student satisfaction, student loyalty, and student motivation something that this study is looking at in exploring customer satisfaction but not looking at the what affects student loyalty and student motivation.

A study by Santos, et al, (2020), in Portugal looked at understanding social responsibilities' influence on service quality and student satisfaction in higher education, understanding customers' expectations regarding organizations mentioned that social responsibility is fundamental in creating and implementing successful strategies and programs. More specifically, this process requires the development of a theoretical framework to analyze the impact of universities' social responsibility strategies on service quality and students' satisfaction with higher education. The present study sought to identify the factors defining students' perceptions of university social responsibility (USR) and to analyze its impact on their satisfaction and service quality. The research was carried out in a Portuguese higher education institution, with a sample of 903 students. Structural equation modeling was used to

test the proposed research model. The results validate this explanatory model of USR and the latter's influence on service quality and higher education students' satisfaction. Concerning USR's effects, the findings include that, from the student's perspective, USR contributes most directly to quality education through USR's cognitive impacts, that is, those associated with research. This study's results also corroborate that a strategy focused on sustainable development (i.e. promoting a responsible university) influences students' positive perceptions and functions as an antecedent of service quality and student satisfaction. The study under review looked at how social responsibilities influence service quality and student satisfaction and did not explore customer satisfaction with the student records management system.

Tuncer & Cobanoglu (2020), whilst looking at Service Quality, Perceived Value and Customer Satisfaction on Behavioral Intention in Restaurants in Australia determined the effects of service quality, perceived value and customer satisfaction on behavioral intention. The study also introduces a new integrated structural model that combines service quality's dimensions of food quality, employee service quality, timeliness, esthetics, facility comfort and cleanliness. An explanatory and a confirmatory factor analysis was applied to develop and confirm the six-dimensional service quality scale based on data obtained from 309 customers who received service from a particular restaurant. Path analysis was also applied to examine the relationships of service quality, perceived value, and customer satisfaction with behavioral intention. The results show that service quality has a positive effect on customer satisfaction, while customer satisfaction and perceived value have positive effects on customers' behavioral intentions. In addition, other dimensions other than aesthetics have a positive role in customer satisfaction, while service quality, facility comfort and timeliness have a positive effect on perceived value. This study contributes to the service quality literature and has practical managerial implications. This study looked at customer satisfaction in restaurants as compared to this study which is looking at the customer satisfaction in a public university of Zambia.

2.3.2 Continental View

Another study by Taiye et al, (2021). looked at Assessing the relationship among service quality, student satisfaction, and loyalty in Nigerian higher education experience. The Higher educational institutions were engaged in the provision of services and thus require better focus on satisfying the needs and anticipation of their participating consumers (students). Additionally, it is the delivery of quality services that creates loyal consumers: consumers who patronize the institution more and who stimulate others to patronize. While past researchers have discovered a relationship between service quality and student loyalty in higher

educational institutions (HEIs) in developed countries, the peculiar nature of HEIs operating in an emerging country like Nigeria is yet to be examined. Therefore, this study examined the role of quality service, student satisfaction, and loyalty in higher education institutions in Nigeria.

The study was conducted in a private University in Nigeria because of the stringent competition within the subsector. The descriptive and inferential statistics were employed in this study. A survey of 265 students from the private university provided data for the study through structured questionnaire. Utilizing the structural equation model. The findings revealed a significant association between service quality and student loyalty. However, this relationship is mediated by student satisfaction. Going by the discoveries of the study, it is suggested among others, that the delivery of quality services should be targeted towards satisfying the student as this will help build the loyalty of the student to the institution. The research gap here is that the above study was conducted in a private university while this study is being conducted in a public university further the sample size used in the above study is higher compared to the one being used in this study.

2.3.3 National View

A study by Tembo (2023) A User Experience (UX) Evaluation of Adopted Higher Education Institution Library Portals in Zambia. This study aimed to evaluate the user experience of adopted library portals in Zambian universities. This encompassed the adoption and usability of the library portals. The research objectives were threefold: first, to determine the extent of adoption of library portals in Zambian universities; second, to assess the integration of key library portal features with existing library portals; and third, to examine users' perceived usability of these portals. A survey design was employed in the study. A mixed-method approach was then used which involved the analysis of both quantitative and qualitative data., this involved the distribution of 62 questionnaires to universities registered under the Higher Education Authority (HEA) to collect their URLs. A heuristic evaluation was conducted to assess portal characteristics, involving 12 expert librarians as participants. Additionally, a System Usability Scale (SUS) was utilized to gauge the perceptions of lecturers and students towards the portals, with a sample of 60 lecturers and 324 students. This study was worth carrying out because it aimed to provide answers to the effectiveness of the information design of Zambian University academic library portals as information communication channels and also to show if there was a need to change and improve the current portals. It was also important because it can also be used as a guideline in the creation of a policy that can help librarians as they set up their library portals The findings revealed that only three Higher Education

Institutions (HEIs) in Zambia had adopted library portals: ZCAS University, Mulungushi University and the University of Zambia (UNZA). The study indicated that participants generally rated the usability of these portals as average. Specifically, the average SUS scores for UNZA (n=132, SD=53.685), ZCAS University (n=68, SD=60.28), and Mulungushi University (n=124, SD=51.865) were all above the 50 SUS score threshold. Despite being categorized as 'Ok' according to the SUS scores, the study revealed that this rating falls within the marginal acceptability range. The results underscored the limited presence of library portals in Zambian HEIs and the need for universities to prioritize the redesigning of their existing portals to enhance information provision and overcome distance barriers. Furthermore, the study recommended that the three universities with library portals focus on improving their platforms to encompass all essential characteristics of effective library portals. The study under review focused on portals of university libraries but it does not mention other student or client portals that customers can access other records management facilities which this study captures in detail.

2.4 Modalities Universities can put in place to ensure customer satisfaction

2.4.1 Global View

In understanding modalities universities can put in place to ensure customer satisfaction a study by Aithal, et al (2022), in India reported on a Holistic Integrated Student Development Model & Service Delivery Model to showcase an innovative higher education training model at the university level for students' all-round holistic development by studying an existing university model as best practice in the university system. As an exploratory case study, the methodology was followed for the collection of information from university personnel, the University website, faculty members, and students and analyzed the information under the best practice model and ABCD framework. An effective innovation and best practice for the all-round development of students to improve graduate attributes. The models support to creation of quality graduates with employability and entrepreneurial ability skills to make them independent, confident, and successful citizens of the country. The paper contains the identification, analysis, and interpretation of two successful innovative models in the higher education space with quality training and quality service to make it student-centered. The study under review looked at the Holistic Integrated Student Development Model & Service Delivery Model to showcase an innovative higher education training model and did not look at

modalities universities can put in place to ensure customer satisfaction with the student records management system.

A study by Rotta, et al (2020), in Colombia South America looked at Perceived service quality factors in online higher education. Learning Environ in recent years, the offer of higher-education programs under online modality has grown significantly. This situation has generated the need to evaluate the quality of these services, whose conditions and characteristics do not correspond to those of the traditional face-to-face modality. This article identifies and describes factors underlying the quality of the service perceived by students enrolled in an online higher-education program. Based on a literature review and a field work with students, an information-gathering instrument was developed using a qualitative phase. Next, field work involved collecting data from 120 students enrolled at a public university in Colombia (South America). Data were analyzed through exploratory factor analysis using unweighted least squares extraction and Varimax rotation. Five factors explaining 60.335% of the total variance were identified: (1) Teachers, (2) Support academic resources, (3) Administrative support, (4) User interface and (5) Course enrollment. Further research is recommended to understand possible specificities in other online settings. The study under review looked at programs under online modality which has grown significantly a situation which has generated the need to evaluate the quality of these services, which do not correspond to those of the traditional face-to-face modality that this paper looked at.

A study by Khan et al (2015), investigates the perceived factors affecting customer satisfaction to re-purchase intention in e-stores in China. From a questionnaire survey, 302 usable data are obtained, and hypotheses are tested using multiple regression analysis. The study findings revealed that those seven constructs which included price, convenience, product information, return policy, financial risk, product risk, and delivery risk are significant in customer satisfaction to re-purchase in e-stores. This study emphasizes that the importance of customer satisfaction provides more benefits and less risk to re-purchase in e-stores. The research under review was conducted in China while this study will be conducted in a Zambian public university it further looked at customer satisfaction with the goods and services that are provided in electronic stores while this study looked at the experiences of academic, nonacademic staff and students in a university who determined their levels of satisfaction with the student records management system. Therefore, the study will provide a different kind of client satisfaction.

A study by Sadagoban et al (2020), on the Academy of Higher Education & Research in India. Looked at the transformation from conventional to online teaching and learning created an unprecedented learning environment and many challenges for the trainers and learners during COVID-19 in India. In this context, many synchronous and asynchronous online teaching tools were used to continue the pharmacy educational process and to develop and update the instructional strategies with suitable online tools & interactive methodologies. Indian Ministry of Education (MoE) initiated massive online open course platforms that were utilized to understand the fundamentals of pharmacy-related subjects. Introductory and advanced pharmacy practice experiences learning was provided to students through online simulation activities, video reflection, case, and problem-based online discussions, and objective structured clinical and practical examination. Virtual conferencing applications and digital education platforms of MoE were majorly used to conduct pharmacy education during the crisis and investments in digitization became mandatory in pharmacy education and COVID-19 fast-forwarded its process. Information and communication technology enabled the continuity of pharmacy education during the pandemic and improved the student-teacher contact hours, and self-paced, collaborative, and contextual learning environment in India.

The study under review examines learner readiness and satisfaction with blended learning systems in India's post-vaccine classrooms, focusing on the relationship between face-to-face (F2F), online learning (OL), and blended learning (BL) indicators and identifying which predictors within these systems most significantly affect learners' satisfaction (LS). While this study does not review learner's readiness and satisfaction with blended learning but rather focuses on customer satisfaction with the student records management system not blended learning the survey under review further was conducted with 451 students from both public and private universities in India while this study is being conducted in Zambia.

A study by Qamar, et al (2024), in India on Incorporating face-to-face and online learning features to propose blended learning framework for Post-COVID classrooms in India" The findings reveal a significant positive correlation between learners' satisfaction and online learning and blended learning, with β values of 28.3 and 27.2, bearing a p-value of 0.000. In contrast, face-to-face (F2F) learning was insignificant, with a β value of 0.070 and a p-value of 0.119. These insights underscore the effectiveness of online and blended learning formats in enhancing learner satisfaction in higher education while also suggesting a re-evaluation of the role of traditional F2F learning methods. The research supports the integration of online

learning in higher education due to its balanced mix of teacher-led and student-centered instruction, alongside the practical benefits of reduced travel costs and access to independent study resources. This study provides insights into student perceptions and attitudes towards blended learning in India's post-vaccine classrooms. It highlights the importance of tailoring blended learning strategies to meet colleges' and universities' diverse learning needs and goals in this evolving context. The findings serve as a valuable resource for educators and administrators, aiding in designing effective blended learning frameworks suited explicitly for higher education in India, the study did not explore customer satisfaction on the portal or the records management system but rather focused on blended learning or distance learning.

This study by Iqba et al (2022), equally did a study on Students' Perceptions and Experiences of Online Education in Pakistani Universities and Higher Education Institutes during COVID-19 investigates the perceptions and experiences of students regarding the various aspects of online education while studying at the Pakistani Higher Education Institutes (HEIs) and universities that shifted to online modes of instruction during the COVID-19 pandemic. The focus of this study was to identify the level of satisfaction of students with the support being provided to them by their institutes and instructors; the use of different modes of communication and assessment methods; and their home study environment. It also explored the positively and negatively influencing factors affecting online education, as perceived by them. An online questionnaire-based cross-sectional survey research design was chosen for conducting this study. Data were collected from 707 respondents belonging to various Pakistani HEIs and universities and analyzed using the SPSS software. The study under review revealed a considerable dissatisfaction among the study population regarding online education being provided to them during the COVID pandemic. The study under review further showed that participants raised concerns over the lack of institutional support and the quality of online instruction. Other issues raised included unsuitable study environments, unavailability of electricity, and connectivity issues. Overall, the majority of the students indicated that they would not like to opt for online classes in the future once the pandemic was over. This study did not respond to the customer satisfaction research gap of student records management.

Quispe et al (2021), Latin American universities (LAUs) have been going through a serious lack of economic resources which has plunged them into a deep financial crisis. The COVID-19 pandemic has exacerbated this calamity. However, LAUs have implemented online teaching processes in order to mitigate the effects of scheduling and other classroom disruption. There

is evidence that these modes of teaching have had a reasonable reception but the level of student satisfaction is yet unknown. This article takes a systemic view of the predicament facing LAUs. It represents the elements related to the disruption caused by COVID-19 in a rich picture, building a systemic framework to explore student satisfaction with remote teaching. Using a sample of 298 students from Brazil, Colombia, and Peru, the study analyzes their situation through: (a) Well-being, educational resources, and learning experience and; (b) General satisfaction with virtual classes. Applying exploratory factor analysis, this study identifies three dimensions: (a) satisfaction with support and adaptation in the virtual modality; (b) satisfaction with the interaction in the virtual classroom; and (c) satisfaction with the development of the study program. Medium/high scores for the dimensions indicate moderate/high levels of satisfaction. The findings suggest that there are still unsatisfied needs regarding access to digital resources and socio-emotional needs. This article could be of interest to Higher Education Institutions (HEI) planners dedicated to post-pandemic, virtual education. The researchers quest to find modalities that universities have put in place to ensure customer satisfaction the majority of the research findings to modalities and strategies universities around the world have put in place due to the COVID 19 pandemic and this only focusing on blending learning.

A Study by Gallardo-Vázquez, et al (2020) on Social Responsibility Attitudes and Behaviors' Influence on University Students' Satisfaction. Mentioned that the study focused on university social responsibility (USR). Corporate social responsibility is currently an extremely common strategy implemented by organizations. Higher education institutions are also introducing this strategy to enhance their performance, seeking to ensure that every university action is socially responsible and oriented toward achieving advantages over competitors. This competitive advantage is the result of a social responsibility vision, which has an ethical core, that the University has implemented or is implementing among all its stakeholders. These institutions work in four areas: instruction, research, management, and projection to society. Universities must thus strive to meet the interests of different stakeholders. This research concentrated on university students as an important stakeholder. The main objective was to evaluate university students' participation in USR activities, as well as assess the impact of relevant university practices. In addition, the study sought to measure the existing causal relationship between students' participation and their university's practices in terms of student satisfaction. The fieldwork was conducted with an electronic survey distributed to a group of University of Extremadura students in Spain. A total of 362 valid questionnaires were collected, which were

processed using structural equation modeling and partial least squares. The results have implications for university management in the area of social responsibility, concerning the new USR trends are revealed. In terms of originality and value, this research emphasized a specific stakeholder in universities, namely students, and ways their satisfaction can be achieved through USR.

Another study by Rajeh, et al (2021), In china mentions that Coronavirus disease (COVID-19) has forced the urgent lockdown of schools and colleges worldwide. To ensure the continuity of education a shift from traditional teaching to e-learning was required. This study aims to identify factors that affect students' satisfaction and continued intention towards e-learning. A questionnaire was distributed to medical and dental students (second to sixth year) from different universities in Saudi Arabia. The study synthesizes the expectation-confirmation theory (ECT) and the theory of planned behavior (TPB) to predict students' satisfaction and intention to continue using e-learning using a validated self-administered questionnaire. We used the structural equation model to analyze the results and assess the study's hypotheses. A total of 870 completed questionnaires were received (67% response rate). The results showed that students were at a moderate level of satisfaction (median = 3.5). According to the ECT, both perceived usefulness and confirmation significantly influenced students' satisfaction ($\beta = -.69$ and $\beta = .82$, respectively). Satisfaction was the strongest predictor of students' continued intention ($\beta = 1.95$). Among the TPB constructs, perceived behavioral control ($\beta = .51$), attitudes ($\beta = .39$), and subjective norms ($\beta = .36$) had a significant positive influence on their intention to use e-learning. The study under review suggests efforts to increase students' satisfaction and intention with e-learning should be directed to adopting easy and useful e-learning platforms. In addition, training and motivating students to continue e-learning and increasing their confidence to ensure the effective and efficient use of such teaching modalities which if implemented at Chalimbana University can improve the perception of customers who interact with the student records management system and have clients who are satisfied with the use of it.

Cramer & Chandlez's (2023), study on the student is our customer: the impact of student satisfaction on retention at bible colleges in Arizona. Mentioned that although a significant amount of research has been invested in examining various retention theories, a limited amount of research exists regarding Bible colleges, particularly concerning retention. While Bible colleges are a niche within the Higher Education sector, they serve an important function of

training ministry leaders who have meaningful societal impact. Using institutional data, this study investigated the correlation between student satisfaction with campus services and institutional retention rates. Specifically, it examines institutional data on 35 of the 75 eligible Bible colleges that use the Noel-Levitz Student Satisfaction Inventory (SSI) to determine if there is a correlation between these colleges' retention rate and their customer service performance as measured by their student satisfaction with campus services. To understand the relation to retention, student satisfaction as measured by the response to three summary questions on the Noel Levitz Student Satisfaction Inventory (SSI) was compared to the institution's retention rate using multiple linear regression. In addition to determining the relationship between student satisfaction and retention, this study also investigated to what extent there is relationship between student satisfaction levels with Student Centeredness (IV-1), Campus Support Services (IV-2), Safety and Security (IV-3), Concern for the Individual (IV-4), Service Excellence (IV-5) and Campus Life (IV-6) versus the retention rate (DV) of each institution through simple linear regression and then hierarchical regression. The results of this research demonstrated a significant relationship between "confirmatory bias" (a lack of regret of initial enrollment) and retention. In examining the six chosen areas of student satisfaction, Campus Support Services emerged as the most significant influence on a student's desire to persist and retain. While studies are using the National Survey of Student Engagement (NSSE) about retention, there is a very limited amount of research using the Noel-Levitz iv Student Satisfaction Inventory (SSI), especially regarding Bible colleges. Because Bible colleges are a niche within the Higher Education spectrum, their leadership needs this data regarding retention to assist in making informed strategic planning decisions. The difference is that this study focused on a bible college's retention rate and customer service performance as measured by their student's satisfaction with campus services and this study is looking at a public university

2.4.2 Continental View

Teresa, & Keno (2022) in a study on Students' Satisfaction with the Practices and Implementation of Non-Regular Education Programs in Ethiopia: assessed students' satisfaction with the practices and implementation of non-regular education programs (NREPs) with particular regard to Haramaya University (HU). To achieve the aim of the study, an explanatory sequential mixed methods research design, which initially allows collecting quantitative data and then qualitative data for elaboration on the quantitative data, was used. The study used a 5-point Likert scale questionnaire for quantitative inquiries from 741-students

belonging to different centers, and follow-up with 20 interview participants purposefully selected to elaborate those results in more detail. In the quantitative phase, four features were considered as predictors of students' satisfaction with service quality: (a) academic issues, (b) administrative issues, (c) resources/facilities, and (d) assessment and feedback issues. In the qualitative follow-up, the semi-structured interviews outlined three major themes: (a) overall teaching-learning, (b) administrative and management issues, and (c) learning support facilities. The paper used descriptive statistics to interpret the quantitative data and thematic content analysis to interpret the qualitative data. The findings are presented sequentially following the order of the analysis of quantitative and qualitative data presented in the paper. The research did not look at other stakeholders but rather focused on student satisfaction of the programs being offered, it did not further look at customer satisfaction of the records management systems.

While blended learning is well entrenched in many developed countries as a solution towards enabling access to educational resources and managing student diversity, this may not be the same for rural based universities in developing countries. Yet, blended learning is ideal for the current terrain of the COVID-19 pandemic which requires learning modalities that promote social distancing to reduce the spread of the disease while ensuring that students have access to quality teaching and learning materials and to frequently stay engaged. For many rural based universities, successful blended learning implementation implies an exploration of possible ways to strengthen existing practices. This paper, using the document analysis method, sought to explore the prospects and pitfalls of implementing blended learning in rural- based universities in Southern Africa. The blended learning implementation framework by Graham, Woodfield and Harrison (2013) served as a guiding framework as it was specifically designed to determine success in blended learning adoption and implementation in education. This framework utilizes the constructs of strategy, structure and support to differentiate the stages of adopting blended learning. These three stages are in a continuum and comprise awareness and exploration as stage 1, adoption or early implementation as stage 2 and mature implementation and growth as stage 3, with stages differing depending on the extent of formalization of the institutional strategy, structure and support.

Findings indicated prospects of blended learning entail providing opportunities for flexible learning, enabling access to a wide range of educational resources and limiting alienation associated with purely online education delivery. For many institutions, however,

implementation of blended learning is still a mirage with the majority still at the first stage of Graham et al.'s (2013), blended learning adoption and implementation framework owing to technical resource constraints related to unstable or non-existent network coverage characteristic in rural locations, curricular deficit stemming from the blended learning model not aligning to context, thus lowering morale for wider implementation. This is exacerbated by weak goodwill and limited policy guidelines on a specific blended learning model. The study under review concludes that creating conducive conditions for blended learning in rural based universities necessitates a context friendly implementation model where institutional evaluation data inform strategies, support and pedagogical approaches and related resources that can be used locally and did not look at exploring customer satisfaction of the student records management system at a Zambian public university. The study recommends governmental support for resourcing rural universities to acquire affordable and usable resources to offset challenges hindering blended learning and customer satisfaction.

A study by Katusiimeh, et al (2024), *Implementation of Quality Assurance Systems in East African Public Universities Worldwide*, it is acknowledged that education is the engine of national development as it empowers individuals to improve their skills and reduce inequality on various fronts. Higher education plays a significant role as agents in achieving Sustainable Development Goals (SDGs). The drive for quality assurance in higher educational institutions has recently become key, especially when evaluating their performance. The establishment of quality assurance offices and setting regional, national and university policy frameworks are some of the key strategies to improve quality of education. Despite the quality assurance institutionalization and the policy frameworks in place, the general performance of universities remains problematic. Using documentary review of literature, focus group discussions and interviews of academic staff in two East Africa Universities, this paper documents and examines the difficulties in implementing quality assurance systems in African Public Universities. The study discovered that scarce financial resources, inadequate human resources, negative perceptions, lack of better understanding about what the Office of Quality Assurance does and doesn't do and poor physical infrastructure are the major difficulties hindering the implementation of effective quality assurance systems in higher institutions of learning. Ideas for improvement include availing more funds to the quality assurance units and granting them more autonomy.

A study by Mwebi (2022), on Student Satisfaction as a Precursor to Institutional Commitment: A Reflection of Educational Quality through Graduate Exit Surveys in Kenya's higher education institutions are a pivotal feedback mechanism with regard to the quality of educational services that are offered in an institution. Through graduate exit surveys, there is an assurance that the educational experiences proffered by the institution are able to meet the mission and vision of an academic programme on one hand and the societal requirements on the other. This study reflected on the quality of education and the satisfaction levels of exiting students of Laikipia University during the 7th graduation cycle. Anchored on the SERVIQUAL model, the disconfirmation paradigm and the expectancy value theories, the study sought to address three specific objectives; namely, to find out the views of the 2019 graduation cohort regarding the quality of education offered at Laikipia University; to examine the satisfaction levels of the 2019 graduation cohort with regard to support services i.e. library, ICT, hospitality and environment within and outside the University; and to find out the level of commitment of the 2019 cohort of graduates to the University.

The findings were descriptively analyzed using the mean indices to measure impression on quality and student satisfaction. The study findings revealed that the cohort graduates of 2019 had a positive impression on the quality of education offered at the university with a mean rating of 3.19. They were also satisfied with support services; library facilities (mean = 2.94), ICT infrastructure (mean = 2.78), hospitality services (mean = 3.05) and the general environment within and outside the university (mean = 3.11). Based on the levels of satisfaction, the graduates expressed a commitment and willingness to recommend other prospective students to pursue courses at the University. In the spirit of continual quality improvement, the study recommends among others that the University should continue to expand the existing capacity of laboratories and studios to accommodate more students as a way of increasing access to these facilities; continuously provide adequate and up-to-date study materials; sensitize students on the existing e-resources and allow internet access within the library for ease of referencing the e-resource; expand the ICT infrastructure by having more computer labs to increase accessibility; increase the internet bandwidth for stronger internet connectivity; and increase the availability of recreational services.

Student satisfaction is of great significance in online learning, but few studies have explored its determinants in emerging countries. This study investigated the determinants of university students' satisfaction with online learning platforms in China by applying the Technology

Satisfaction Model during the COVID-19 pandemic when an unprecedented amount of learning began to take place online due to the closure of educational institutions. A total of 928 students from five universities in four Chinese provinces or municipalities were surveyed through a purposive sampling technique and analyzed through structural equation modeling and the Rasch model. Findings show that Chinese university students' satisfaction with online learning platforms is directly and indirectly impacted by their computer self-efficacy and the perceived ease of use and usefulness of the platforms. Findings also show that regional differences moderate the associations among these components. The current study adds to the theoretical, methodical, and practical understanding of university students' satisfaction with using online learning platforms, which have been recognized as irreplaceable emergency educational tools. The study under review focused on online learning platforms unlike student registration and student records management.

Another study by Santos, et al (2020) on Understanding social responsibility's influence on service quality and student satisfaction in higher education, *Journal of Cleaner Production in South Africa*. The COVID-19 pandemic has forced higher education institutions to rethink the delivery of education. Blended learning (BL), particularly online/eLearning, has become the life support for continued education. BL is a pedagogical approach that combines online asynchronous and/or synchronous and face-to-face (F2F) interaction between lecturers and students, enabling learning to occur independently of time or place. Perceptions and attitudes of students towards BL are important predictors of success.

To determine the attitudes and perceptions of audiology and speech-language pathology students towards BL at the University of KwaZulu-Natal (UKZN), Durban, South Africa. A descriptive survey design with quantitative methods of analysis was used. Eighty-six participants completed an online questionnaire through Google forms. The tool demonstrated good internal consistency, with a Cronbach α score of 0.82. Most participants agreed that combining traditional and eLearning BL improves learning skills and enables more student involvement in learning. Comparisons between attitudes and year of study yielded a statistically significant association, with senior students having a more positive attitude towards BL than second-year students ($p=0.003$). Attitudes between male and female participants were generally similar; however, females felt that BL helped them to understand lecture material better and to increase interaction (statistically significant; $p=0.021$). While 93% perceived the online platform, Moodle, which is used by UKZN, as being useful, only 51% indicated that it

improved efficiency of learning to a great extent. Despite the challenges around connectivity, computer illiteracy, system and technical problems, students concluded that BL enhanced the learning experience and fostered a student-centered approach to teaching and learning. This study focused on blended learning as compared to exploring customer satisfaction of the student records management system.

2.4.3 National View

A study by Kaira & Phiri (2022) in Zambia explored knowledge management (KM) in higher education institutions (HEIs). KM involves creating a centralized knowledge system that facilitates the acquisition, sharing, and reuse of both internal and external knowledge, which is essential for innovation. Despite its importance, HEIs in Zambia do not prioritize KM practices. The study aimed to propose a model to assist in implementing KM in Zambian HEIs, focusing on four institutions: The University of Zambia, Mulungushi University, Chalimbana University, and the National Institute of Public Administration (NIPA). Using a mixed-method approach, the study collected data through online and hardcopy questionnaires, analyzing it with IBM SPSS. The findings showed that while respondents had good awareness of KM, it was not widely practiced, and there were no established KM policies, strategies, or departments in these institutions. The study proposed a model based on critical success factors (CSFs) to guide the adoption of KM practices. However, the study focused on KM policies rather than customer satisfaction with student records management systems.

This was explanatory research and was a one-time case study. It made use of questionnaires and semi-structured interviews to collect quantitative and qualitative data, which were analyzed using Statistical Package for Social Sciences and content analysis, respectively. The sample size was 104 comprising 60 students, 40 lecturers, and four key informants, one from each of the four schools namely; the School of Mines, School of Engineering, School of Veterinary Medicine, and School of Agricultural Sciences. The four key informants were purposively selected while simple random sampling which combined the lottery method and systematic sampling was used to select the lecturers and students. The findings show that MOODLE is very effective in enhancing distance education in public universities such as UNZA. This is because most of the lecturers and students can use it. This is achieved through measures put in place by the university management such as the creation of an online platform that allows lecturers to perform their work and training of lecturers on the use of MOODLE.

Although management created online courses to enhance distance education, not all lecturers can deliver all courses online, and not all students access lectures on the online platform due to various challenges. Furthermore, MOODLE is not very effective in reducing in cost of accessing university education in public universities such as UNZA. This is because there are some areas where students still incur costs to access education despite using MOODLE. One area is accommodation, where 26.7% of the students experienced a reduction in the cost of accommodation when using MOODLE while 73.3% of the students did not. Transportation, where 46.7% of the students experienced a reduction in the cost of transportation when using MOODLE while the majority 53.3% did not. Accessing lectures, where 26.7% of the students experienced a reduction in the cost of accessing lectures after the introduction of MOODLE while 73.3% did not, the introduction of MOODLE at Chalimbana University will be an addition to the use of the student records management system which will bring about more client's satisfaction with that service.

This study by García-Murillo, et al (2020), mentions that technological Satisfaction with Moodle in higher education aimed to investigate factors associated with students' satisfaction with using LMS - UNIEC Virtual in blended learning courses in UNITAR International University, Kelana Jaya. Three factors; perceived ease of use (PEOU), facilitating conditions, and interaction are selected as independent variables in this study. This research was designed using a quantitative method with 17 closed-ended items questions with a 5-Likert scale and one open-ended question. The questionnaire was developed and modified from a published instrument and previous literature. 70 students were selected from Semester 3, Faculty of Education and Humanities by using cluster sampling. From the data analysis using Spearman Coefficients, there is a statistically significant correlation between facilitating conditions, perceived ease of use, and interaction on student satisfaction with using LMS. Results showed that in perceived ease of use (PEOU), participants agreed that they could easily access UNIEC Virtual features without any training and were confident in their computer skills to perform the task on UNIEC Virtual. As for the facilitating conditions, results showed that the students were able to navigate through the items on the website interface without difficulty. On the other hand, students suggested having a tutorial on how to use UNIEC-integrated features, such as Office365 mail. Regarding the facilitating conditions, the students feel that course notes, forums, and assignments on UNIEC Virtual helped them achieve a better learning outcome. They enjoyed participating in the discussion forum as well as creating ways to interact with the course mates and lecturers.

Moodle is a learning management system (LMS) widely distributed on a global scale and therefore studied in the context of blended learning. Although the literature includes important contributions to satisfaction evaluations of this LMS, to the best of our knowledge, no investigations exist providing a quantitative summary of them. In this sense, we focus on summarizing the degree of global technological satisfaction that users have with Moodle, specifically in the context of higher education. A meta-analysis of proportions was carried out on the studies published from 2001 to 2019. The degree of technological satisfaction regarding Moodle was considered the effect size. Results show that Moodle gave users a high degree of technological satisfaction (effect size of 0.78 with a 95% confidence interval of 0.72 to 0.84). These results have a moderate but significant heterogeneity of 67%. It was also observed that this effect size is not sensitive to factors such as the number of participants, the application of an evaluation standard, and the comparison of Moodle with other LMSs. However, in this study, the participant type (lecturer or student) was a significant moderator variable. No publication bias was observed.

In many developing countries, at least in Africa, many colleges and universities continue to deliver undergraduate-level education in the in-person, face-to-face, mode. Many of these institutions are slow in adopting and embracing the online learning mode. This study investigated levels of interest among prospective and enrolled undergraduates for the full-online or blended learning mode. The study also assessed the factors that stimulated the interest of these groups in the preferred delivery mode. Based on a sample of 414 prospective and enrolled undergraduates from private and public colleges and universities in the context of Botswana, and using a survey design that involved questionnaires, and regression analysis, the study found that the majority (56%, $n=414$) of the sample was interested in and preferred some form of online or blended learning, compared to the face-to-face learning mode. The proportion of individuals with a keen interest in the blended learning mode, at the undergraduate level, is surprisingly high. The motivational drivers for the student choice are linked to greater flexibility and convenience and perceived better opportunities for interactions with professors and classmates (OR=10.9; 95% CI: 5.4 – 22.1). The COVID-19 outbreak and the requirements for social distancing may have also accounted for the level of interest reported. The findings have major significance for curriculum design and development, instructional design in higher education, education technology infrastructure development, and long-term enrolment planning.

Andrews & Turner (2020), in a study on customer experience in service delivery in the UK public sector, established that the quality of employee performance, marked by responsiveness, competence, and promptness, influenced customer satisfaction. Silvestri et al (2018), in a study on service quality and customer satisfaction in thermal tourism, found that the employee's desire to help customers, the promptness of services, and the capacity to provide individualized attention to clients provided more customer satisfaction.

In a global competitive marketplace where consumers seek value in their daily purchases, innovation has become contemporarily essential in both theory and practice. Innovation is all about offering new or adapted solutions to customer needs or problems in such a way that adds value as defined and used by customers (Vargo and Lusch, 2014; Michel et al., 2008). In Sub-Saharan African countries, for which Ghana is not an exception, the continuous growth in technology and its sophistication, coupled with the proliferation of mobile phones, especially in the telecommunication industry (Aker and Mbiti, 2010), have pushed many mobile network operators to build robust innovative service products to gain consumer satisfaction.

The purpose of this move is to increase the satisfaction of customers toward their service offerings. The strength of achieving customer satisfaction (CS) is therefore acknowledged as a significant indicator of service innovation success.

Despite the tremendous benefits firms acquire from satisfied customers, and the heavy investments made toward innovation to achieve these benefits, Wilke and Sorvillo (2005) explain that a vast majority of innovations fail within the first three years of their introduction into the marketplace. In recognition of this challenge, one key issue championed by marketing scholars, academics, and practitioners is acknowledging that the success of service innovation to achieve CS greatly depends on customer value creation (CVC). In the past, there have been some erroneous perceptions that innovation was a preserve of manufacturing businesses, reflecting the fact that innovation theory has its roots in a time when manufacturing was the major economic activity. While services are seen to be generating a lot more to support nations' GDP and have outdistanced manufacturing from an employment perspective (Menor et al., 2022), manufacturing has continued to dominate innovation studies (Jaw et al, 2020; McDermott and Prajogo, 2022). Quite profoundly, an earlier taxonomical review of literature on innovation studies revealed a paucity of research in services, with little clear coverage of the subject area (Hauser et al., 2021; Jaw et al., 2020).

Scholars such as Ettlé and Rosenthal (2022) and Ostrom et al. (2023), have therefore championed a call for further extensive research into the area of innovation in services. To catch up with the pace of manufacturing innovation, scholars have looked at different aspects of service innovation subject to the view of bridging this gap (Carlborg et al., 2022). Despite these attempts, a major area of service innovation literature that has not yet received massive attention is the service innovation measurement, particularly from the customer's perspective (Janssen, 2019), as the above-mentioned studies mainly focused on management's perception. With respect to CVC, despite its centrality marketing thought. Research on the concept is still nascent and in the early stages of conceptual development (Zhao et al., 2020; Cheng and Chen, 2020). Many companies fail to meet customer expectations concerning creating customer value probably because managers are not completely sure of what brings value to the customer, or how it is created. The apparent confusion of how value is defined by different scholars lends to the fact that there is real importance for a study in value creation.

A study by van Schalkwyk & Steenkamp, (2023) on the effect of higher education quality on student satisfaction mentions that in education, students are customers who meet universities at a fee to acquire knowledge and skills (Abili, Thani, Mokhtarian, & Rashidi, 2020). All this is undertaken to equip, enrich, and extend human understanding for social and economic development. Therefore, to enhance national competitiveness, university education should be the leading system for preparing and equipping workers to become highly skilled, creative, innovative, and professional. Therefore, an evaluation of education service quality becomes important. The higher education sector in Zambia is divided into two subsectors: the universities subsector and the subsector in relation to colleges and trade institutes. The Higher Education Authority (HEA) is a government institution established under an Act of Parliament No. 4 of 2013. The purpose of the HEA is to register and regulate universities to ensure the quality of delivery of services. The HEA is expected to provide this oversight by offering quality assurance, and regulatory and advisory services. However, besides registering new universities, the HEA is yet to begin executing the other responsibilities related to service quality. Since political independence from the British in 1964 to the year 2000, the country only had 2 public universities. However, from the year 2000 to 2017, the number of public universities has increased to 8 while the number of private universities has grown from 0 to 55 (Higher Education Authority, 2017) hence the study to explore customer satisfaction with the systems and services are being used in public universities like Chalimbana University.

A study by Helgesen and Nettet (2019), in Norway as well as Brown & Mazzarol (2020) in Australia, and Ali et al. (2022) in Malaysia explored the link between student satisfaction and loyalty, there is a shortage of studies linking service quality, student satisfaction and behavioral intentions of loyalty and positive word of mouth. The implication is that to maintain relevance and ensure their survival, universities, whether in developed or developing countries, should deliberately put in place mechanisms to assess, monitor, and improve appropriate elements of service quality. Unfortunately, African countries are under-researched in terms of university service quality and this limits the generalizability of prior research conclusions. Literature with a Zambian context is non-existent. Reproducibility and replicability are at the heart of science and critical to the development of knowledge in any scientific field (Evanschitzky et al., 2021). The Academy of Management Journal (AMJ), globally the topmost journal in business and management research, indicates that replication research is important for enhanced confidence in existing knowledge even for seemingly well-understood relationships. This is especially so if internal or external validity issues are not yet settled for whatever reasons (e.g. limited contexts of prior research) and there is an empirically established relationship that should serve as a basis for broad theorizing in a field or that has company-wide or public policy implications (Eden, 2002; Miller & Bamberger, 2016: p. 314).

Culturally, Zambia has high power distance and low masculinity scores (Hofstede, 2017) and so individuals are expected not only to respect and not question authority but also to be seen to be supportive of others. This may influence how individuals evaluate service quality elements. Therefore, it would be insightful for scholars and practitioners to explore prior research findings that can hold a different context. The consequences of the lack of research in the Zambian context are that stakeholders have no context-specific evidence of the applicability of frameworks in extant literature to assess quality, develop strategies, and set resource allocation priorities to improve quality. The lack of context-specific research evidence entails that universities have inadequate information on their capabilities and areas requiring improvement to meet/exceed the expectations of stakeholders. Moreover, while the three public and prominent universities still have a larger market share, competition is increasing due to a proliferation of private and public universities in Zambia from 2 in 1990 to 61 in 2016 (Ministry of Education Report, 2016; Higher Education Authority, 2017).

Generally, service quality is the overall assessment of a service by either a customer or any other stakeholder; does the service meet/exceed expectations i.e. is it fit for purpose (Eshghi,

Roy, & Ganguli, 2021) It is a judgment or attitude relating to the overall excellence or superiority of a service (Khodayari & Khodayari, 2019). Simply put, perceived service quality is an overall evaluation of the goodness or badness of a service (Twaissi & Al-Kilani, 2021). Providing high service quality helps not only to retain existing customers but also to attract new ones because of positive recommendations to other stakeholders e.g. prospective students, employers, guardians, sponsors, and regulators (Ladhari, 2020; Negi, 2020). This entails that universities operating in a competitive environment must consider how to deliver high-quality service to meet the needs of stakeholders (DeShields Jr., Kara, & Kaynak, 2022). Institution-wide student feedback about the quality of their total educational experience is an area of growing activity in universities globally (Cardona & Bravo, 2020; Zineldin, 2020).

A study by Zeithaml et al., (2020) on Customer Satisfaction in Higher Education has been defined as the experience that a customer has with a service encounter about what was expected. It is the outcome related whereby the customer compares what they had before and after experiencing a product or service (Aydin, Ozer, & Rasil, 2021) In simple terms, it is the feeling associated with the outcome that is equal or beyond what was expected. Satisfaction is thus based on the ability of a service provider to meet or surpass the expectations of a customer (Khan & Matlay, 2020; Rezaei, Rezaei, Alipour, & Salehi, 2020). Marketing literature indicates that satisfaction operates at two levels namely, transaction-specific and overall.

Transaction-specific satisfaction is related to each encounter with a product while Overall satisfaction is the cumulative sum of all the previous satisfactions (Johnson & Fornell, 2022; Jones & Suh, 2021; Rezaei et al., 2021). Nevertheless, there seems to be a consensus as regards conceptualizing the student as the main customer of higher education institutions towards whom service performances are centered (Senthilkumar & Arulraj, 2011; Yunus, Ishak, & Razak, 2022). Indeed, this is why about universities some studies employ the phrase “student satisfaction” as opposed to “customer satisfaction” (Cardona & Bravo, 2022); Students’ satisfaction reflects outcome-related experiences with university services in comparison to pre-consumption expectations. Likewise, the totality of satisfaction with specific service encounters leads to overall student satisfaction.

Student satisfaction is deemed an important construct for understanding behavioral intentions or outcomes at the individual student level. It is also essential to consider strategies that may be used to attract and retain students for future programs at an organizational level (Negricea, Edu, & Avram, 2022). To measurement approaches, customer satisfaction models have focused

on the service quality gap (Parasuraman, Zeithaml, & Berry, 2021) which compares expectations to actual service delivered. On the other hand, some studies have used a single-item measure to assess overall customer (Kambitsis, & Laios, 2021). In this study, student satisfaction is evaluated using a single-item measure to capture the overall satisfaction of students, and academic and non-academic staff.

2.5 The SERVQUAL Model

The SERVQUAL model is commonly adopted to understand customer satisfaction. It is specially adapted to measure gaps in service orientation. The SERVQUAL model postulated by Parasuraman et al (2020). over the years has been extensively applied by many authors. According to Hui and Zheng (2021) in the SERVQUAL model, customers evaluate service quality dimensions by comparing service outcomes with actual performance. They indicate that the service dimension is a function of the perspectives between expectations and perceptions. Therefore, Alzaydi et al (2022) define service quality as the difference between perception (P) and expectation (E). Jaiyeoba et al (2020) in a study of e-service usage metrics and satisfaction in Botswana contended that SERVQUAL is a leading model used to evaluate service quality and to assess customer satisfaction. The SERVQUAL instrument has 22 scale items used to evaluate service quality dimensions namely tangibility, reliability, responsiveness, assurance, and empathy. Each sub construct measures expectations and perceptions. With minor modifications, Alzaydi et al (2022), Chodzaza Gombachika, and Wisniewski argue that SERVQUAL can be adapted in any firm. By doing so, service quality gaps are identified which managers benefit from while investigating how best to target performance metrics. This tool will highly be beneficial to the implementation and improvement of service quality at Chau.

Alzaydi et al, (2022) are also of the view that the identification of these gaps including pinpointing the performance metrics leads to a better focus on performance outcomes. In addition, a positive gap in service or exceeded expectations indicates that there are “over-supplied” features of the service and re-deployment of resources. This is relevant for the public sector as its resources are increasingly under pressure. Furthermore, a breakdown of five service quality dimensions into separate statements allows a firm to focus on problem areas thereby improving service delivery. For example, in the UK and Scotland, the SERVQUAL model has been used in different sectors including catering services, public libraries, housing, grounds maintenance, and leisure services. This is an indication that the SERVQUAL model can be applied across different public sector services to assess customer satisfaction. Based on

this, the SERVQUAL model can be utilized to investigate service quality and service performance in either the public or private sector.

A records management policy is a well-organized written document that guides the establishment of a records program. Records management policy should be comprehensive to cover both paper-based and electronic information. The policy should cover the creation and management of authentic reliable and useable records capable of supporting business functions and activities, the policy should be adopted and endorsed at the highest decision-making level and promulgated throughout the organization ISO (2022) established that most institutions in sub-Saharan Africa lack written and approved policies for records management which do not augur well for the institutions and their operations. Tagnotor et al 2020 analyzed records management and organizational performance in a polytechnic in Nigeria and reported that there a comprehensive records management policies and manuals in place that are being used.

The studies of Azameti and Adjei (2023), added that the state of records management in Ghanaian academic institutions in the past decades was not pleasant. According to the authors, there was a lack of national policy on educational records management and every single institution had its unique records management system however such systems were not without challenges.

The study by Out et al (2024), established that the Koforidua Polytechnic had no laid down records management policy for academic records management which has led to different institutions implementing distinctive policies for educational records management. Similarly, Mensah and Adams (2024) emphasized that the existence of proper records management policies in an institution offers the mandate and general authority for the creation and use as well as preservation of records which are crucial to the effective management of every document. Azameti and Ajei (2023) did a study on the conceptualization of policy challenges in academic records management strategies in tertiary institutions in Ghana. The findings revealed policy lapses in the management of academic records in most of the high educational institutions in Ghana. The problem originated due to the absence of national policy directives for internal records management policies in different high educational institutions in Ghana. They stressed that the policy challenges in one institution might not differ from what happens in other institutions. The major reason for having records management policies is to guarantee that government policies capture reserve and secure a corporate memory of its activities and be accountable to its citizens or to those it serves (Kanzi 2020).

2.6 Summary

In this chapter, the researcher reviewed literature and other studies on the topic of study at global, regional, and local levels for the researcher to have a better understanding of the topic in line with the outlined objectives and research questions in chapter one. The cited literature helps the study in understanding in-depth customer satisfaction and records management and how these concepts are used and applied in different studies, there has been little literature on customer satisfaction of the student records management system as compared to studies on customer satisfaction of blended learning.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, area of the study, sample or population of the study, sampling procedures, methods of data collection, data collection tools, reliability and validity of the data, data analysis methods, work schedule, and expected budget for the intended study.

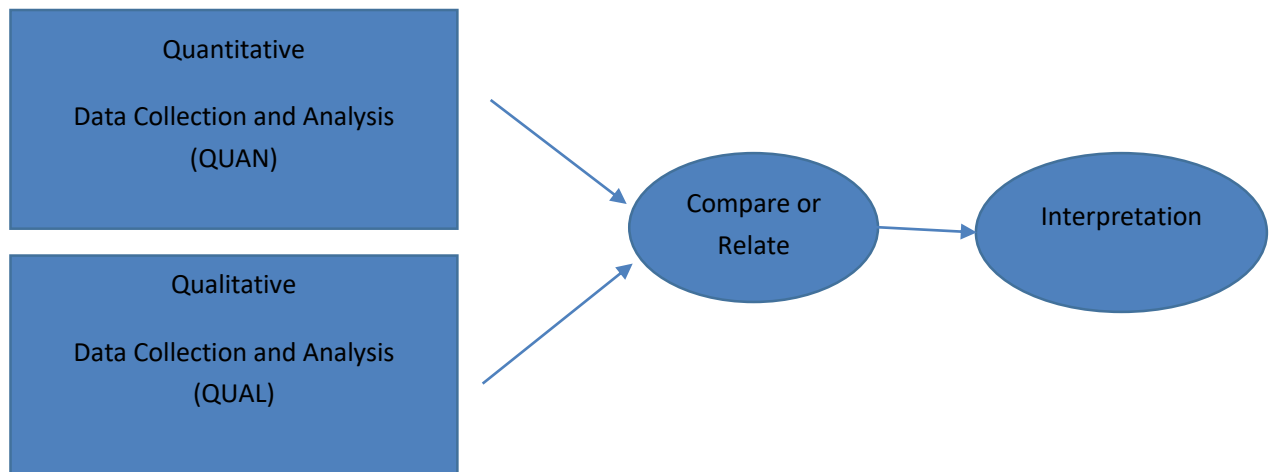
3.2 Research Approach

The study used a mixed methods research approach, which is based on methods of the interview guide, and a 3-point Likert scale questionnaire as a method of inquiry. A mixed methods approach was adopted because it allows the researcher to collection of both qualitative (open-ended) and quantitative (closed-ended) data in response to research questions quantify customer satisfaction using a questionnaire and further collect firsthand information from the participants about the phenomenon or problems in their natural setting or environment according to Creswell (2020) research “explores the meaning of human experiences and creates the possibilities of change through raised awareness and purposeful action” (Taylor & Francis, 2023). Qualitative data was obtained through one-on-one interviews and quantitative data was collected through the 3-point Likert scale questionnaire.

3.3 Research Design

This study used the convergent mixed methods approach which is a basic and advanced mixed methods strategy that consists of combining the quantitative and qualitative data. In this approach, the researcher collected both quantitative and qualitative data, analyzed them separately, and then compared the results to see if the findings confirmed or disconfirmed each other.

Figure 2.0 Convergent Parallel Mixed Method Design.



The key assumption of this approach is that both qualitative and quantitative data provide different types of information often detailed views of participants qualitatively and scores on instruments quantitatively and together they yield results that should be the same. It builds off the historic concept of the multimethod, multi-trait idea from Campbell and Fiske (1959), who felt that a psychological trait could best be understood by gathering different forms of data. Although the Campbell and Fiske conceptualization included only quantitative data, the mixed methods researchers extended the idea to include the collection of both quantitative and qualitative data.

3.4 Population

Population refers to an entire group of individuals, events, or objects having a common observable characteristic. In other words, population is the aggregate of all that conforms to a given specification. McMillan, (2023) defines population as a group of elements or cases, whether individuals, objects, or events, that confirm specific criteria and to which we intend to generalize the results of the research. Population can also refer to an entire group of persons or elements that have at least one thing in common. Population also refers to the larger group from which the sample was taken. According to Bryman (2024), the target population is defined as the units from which the sample population is selected for a particular study. In this study, the target population will consist of the Lecturers, fourth (4th) year students, administrators, and, technical staff at Chalimbana University because this is a group of participants who interact with the student records management system.

3.5 Sample Size

A study sample refers to a smaller group of the study population that is selected to be tested and represent the entire population. The data obtained after testing the study population sample was used by the researcher to their inferences and generalize the conclusions to the entire study population. The study used 10 percent of the population to come up with the sample size of 65, 3 administrators, 10 lecturers 50 fourth-year full-time students, and 2 technical staff at Chalimbana University giving the researcher a total sample of 65 participants.

Table 1.2 Sampling Framework

SN	Category	Population	Percentage	Sample Size
1	Administrator	30	10%	3
2	Lecturers	100	10%	10
3	Students	500	10%	50
4	Technical Staff	5	10%	2

3.6 Sampling Techniques

For Quantitative data the researcher used Random samplings while for qualitative data the researcher used Extreme Case Purposive sampling for the I.T officers was used to come up with the students, academic and non-academic staff who interact with the student records management system and are experts in using the system this was entirely on the judgment of the researcher. Extreme case sampling was used which required individuals with a high level of knowledge about the subject of using the student records management system. These experts were selected based on their demonstrable skill set and level of experience possessed with the student records management system. Lohr (2021) supports that this sampling is useful when there is a lack of observational evidence and the researcher is investigating new areas of research or when conducting exploratory research. Expert sampling was used on a small number of cases which can be used to explain other similar cases. The study used Triangulation to validate the findings.

The researcher determined whether a case is critical by using the maxim, if it happens here, it will happen anywhere in other words a case is critical if what is true for one case is likely to be

true for all other cases. Although the researcher did not make statistical inferences with critical case sampling the researcher applied the findings to similar cases. The researcher used critical case sampling in the initial phase of research to establish whether a more in-depth study is needed Dawadi et al (2021).

3.7 Research Instruments

The researcher was guided by one-on-one Interview Guides and a 3-point Likert scale questionnaire as tools for data collection.

3.8.1 Interviews

Interviews are the common method of collecting data in any qualitative study. This study used one semi-structured interview with student's academic and non-academic staff. The method of data collection where necessary in-depth interviews conducted. This helped to collect more information from respondents with easy probing of more answers Hornby (2019) as quoted in Rwegelera (2020) defines an interview as a meeting in which a researcher asks somebody questions to find out his or her views. In addition, Bogdan and Birklen (2019) define an interview as a face-to-face version of the questionnaire.

For the target key informants, students, administrators, and technical staff, the Rationale for selecting the interview method is based on the potential the method must help the researcher obtain more information and in greater depth, through probing beyond the predetermined questions. Semi semi-structured interview was selected because, unlike the structured interview, the researcher is free to ask additional detailed questions that can explore more deeply into the participant's deep feelings, which means a researcher does not have to stick to the interview guide only. Therefore, the researcher used personal interviews to collect data.

3.8.2 3-Point Likert Scale Questionnaire

The researcher was governed by first objective was to determine customer satisfaction with the student records management system by using a Likert scale questionnaire which is a widely used method to measure attitudes and opinions regarding customer satisfaction study, the researcher in this study focused on the aspects that are crucial to customer experience in determining customer satisfaction of clients and providing answers to these using a simple 3-point Likert scale questionnaire with three statements.

3.9 Data Collection Procedure

The collection of data was done by first being cleared by the ethical research committee to allow the researcher to conduct the study. Further, the respondents were given a concert form

and information sheet which gave detailed information about the study. The research inquired about the most convenient time to conduct the one-on-one interviews with the respondents and an online Google form was sent to the respondents to answer to the best of their knowledge.

3.10 Data Analysis

Microsoft Excel was used to analyze descriptive statistics quantitative data and thematic analysis for the qualitative data and the themes that emerged from the research objectives. The researcher used relational content analysis which focused on the meaning and use of words and phrases. The focus here is looking at implicit data on how certain words helped the researcher to determine patterns and themes of meaning that could indicate levels of satisfaction of the stakeholders. A total of 30 interviewees were interviewed. The study further used the thematic analysis technique for conducting qualitative research as it helped in understanding the patterns of meaning within a text and this analysis technique worked well for both primary and secondary data. Thematic analysis is essential for qualitative research as it is used to understand the in-depth meaning of the data (Kiger & Varpio, 2020). The researchers aimed to understand the meanings and then generated codes. These codes further generate themes that help reach specific results. As a qualitative research, thematic analysis was also helpful in dealing with a large amount of data. The researcher designed a semi-structured interview guide to conduct the face-to-face interview. All the interviews were audio recorded by the researcher and later transcribed coded and grouped based on the emerging themes. Each of the interviews with a participant lasted between 8 to 13 minutes during their convenient hours in their offices. The results for each objective were presented in narrative as well as quotation marks.

3.11 Quality Assurance

The assurance of quality for information and data in this study was based on validity and reliability. Mugenda (2016) defined reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Thus, Reliability is the consistency or accuracy of the research instrument, in measuring whatever is measured. An instrument gives similar results for the same individual at different times to the degree. On the other hand, validity refers to the extent to which a measurement does what it is supposed to do.

3.11.1 Validity

Validity is present when the research results mirror the views of the people under study. Credibility in mixed methods research means the approach is based on establishing both quantitative validity (e.g., construct) and qualitative validity (e.g., triangulation) for each database. Validity and reliability are justifiable in research even though qualitative researchers

make use of various procedures to establish validity and reliability. This represents an investment of adequate time to learn the culture, test for false information, build trust, and usually repeat the procedure central to the case study.

In this study, every individual who was contacted needed to be given opportunities to decline or to participate in the project to make certain that data collection sessions included only those who were prepared to take part and ready to offer information openly. Credibility in research is an assessment of whether the research findings represent a “credible” conceptual interpretation of the data drawn from the participants’ original data (Braun, 2019).

3.11.2 Transferability

Research is utilized by the readers of the study. Even though generalizability typically applies only to certain forms of mixed methods, transferability can apply in varying degrees to many types of research. Unlike generalizability, transferability doesn’t involve broad claims but invites readers of research to make associations between elements of research and their own experience. For this study, an adequate thick description of the phenomenon under study must be given to allow the audience to have a proper understanding of it, thus enabling them to compare the instances of the phenomenon explained in the research document with those that they have seen emerge in their situations.

3.11.3 Reliability

Reliability ensures that the research findings are consistent and can be repeated. This is measured by the standard by which the research is conducted, analyzed, and presented. Each process in the study was reported in detail to enable an external researcher to repeat the inquiry and achieve similar results. This was attained through Ongoing support to address feedback, and reducing revisions and this research established dependability by having an outside researcher conduct an inquiry audit on the research study.

3.11.4 Conformability

In a mixed-method study, this is how the research is objective, especially when collecting and analyzing the data (Lichtman, 2020). It helps to make sure that the findings remain neutral and are confirmed and collaborated by others. Conformability is the last criterion of trustworthiness that a qualitative researcher must establish. This criterion has to do with the level of confidence that the research study’s findings are based on the participants’ narratives and words rather than potential researcher biases. This study will achieve this through Audit Trail where the researcher details the process of data collection, data analysis, and interpretation of the data.

These details can help provide valuable insight for readers to understand how the themes emerged from the data.

3.12 Anticipated Ethical Issues

Before administering the interview guide, permission was sought from the participants. Permission was granted on conditions of anonymity and confidentiality of participants. The respondents were informed that their identities would not be disclosed, and primarily their particulars would remain confidential, especially considering the sensitive nature of the study participants were assured that the data would only be used for academic purposes. Ethical concerns pertaining to the study were taken into consideration. Before the fieldwork, the researcher filled in an ethical clearance form by the ethical clearance committee, and the authority was granted having met all the requirements. Verbal and written consent was sought from the respondents. The researcher was brief in explaining to respondents the purpose of the research and the fact that participation in the study is voluntary. Furthermore, the researcher assured the respondents that all data that was collected would be given maximum confidentiality and that the names of respondents involved would not be disclosed but used for academic purposes only. Above all the researcher respected the privacy of respondents.

3.13 Summary

The chapter presented the research design, area of the study, sample or population of the study, sampling procedures, method of data collection, data collection tools, reliability and validity of the data, data analysis methods, expected findings, interview guide 3-point Likert scale questioner and a focus group discussion as data collection tools for the study which was analyzed using data analysis methods respectively. The target population included respondents who were students, administrators, and technical staff.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1 Introduction

This chapter presents the findings of the study obtained from primary data collected from a sample of 65 Chalimbana University customers, tables and figures were used to simplify the presentation of the findings of the study. On the other hand, explanations were also given to describe the data contained in the figures and tables.

4.2 Attributes of Respondents

Respondents were asked to present their demographic characteristics such as gender, age, Marital status, level of education, level of knowledge about the student records management system as well as how often they use the platform. The results of these demographic characteristics are presented below.

4.2.1 Gender of Respondents

Table: 4.1: Gender of respondents

Gender	frequency	percentage
<i>Female</i>	20	30.7%
<i>Male</i>	45	69.2%

According to Table 4.1 above, 30.7% of the respondents were females while 69% were males.

4.2.2 Age of Respondents

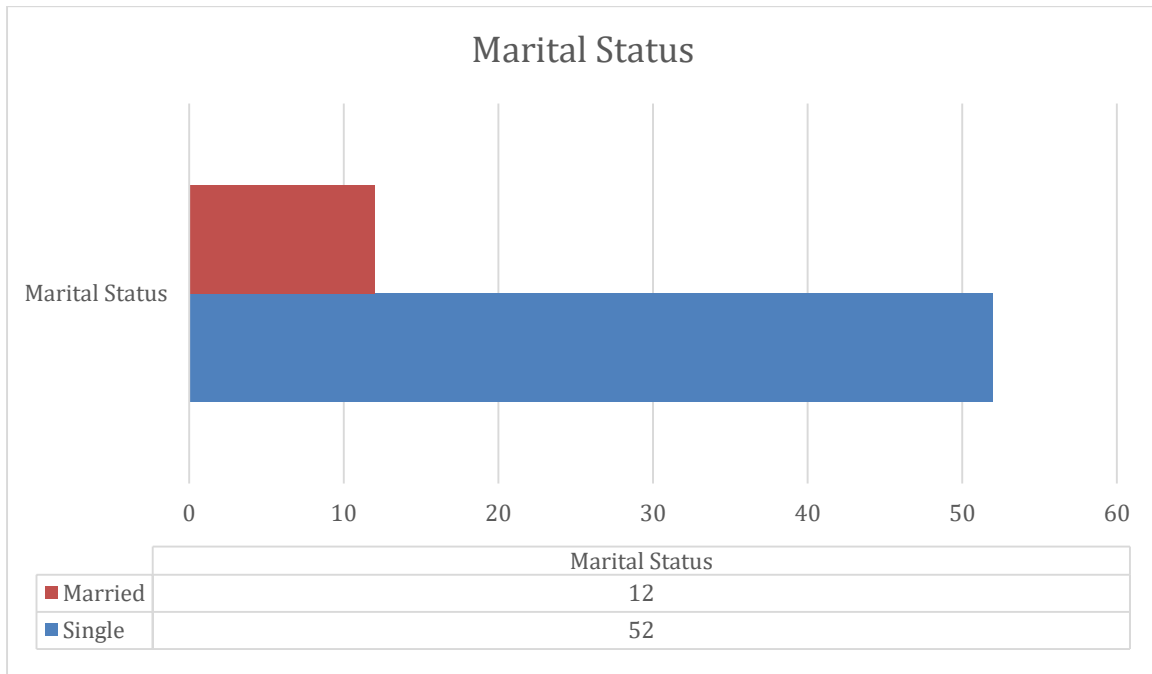
Table 4.2: Age of respondents

Variable	category	frequency	percentage
Age ground	18-24 years	19	29.23%
	25 and above	46	70.76%

According to Figure 4.2, Customers in the age category 18-24 years had 29.23. 70.76% of respondents were 25 and above.

4.2.3 Marital status of Respondents

Table 4.3: Marital status of respondents



According to Table 4.3 above, 86.53% of the respondents were single while 13.47% were married.

4.3 Level of satisfaction with the Student Records Management System

Table 4.4: Respondent satisfaction.

	category	frequency	percentage
Satisfaction of respondents	Low	13	20%
	Average	30	46.15%
	High	22	33.84%

Table 4.3 above shows the respondent's level of satisfaction. 20% said low satisfaction, 46.15% was average and 33.84% said they experienced high satisfaction.

4.4. Respondents on Student Records Management System Usage Rate

Table 4.4: Respondents usage rate.

Variable	category	frequency	percentage
Usage rate.	Daily	30	46.15%
	Weekly	13	20%
	Monthly	22	33.84%

Table 4.4 above shows that 46.15% of respondents use the records management on a daily basis while 20% use the records management system once a week. However, 33.84% of respondents use the records management system once a month.

4.5. Factors that affect customer satisfaction at Chalimbana University.

Table 4.5: Factors that impact customer satisfaction, particularly service quality factors.

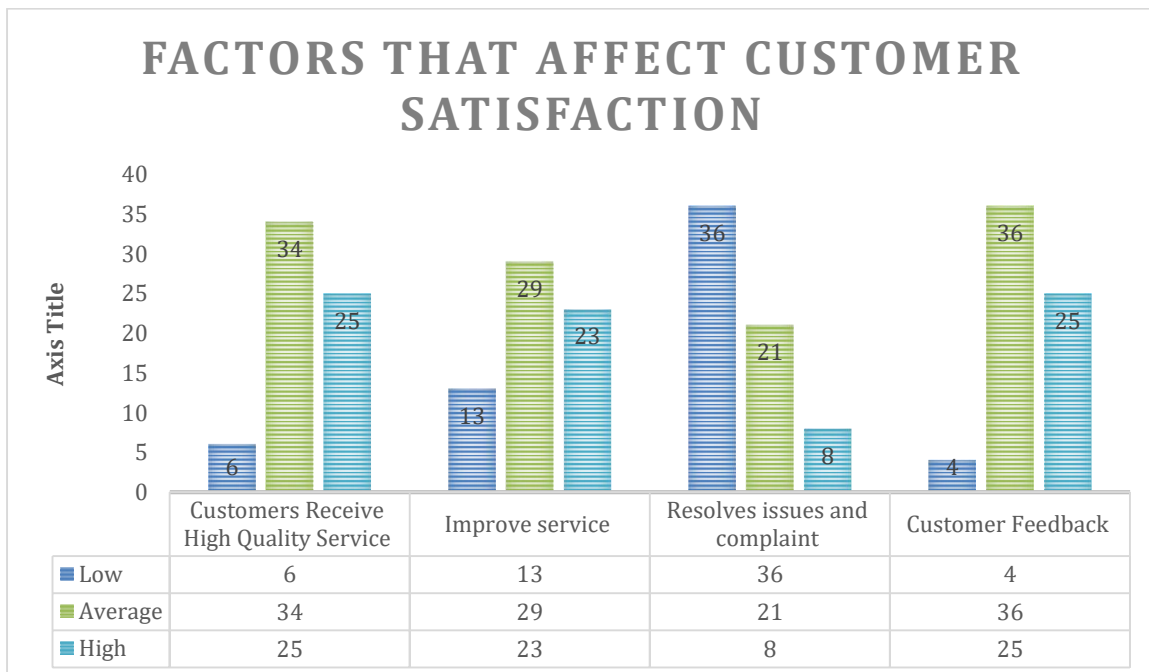


Table 4.5 above shows the findings on factors affecting customer satisfaction at Chalimbana University which have been put into categories of High-Quality Service, improved service,

resolving issues and Complaints, and Customer Feedback. Responses are evaluated at three levels Low, Average, and High highlighting different satisfaction factors.

4.6 Knowledge of Student records management system and how to use and access it.

Table 4.6 Knowledge of records management system.

Variable	Category	Frequency	Percentage
Knowledge of records management system	No	9	13.84%
	Partially	8	12.30%
	Yes	48	73.84%

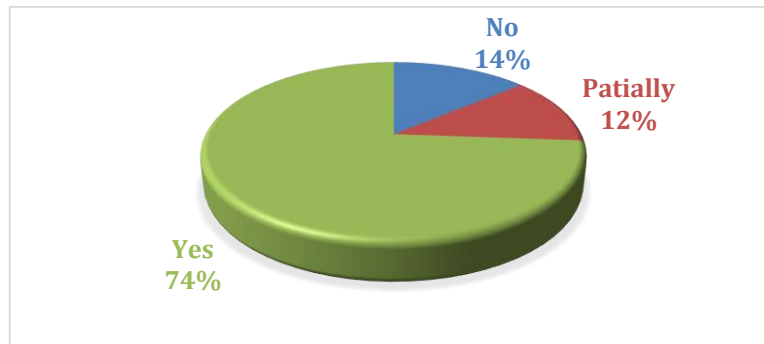


Figure 4.6 Knowledge of records management system.

According to Table 4.5 and Figure 4.1 above, 14% of the respondents said No while 12% said partially and 74% said yes to having accessed and interacted with the student records management system.

Objective 2: To assess the level of customer satisfaction with the student records management system at Chalimbana University

4.7 Level of satisfaction with records management system

Table 4.7: Respondent satisfaction with the use of the student records management system.

Variable	Category	Frequency	Percentage
Satisfaction of respondents	Low	13	20%
	Average	30	46.15%
	High	22	33.84%

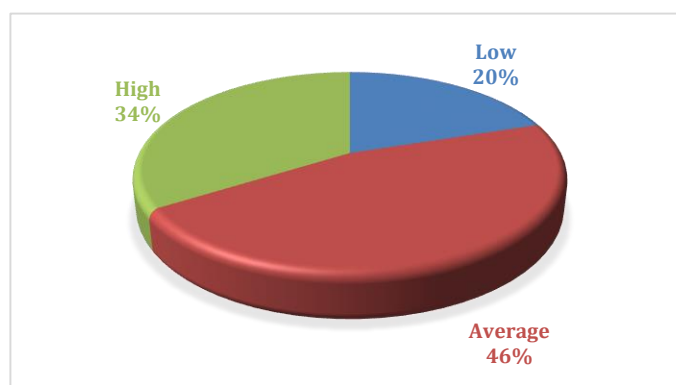


Figure 4.2 Respondent satisfaction with the student records management system at CHAU.

Table 4.7 and Figure 4.2 above show respondent level of satisfaction. 20% said low satisfaction, 46.15% was average and 33.84% said they experienced high satisfaction.

4.8 Recommendations by customers to use the records management system to others

Table 4.8; Recommendation of Chalimbana University records management system by students.

Variable	Category	Frequency	Percentage
Records management recommendation	No	13	20%
	Yes	52	80%

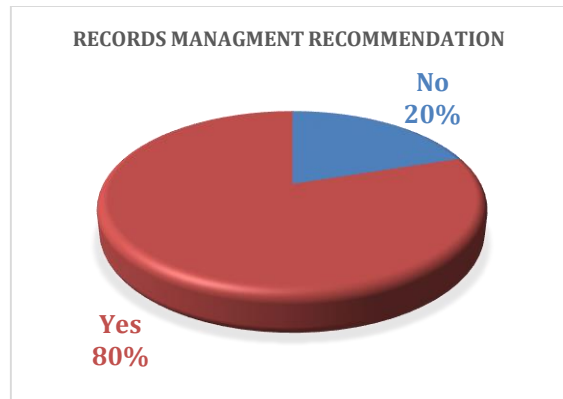


Table 4.8 and Figure 4.3 above, show that among the respondents, 20% did not recommend the records management system and 80% recommended the records management system to other students.

4.9 Objective 3: To examine the modalities Chalimbana University has put in place to ensure customers are satisfied with the student records management system.

Table 4.9: Results on the modalities.

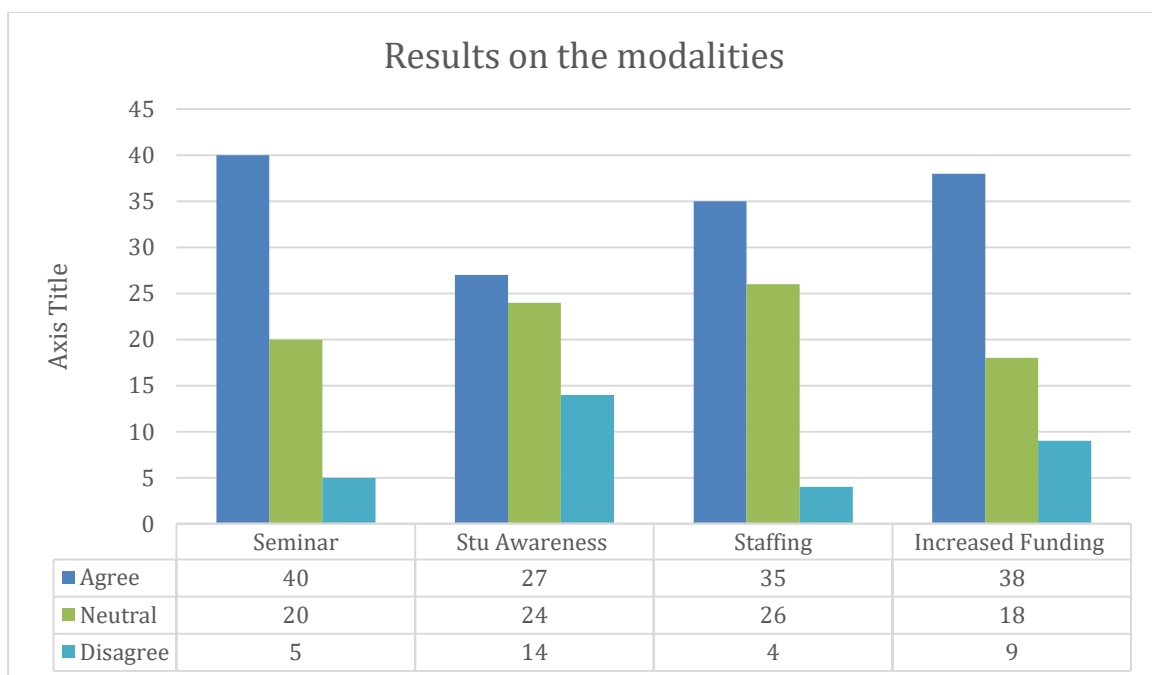


Table 4.9

4.9.1 Student Awareness:

The findings in Table 4.9 Responses showed a high level of agreement (27) toward student awareness as a modality that the university can put in place to ensure more engagement with the SRMS. This indicates participants see awareness initiatives positively or as important. Neutral responses were (24) implying some are indifferent, while few (14) expressed strong sentiments in the Disagree category. This balance suggests awareness efforts are well-regarded but might benefit from more targeted engagement to address the neutral responses.

4.9.2 Staffing:

In this category, the agreement is relatively high having (35) respondents saying there is a need to increase staff, with neutrality (26) and higher Disagree responses (4). The low Disagree response hints that participants may have stronger opinions about staffing, which indicates that having highly qualified staff who use the system will improve customer satisfaction.

4.9.3 Increased Funding:

This area has a high level of agreement representing (38) responses but also a notable degree of neutrality (18). The lower disagree response of (9) might imply that while increased funding is generally appreciated, it doesn't strongly polarize opinions. This data could indicate that while the support is broad, there may be room to communicate the funding's impact more effectively.

4.9.4 Seminar:

This section received the highest strong agreement response (40), moderate neutrality (20), and very few disagree (5). The low disagree score suggests few participants feel particularly strongly. This could imply seminars are seen as beneficial yet non-controversial, making it a stable area but one that could benefit from small enhancements to shift neutral views to more positive ones as part of capacity building for members of staff and students.

These findings suggest that awareness and funding efforts are generally well-received while staffing may require more engagement or adjustment to reduce division. The seminar component appears stable but might gain from targeted improvements.

4.10 Findings from Interviews

The participants were asked about the factors that determine customer satisfaction in the student records management system at Chalimbana University. Findings are presented using the research questions as themes. Findings are further presented using the category of each participant who participated in the study.

4.11 What are the factors that determine customer satisfaction with the student records management system at Chalimbana University?

The research question was answered by the lecturer, technical staff, and Administrator, while students through focus group discussion. These tools were used to ensure there was adequate data triangulation in the study so that all the practices in which lecturers technical staff and administrators use the student records management system were used in this study. Each category of participants presented their views on the topic and subsequent questions asked.

The participants established that:

Administration 1 said: "Data accuracy and security are paramount. A reliable system that protects sensitive information not only builds trust but also ensures compliance with regulations. Data backup and recovery.

Administrator 2 said that:

The factors that determine customer satisfaction are prompt responses, mmm easy accessibility of the products that we are selling as Chalimbana, and just how we interact with the customer". Scalability to handle increased usage.

Administrator 3 said that:

Customer satisfaction is important if the system is to be implemented successfully a system that is easy to use and navigate brings about a lot of satisfaction.

Technical Staff 1 said that:

Ease of use and navigation is one of the determinants of customer satisfaction. Further, comprehensive feature sets for example student information, grading system, and attendance registers, Technical Staff 1 further mentioned that data accuracy and consistency are some of the determinants of customer satisfaction

Technical staff 2 Said that:

Integration with other systems for example e-learning management, finance, and other customization options. Mmm.... easy accessibility of the products that we are selling as Chalimbana and just how we interact with the customer".

Lecturer 3 said that:

Quality of technical support such as the help desk which will be able to resolve issues in real time

Lecturer 5 said:

that there is a need to have institutional policies and procedures that can be followed even when it comes to the introduction of systems in the university

Lecturer 1 said that:

There is a need for surveys and feedback on these systems before they are introduced for members of staff to have an input in the selection of which system is better and make recommendations accordingly

Lecturer 4 said that

The system responsiveness and speed are also good determinants

Lecturer 6 said that

Resource allocation for regular training of members of staff should be considered.

Lecturer 8 said that

Stakeholder communication and involvement

Lecturer 7 said that

Authentication and authorization mechanisms especially when logging in to the portal to ensure security

Lecturer 9 said:

Clear documentation and guidelines should be well done

Lecturer 10 said that

For us, ease of access to student records is crucial. When the system is user-friendly and allows for quick data retrieval, it ultimately improves our ability to

support students. *By addressing these factors technical staff can optimize the SRMS to enhance customer satisfaction, streamline processes, and improve overall institutional efficiency.*

4.12 What are the modalities Chalimbana University has put in place to ensure customers are satisfied with the student records management system?

Participants established that they only used the student records management system because they want to enter results and view financial records which is why more modalities have to be put in place to ensure maximum use of the system.

Participants were also asked about modalities Chalimbana University has put in place to ensure customers are satisfied

Administration 1 said:

There is a need to establish a customer service charter outlining our commitment to service and excellence, implement a ticking system for efficient issue resolution, foster open communication channels between departments

Administrator 2 said:

Chalimbana needs to develop a robust feedback system (surveys, suggestion boxes, online portals, provide comprehensive orientation programs for new students and staff, further regularly review and refine policies and procedures,

Administrator 3 said:

The offices in charge need to conduct regular staff training on customer service and conflict resolution, recognize and reward excellent customer service

Technical Staff 1 said that:

To enhance customer satisfaction at Chalimbana University, I we need to

Implement a reliable user-friendly student information system like the one which is used at UNZA, to provide regular system updates and maintenance. Provide a knowledge base for self-service troubleshooting.

Technical staff 2.

Ensure seamless integration with other university systems. Optimize network infrastructure for fast, secure connectivity, and develop mobile apps for easy access to services. Conduct regular security audits and penetration testing.

Lecturer 1 said that.

Foster interactive, engaging teaching methods

Lecturer 2 said that

Provide clear course materials expectations and feedback

Lecturer 3 said that.

Encourage open communication through office hours and online forums

Lecturer 5 said that

Develop inclusive culturally sensitive curricula

Lecturer 4 said that

Develop a university-wide quality assurance framework

Lecturer 6 said that

Conduct regular customer satisfaction surveys

Lecturer 7 said that

Recognize and reward student achievements

Lecturer 8 said that

Offer comprehensive welcome sessions for new students and staff, covering essential services, policies, and procedures.

Lecturer 9 said that.

Mmm, so far it's been ok because on the part of me who is the user of the system, I can find anything I need to know about the customer if I go to the student records management system and on the part of the student they also find what they need to find.

Lecturer 10 said that.

Regular training of members of staff on the use of these systems and further putting up materials such as posters around campus that can serve as a reminder to the Chalimbana University community that there is this facility that needs to be used. Management can further provide internet to all clients because some offices are not able to access Wi-Fi or the internet.

4.13 Summary

The chapter has presented the findings of the study using tables, figures, and explanations for easy understanding of the reader. The results were presented in frequencies and percentages. The next chapter presents a discussion of the findings of the study.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter presents the discussion findings in relationship to the literature review and the theory presented earlier in this paper of the study on exploring customer satisfaction with the student records management system at Chalimbana University. The discussion is presented using themes from the research objectives.

5.2 Attributes of Respondents

The findings in **Table 4.1** show that there were more male respondents than females in the study as indicated by their percentages of 69.2% and 30.7% respectively. There is still a big gap to be closed as far as women's participation is concerned in many areas of social activities including the education sector. Men are more likely to be literate than women (Pearson and West (2019).

The study established that lecturer's administrators and technical staff use the student records management system for their day-to-day work despite having some other members of the faculty who are still struggling to use the student records management system due to fear of technological advancement, the results of these findings are supported by A study by Prof. Robert Bisonga Mwebi (2022), who talked about the importance of using information communication technology he believed that In Sub-Saharan African countries, for which Ghana is not an exception, the continuous growth in technology and its sophistication, coupled with the proliferation of mobile phones, especially in the telecommunication industry remains important too that should be embarrassed by all members of the society (Aker and Mbiti, 2010), have pushed many mobile network operators to build robust innovative service products to gain consumer satisfaction.

The use of the student records management system is not supported by most scholars as there is little research that has been conducted on this study, The findings of the study also established that the following key factors significantly influence customer satisfaction and recommends more research to be undertaken that will speak to the findings on System usability and accessibility, Data accuracy and consistency, Timely support and resolution of issues, Comprehensive feature set and integration with other systems. The study establishes that

12.30% were frequently informed about new services, 10.76%, said the university customers receive high information, 18.46 Customers receive high-quality service, 27.69% the university continuously improves service, 13.84% the university gives value for money for services and 16.92% shows that university services are unique. The findings are supported by a study by Bwachele (2024) looking at Service quality perception and students' satisfaction in higher learning institutions in Tanzania: mentioned that the Tanzanian government developed human capital by establishing more local higher education learning institutions (HLIs). Supports these findings as he states that the use of user-friendly systems brings about satisfaction to the end users this means that Customer satisfaction is influenced by high-quality service as highlighted by the 27.69% of customers who responded.

The findings of the study also established that user training and documentation are needed at Chalimbana University to highlight systems operations and user guides, further, the findings show that Security and reliability are key and there is a need for Communication and feedback mechanisms to be addressed. This is supported by Singh & Jasial, (2020). He mentions that teaching skills of teacher, staff competence, reputation, and access have a significant impact on student satisfaction whereas generic skills of teachers and staff attitude do not influence student satisfaction significantly. They believed that the moderating effect of perceived trust on student satisfaction is in line with the need to train members of staff just like in Zambia the management of HEIs needs to recruit not only good instructors but also competent staff who are trained and can use the system and ensure that all members are satisfied.

Concerning **table 4.2**, there were a few respondents between 18-24 years showing 29.23%, and respondents who were between 25 and above years showing 70.76%, the highest number of respondents. Given that male students may be, but are not always, more masculine than female students, when researchers find sex differences in participation it might be due to psychological gender. Pearson and West's work contributes to a small body of research that has evaluated intrapersonal traits, such as gender and personality (Caspi, et al, 2006) on student engagement and in-class participation. Their findings support the continued investigation of the role of intrapersonal traits on classroom participation.

Lucy Suchman's theory emphasizes the interaction between human actions and technological systems, portraying technology as an active participant in shaping experiences, not just a passive tool. Her framework is applied to key factors influencing customer satisfaction: System Usability and Accessibility: Technology should facilitate intuitive interactions. For example, a

user-friendly banking app enhances customer satisfaction, while a poorly designed interface frustrates users. **Data Accuracy and Consistency:** Reliable technology builds trust. Inaccurate data, like errors in an e-commerce platform, undermines user confidence and satisfaction. **Timely Support and Resolution:** Responsive systems improve experiences. Quick support, like live chat for software issues, increases satisfaction, while delays reduce it. **Comprehensive Feature Set and Integration:** Technology with broad functionality and integration (e.g., project management tools syncing with email) provides seamless experiences, boosting satisfaction. In essence, Suchman's theory shows how technology shapes customer experiences through usability, data accuracy, responsiveness, and functionality, influencing overall satisfaction and loyalty.

5.3 To explore the factors that determine customer satisfaction with the student records management system at Chalimbana University.

According to **Table 4.3**, the study established that **High-Quality Service:**

The responses indicate a significant Average rating (34), followed by a High (25), and a smaller Low rating (6). This distribution suggests that while many customers feel the quality of service is reasonable, there is room to increase high satisfaction levels by enhancing quality further. The low dissatisfaction suggests a generally positive baseline, though improvements could shift more customers into the "High" satisfaction category.

5.3.1 Improve Service:

Most responses fall under the "Average" rating (29), with a notable "High" rating (23) and Low (13). The relatively higher "Low" rating here compared to other categories implies that some customers see clear areas for improvement. Addressing specific service gaps could help boost overall satisfaction and move more responses from average to high.

5.3.2 Resolves Issues and Complaints:

The majority of responses are "Low" (36), with fewer in the "Average" (21) and "High" (8) categories. This distribution shows that resolving issues and complaints is a major factor in customer dissatisfaction. Focusing on faster, more effective problem resolution could greatly improve satisfaction in this area.

5.3.3 Customer Feedback:

With "Average" and "High" responses equally significant (36 and 25, respectively) and very few "Low" responses (4), feedback appears to be a well-regarded component. The high level of positive responses suggests that customers feel their feedback is valued, though enhancing responsiveness or visibility of feedback-driven changes could further increase satisfaction.

Overall, these findings suggest that enhancing issue resolution and service improvement are critical for raising customer satisfaction. High-quality service and valuing feedback are strengths, but addressing problem resolution specifically could yield the most significant gains in overall customer sentiment.

The findings are supported by a study by Bwachele et al (2024) looking at Service quality perception and students' satisfaction in higher learning institutions in Tanzania: mentioned that the Tanzanian government developed human capital by establishing more local higher education learning institutions (HLIs). Supports these findings as he states that the use of user-friendly systems brings about satisfaction to the end users

Depicting data from Table 4.4 in Chapter Four shows that 46.15% of respondents use records management on a daily basis while 20% use the records management system once a week. However, 33.84% of respondents use the records management system once a month.

The findings show that 12.30% were frequently informed about new services, 10.76%, said the company customers receive high information, 18.46 Customers receive high-quality service, 27.69% the university continuously improves service, 13.84% the university gives value for money for services and 16.92% shows that university services are unique. In this case, identifying factors affecting customer satisfaction at Chalimbana University in this study showed that the university should continuously improve services was the highest request by students. This was followed by customers receiving high-quality service. These findings revealed that customers are satisfied with the more service types of oriented ways of improving customer satisfaction in records management system that they received. The study also found that service quality factors affecting customer satisfaction such as being Frequently informed about new services and the university customers receiving high information offered scored lowest.

This is supported by Kanwar, & Sanjeeva, (2022) who mentioned that for quality improvement in the higher education institutions in India where they witnessed a rapid expansion in the

higher education institutions and with this fast pace of growth day by day, competition has set in among the institutes. Before being admitted to an institution, students assess the facilities and standards of the institution by referring to the website, and other admission portals and by taking peer opinion and public perception on day-to-day usage of these services. These findings agree with Suchman's most influential work, *Plans and Situated Actions* (1987), which emphasizes the idea that human action is inherently situated. Rather than following rigid, predefined plans, people adapt their actions based on the context they find themselves in. When applied to SRMS or similar institutional technologies, this theory suggests that the frequency and manner of usage would not be uniform or entirely predictable. Instead, usage patterns would vary depending on users' specific needs, contextual demands, and the social and organizational environment in which the technology is embedded.

The findings show that 13.84% of the respondents said No while 12.30% said partially and 73.84 said yes to knowledge of records management system. The findings are supported by the World Bank (2010) which advocated that records management practice is key support for efficient and effective organizational operations. Records represent a major source of information and are almost the only reliable and legally verifiable data source that can serve as evidence of decisions, actions, and transactions in the public service are further supported by Lowry and Wamukoya (2016) who mention that the more students and staff members get to know and utilize the records management system the better it is for information preservation and utilization.

The findings agree with Lucy Suchman's theory states that customer satisfaction is a socially constructed, context-dependent phenomenon influenced by individual and collective perceptions rather than an objective measure Therefore, as the factors have been highlighted it will take the collective effort of all members to address the challenges that Chalimbana university has been facing to remain competitive among private and public universities in Zambia.

5.4 To assess the level of customer satisfaction with the student records management system at Chalimbana University.

The results show respondent level of satisfaction. 20% said low satisfaction, 46.15% was average and 33.84% said they experienced high satisfaction. These findings are supported by McLeod, Sue, and Hardiman (2011) and Wang, Chaudhry, and Khoo (2008) who alluded that staff's involvement and cooperation with the information technology applied ensures

efficiencies of records management. Daum (2007) advised that there is a need for management support through effective communication and training on records management the findings of this study are supported by Oliver and Foscarini (2014) who indicated that the understanding of an organization's culture by its staff could facilitate the promotion of sound records keeping practices. Concerning the reviewed literature, the respondents show that the management in charge of records management needs more sensitization of staff members so that proper efficiency can be delivered to customers in the university.

A study by Dangaiso et al (2022) supports these findings and mentions that there are significant positive relationships between perceived e-learning service quality dimensions and e-learning student satisfaction. Concluded that system quality, information quality, and service quality significantly influence student satisfaction and loyalty with e-learning Overall satisfaction 68% of the respondents expressed moderate to high satisfaction with the SRMS Satisfaction levels, Data Accuracy 85%, System security 80%, Support services 60%, User interface 55%, Training and documentation 50 %

These findings agree with Lucy Suchman's theory framework emphasizing that technology is not just a passive tool, but an active participant in shaping interactions. The findings where 20% of respondents reported low satisfaction, 46.15% average satisfaction, and 33.84% high satisfaction illustrate how the efficiency of technology use directly affects customer experiences.

Specifically, the studies by McLeod, Sue, Hardiman (2011), and Wang, Chaudhry, & Khoo (2019) highlight that staff's cooperation with IT systems enhances efficiency in records management, which in turn boosts customer satisfaction. This ties into Suchman's theory that the design and use of technology, in conjunction with human actions, shape user outcomes. Similarly, Daum (2007) and Oliver and Foscarini (2014) stress the importance of management support, training, and understanding organizational culture, which further underscores that technology is not just a static element but is actively shaped by human interaction and organizational practices.

In this context, management's role in sensitizing staff and ensuring effective communication and training in records management directly relates to Suchman's idea that technology mediates and co-creates the customer experience. Proper staff engagement with technology, as suggested

by these findings, leads to better customer outcomes, supporting Suchman's theory of the active role of technology in mediating interactions and satisfaction levels.

5.5 To examine the modalities Chalimbana University has put in place to ensure customers are satisfied with the student records management system.

5.5.1 Modalities put in place to ensure customer satisfaction

The findings show that among the respondents 27.69% said Seminars and workshops to sensitize staff on records, 30.76% said Awareness of management of electronic from creation to disposal, 6.15% Automate the records management function, 12.30% said Employed records managers to oversee the management of records in the University, 4.61% said Storing files and vital records in lockable cabinets, 7.69% said Increased top management support to management of records, 6.15% Increased budget for records management function and 4.61%

These findings are supported by Lee, (2011) who stated that satisfied customers are a great source to increase profitability. That is because satisfied customers are likely to commit to the service organization and have better social interaction with service providers, while dissatisfied customers complain more and repurchase less. With this, the findings of this research, Regular training, and a budget allocation for workshops and seminars need to be planned to increase modalities that will be functional to the university.

Lee, (2011) stated that satisfied customers are a great source to increase profitability. That is because satisfied customers are likely to commit to the service organization and have better social interaction with service providers, while dissatisfied customers complain more and repurchase less. About this with the findings of this research, **Table 4.8** above, show that among the respondents 27.69% said Seminars and workshops sensitize staff on records, 30.76% said Awareness of management of electronics from creation to disposal, 6.15% automated the records management function, 12.30% said Employed records managers to oversee the management of records in the University, 4.61% said Storing files and vital records in lockable cabinets, 7.69% said Increased top management support to the management of records, 6.15% Increased budget for records management function and 4.61% Use of passwords on available computers to avoid the issue of adding deleting of files on the computer system.

The findings are supported by Lucy Suchman's work, particularly her theories on situated action and the relationship between humans and technology, which can offer useful insights

for understanding how universities can design systems and services to ensure customer satisfaction where "customers" might refer to students, staff, and other stakeholders. Although Suchman didn't specifically write about customer satisfaction in the context of universities, her ideas about human-technology interaction and organizational behavior can be applied to this domain. Situated Action: Suchman's theory of situated action suggests that actions (and, by extension, satisfaction) are context-dependent. This means that to ensure satisfaction, universities must focus on understanding the contexts in which their services are used and adapt accordingly. Customer satisfaction can't be achieved by rigid, one-size-fits-all solutions.

5.6 Triangulation Insights

Triangulation design is a game changer in mixed methods research. What makes this research special is that the researcher gathered different yet complementary data on the same topic this helped the researcher to have a comprehensive understanding of the research problem. Triangulation leverages the strengths and non-overlapping weaknesses of both quantitative and qualitative methods. Quantitative methods give large sample sizes and generalizability qualitative methods on the other hand provide in-depth and detailed data by combining them the researcher gets the best of both worlds. The researcher used the convergent triangulation method. The research draws on both quantitative data (from surveys and tables) and qualitative insights from interviews and 3 3-point Likert scale questionnaire, which enhances the credibility of the findings. Triangulation is evident as the data from multiple sources (administrators, technical staff, lecturers, and students) converges on key themes like system usability, accuracy, and training as drivers of satisfaction (Donkah & Mensah 2023).

5.6.1 Convergence of Data:

The quantitative results (e.g., satisfaction percentages) align with the qualitative data from interviews, which emphasize the need for user-friendly features and robust technical support. Both types of data point to the need for system improvements and staff training to boost satisfaction.

5.6.2 Thematic Analysis

System Usability: Frequent mention of ease of use and training suggests that this is a major determinant of satisfaction across different user groups.

Service Quality: Continuous service improvement and responsiveness were crucial, with a large percentage of respondents indicating the need for better service quality.

5.7 Gaps and Challenges

While most users have a positive perception of the system (as reflected by high recommendation rates), there are gaps in service quality and customer communication, as identified by administrators and lecturers.

Training and Documentation: Providing more training sessions and creating comprehensive guidelines for users would address the issues raised about system usability. Triangulation of quantitative and qualitative data in this study provided a comprehensive view of customer satisfaction with the student records management system at Chalimbana University. Improving system usability, training, and service quality are critical steps to enhance customer satisfaction (Nielsen, et al 2020).

The results above indicated the common ideas from customers on what improvements should be made for the records management to meet customer's needs. These findings are supported by Niveen et al. (2015) who point out that, companies are placing a high priority on customer satisfaction which is critical to improved organizational performance in a global market scenario. With a better understanding of customers' perceptions, companies can determine the actions required to meet their customers' needs. They can identify their strengths and weaknesses, and where they stand in comparison to their competitors, and they can chart out paths for future progress and improvement.

5.8 Summary

The chapter discussed the findings of the study with the literature review. The next chapter presents the recommendations and conclusions.

CHAPTER SIX

CONCLUSION

6.1 Introduction

This chapter aimed to give a comprehensive conclusion and recommendations that this report has identified from the 3 objectives.

The first research objective of exploring the factors that determine customer satisfaction in the student records management system (SRMS) at Chalimbana University yielded valuable insights. The study revealed that there are key factors that significantly influence customer satisfaction which include but are not limited to system usability, accessibility, data accuracy, and consistency. Timely customer support and resolution of issues is paramount to ensure that customers are satisfied. Further, having a comprehensive feature set and integration with other systems. User training and documentation of all systems procedures. Security and reliability should be taken very seriously and finally, robust communication and feedback mechanisms to be put in place.

A strategic recommendation to the IT manager is that there is a need to establish a customer-centric approach within the IT Department which will foster open communication channels between stakeholders in the university, there is also a further need to allocate sufficient resources to the budget and personnel for SRMS development and maintenance.

On the assessment level of customer satisfaction of the student records management system (SRMS) at Chalimbana University. The study provided valuable perceptions of the effectiveness of the system, key findings include Overall satisfaction 68% of the respondents expressed moderate to high satisfaction with the SRMS.

Finally, the conclusion on the modalities Chalimbana University has put in place to ensure customers are satisfied with the student records management system. Has revealed key findings which include, User training programs, Online support portals, Regular system updates, Feedback mechanisms, and the need for regular surveys, suggestion boxes, and help desk services to bridge the information gap that exists due to limited training coverage, Inadequate support staffing, System downtime and technical issues in customer satisfaction.

RECOMMENDATIONS

The report has made recommendations to Chalimbana University management and department heads to implement a ticketing system for efficient issue resolution, integrating the SRMS with other university systems, Chalimbana University can develop mobile apps for easy access. The university needs to Conduct regular system updates and maintenance to avoid internal and external sabotage and manipulation of the system functionalities. The research report recommends the need to conduct periodic customer satisfaction surveys and develop a quality assurance framework for SRMS which will be a model that can be set. The university can further explore artificial intelligence-powered chatbots for support. The research recommends collaboration with industry experts on system enhancements. Conduct user training sessions, workshops, and seminars, develop comprehensive user manuals and guides, enhance system usability through interface improvements, and establish a dedicated support team for SRMS.

Establish a customer-centric approach within the IT Department, Foster open communication channels between stakeholders and allocate sufficient resources (budget, personnel for SRMS development and maintenance. Further, enhance system uptime through regular maintenance, simplify navigation and improve user interface, develop a mobile-friendly interface, and last but not least provide regular training sessions.

Recommendation to Chalimbana University management to conduct user training sessions and workshops, develop comprehensive user manuals and guides, and enhance system usability through interface improvements, the university needs to establish a dedicated support team for SRMS. Implement a ticketing system for efficient issue resolution, Integrate SRMS with other university systems, develop mobile apps for easy access, conduct regular system updates and maintenance, conduct periodic customer satisfaction surveys, and develop a quality assurance framework for SRMS. There is a need to explore artificial intelligence-powered chatbots for support, and finally collaborate with industry experts for system enhancements.

6.2 Summary

Limitation of the study The study focused on Chalimbana University findings may not be generalizable to other institutions but rather by implementing these recommendations, Chalimbana University can significantly enhance customer satisfaction with the SRMS, leading to improved academic, experience, and administrative efficiency. Future research

direction; 1 comparative studies with other universities, 2 investigating the impact of SRMS on academic performance 3 exploring emerging technologies (e.g. blockchain) for SRMS enhancement.

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APPENDICES

APPENDIX A:

Interview Guide for Students

1. What are the factors that determine customer satisfaction with the customer care services at Chalimbana University?

Can you tell me about the quality of the customer service experiences with the student records management system at Chalimbana University?

How would you rate your experience with the system out of 10?

Do you feel the system is easy to use and navigate within a short period?

Would you recommend this system to other public universities and colleges?

Do you feel other students have similar experiences with the student records management systems?

What are some of the reasons you feel have caused students to resist the use of the student records management system?

What has been your experience with customer service at Chalimbana?

Is there clear and transparent communication on how to use the services at Chalimbana University ?

Is the student records management system tailored and personalized for use by students?

Is the student records management system accessible and available to students?

2. What are the modalities Chalimbana University has put in place to ensure customers are satisfied with the student records management system?

a. What Challenges are students facing when it comes to the use of the student records management system?

b. Does Chalimbana University offer administrative support to students encouraging them to use the system?

c. Does the University conduct regular sensitization programs that are designed to inform students about the services they can access on the portal?

d. Do you have enough teaching materials or posters on the use of the student records management system?

e. How do you think the challenges can be reduced in regards to the use of the system?

3. How can customers be satisfied with the services being provided to the student populous and other clients who use the student records management system at Chalimbana University?

a. What innovative solutions have the institution put in place to resolve student records management system challenges?

b. What is the Chalimbana University management doing to resolve system challenges in your school?

c. How effective are the efforts done by Chalimbana University to resolve customer's challenges in the use of the student records management system?

d. What are students and clients doing to resolve challenges that relate to the use of the student records management system?

APPENDIX B:

Interview Guide for Non-Academic and Academic Staff

1. What are the factors that determine customer satisfaction with the customer care services at Chalimbana University?

Can you tell me about the quality of the customer service experiences with the student records management system at Chalimbana University?

How would you rate your experience with the system out of 10?

Do you feel the system is easy to use and navigate within a short period?

Would you recommend this system to other public universities and colleges?

Do you feel other academic and non-academic staff have similar experiences with the student records management systems?

What are some of the reasons you feel have caused academic and non-academic staff to resist the use of the student records management system?

What has been your experience with the customer service at Chalimbana?

Is there clear and transparent communication on how to use the services at Chalimbana University?

Is the student records management system tailored and personalized for the use of academic and non-academic staff?

Is the student records management system accessible and available to academic and non-academic staff?

2. What are the modalities Chalimbana University has put in place to ensure customers are satisfied with the student records management system?

a. What Challenges are students facing when it comes to the use of the student records management system?

b. Does Chalimbana University offer administrative support to academic and non-academic staff to encourage them to use the system?

- c. Does the University conduct regular sensitization programs that are designed to inform academic and non-academic staff on the services they can access on the portal?
- d. Do you have enough teaching materials or posters on the use of the student records management system?
- e. How do you think the challenges can be reduced in regards to the use of the system?

3. How can customers be satisfied with the services being provided to the student populous and other clients who use the student records management system at Chalimbana University?

- a. What innovative solutions have the institution put in place to resolve student records management system challenges?
- b. What is the Chalimbana University management doing to resolve system challenges in your unit?
- c. How effective are the efforts done by Chalimbana University to resolve customers' challenges in the use of the student records management system?
- d. What are academic and non-academic staff doing to resolve challenges that relate to the use of the student records management system?

APPENDIX C:

Consent Form

EXPLORING CUSTOMER SATISFACTION OF THE STUDENT RECORDS MANAGEMENT SYSTEM. FOCUSING ON CHALIMBANA UNIVERSITY

Consent to take part in research

· I..... voluntarily agree to participate in this research study.

· I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.

· I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.

· I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.

· I understand that participation involves me giving my honest opinion on my experience with the student records management system.

· I understand that I will not benefit directly from participating in this research.

· I agree to my interview being audio-recorded.

· I understand that all information I provide for this study will be treated confidentially.

· I understand that in any report on the results of this research, my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview that may reveal my identity or the identity of people I speak about.

· I understand that disguised extracts from my interview may be quoted in the research on exploring customer satisfaction in the student records management system research as sources of data in dissertations, conference presentations, and published papers

· I understand that if I inform the researcher that myself or someone else is at risk of harm they may have to report this to the relevant authorities. They will discuss this with me first but may be required to report with or without my permission.

· I understand that signed consent forms and original audio recordings will be retained in the safe custody of the researcher Chalimbana University ICT office where only the researcher will have access to the data until the research findings have been verified and approved by the postgraduate distance directorate and confirm the results of their dissertation

· I understand that a transcript of my interview in which all identifying information has been removed will be retained in the Chalimbana University library.

· I understand that under freedom of information legalization, I am entitled to access the information I have provided at any time while it is in storage as specified above.

· I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Signature of research participant

Signature of participant

Date

Signature of researcher

I believe the participant has given informed consent to participate in this study.

Signature of researcher

Date

APPENDIX D:
Information sheet

Information Sheet

Research Project Title

**EXPLORING CUSTOMER SATISFACTION OF THE STUDENT RECORDS
MANAGEMENT SYSTEM. FOCUSING ON CHALIMBANA UNIVERSITY**

Invitation

You are invited to take part in a research project. Before you decide it is important for you to understand why the research is being done and what participation will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask, if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading.

What is the purpose of this research?

Different institutions of higher learning use different systems in how student record information is managed, maintained, stored, and used. In any educational level management of student information systems is vital to the teaching process which includes safety of records and quick retrieval of information. With the introduction of new technologies on the market there are a lot of options that one can pick from. Chalimbana University has for many years struggled with which system to use to manage their student records to have accurate numbers of the total population of active students and have qualified staff to manage these systems. They have further struggled with a system that will accurately create student numbers that will not duplicate and create chaos among students.

However, Chalimbana University has employed different types of records management systems from using Microsoft Excel for record-keeping to the Zynle System. These systems did not meet the requirements and standards of the University's need until the student records management system (SRMS) from the University of Zambia was introduced as it was proved to be a system that has been tried and tested attesting that it works and can be easily used. The importance of record keeping in a public institution cannot be over-emphasized as it has short-term and long-term benefits that translate to managing, accurate date student academic life during the entire period on campus. Student information system deals with all kinds of student

details, academic-related reports, biodata, accommodation status, financial statements, and results. The purpose of this study is to explore customer satisfaction of the student records management systems at Chalimbana University a tier 1 Public University located in Chongwe District, and assess the factors that determine if customers are satisfied with the services being rendered by the current student records management system. Further, find out the modalities the University has put in place to ensure customer satisfaction in the University. Thirdly, how can customers be satisfied with the services being provided by the student records management system first to the student populous and secondly to other consumers who are using the system for their day-to-day work?

4. Why you have been chosen? You have been carefully selected through expert purposive sampling because you have some experience and interaction working with the student records management system therefore your input in this study will be highly valued. Note that a total of 35 participants will take part in this study.

5. Do you have to take part? Your taking part in the study is entirely voluntary, refusal to agree to participate will not involve any penalty or loss of benefits to which the participant is otherwise entitled, further this information will be kept confidential and the data stored in a safe place where only the researcher will have access to the information given.

6. What will happen if you take part? You will be required to answer a few interview questions and also be part of a small focused group. This interview will take 30 minutes and they will be recorded. There are no lifestyle restrictions as you can go by your everyday activities

7. What are the possible disadvantages and risks of taking part? There are no foreseeable discomforts, disadvantages, or risks that the participant needs to worry about. Any unexpected discomforts, disadvantages, and risks to participants, that arise during the research, will be brought immediately to your attention.

8. What are the possible benefits of taking part? There is no immediate direct intended benefit to the participant for taking part in the project. Refreshments in terms of water and snacks will be provided during the focus group discussion.

9. What will happen to the results of the research project? The results will be published upon fulfilling all the requirements set by the postgraduate studies department, the participants will be able to obtain a copy of the published results from the Chalimbana University postgraduate journal and the Chalimbana University library.

10. Who is organizing and funding the research? The Chalimbana University will fund this research project as part of their staff development program

14. For further information you can contact the researcher at +260976639462, +260776226737 nawa.mubiana@chau.ac.zm or you can come to Chalimbana University Private E1 Lusaka

Research supervisor Dr. Simabwachi miyanda74@gmail.com

Co-supervisor Dr. Sikalumbi adsikalumbi@gmail.com

APPENDIX E:



Chalimbana University

Office of the Director
Directorate of Research & Postgraduate
Private Bag E1, Lusaka.
Email: researchethics@chau.ac.zm
Website: www.chau.ac.zm
Phone: +260 979 024363

Research Ethics Clearance Form 1c

ETHICAL APPROVAL FOR PROPOSED RESEARCH INVOLVING HUMAN PARTICIPANTS

Researcher:

Supervisor:

Title of research:

Thank you for application for research ethics clearance by Chalimbana University Ethics Review Committee for the above-mentioned research.

The researcher will ensure that the research project adheres to an applicable national legislation, professional code of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Ethics approval is granted for the period July, 2023 to July 2025 on condition that the researcher will conduct the study according to the methods and procedures set out in the approved proposal by the supervisor. No field work activities may continue after the expiry date, July 2025.

Kind regards,

Dr. R. Chikopela

Chairperson

Research Ethics Committee

Dr. A. D. Sikalumbi

Director

Research, Innovations and Postgraduate

CHALIMBANA UNIVERSITY

Integrity. Service. Excellency.



ETHICAL APPROVAL FOR PROPOSED RESEARCH INVOLVING HUMAN PARTICIPANTS

Researcher: Nawa Mubiana

Supervisor: Dr Miyanda Simabwachi

Title of research: EXPLORING CUSTOMER SATISFACTION OF THE STUDENT RECORD MANAGEMENT SYSTEM. FOCUSING ON CHALIMBANA UNIVERSITY.

Thank you for application for research ethics clearance by Chalimbana University Ethics Review Committee for the above-mentioned research.

The researcher will ensure that the research project adheres to an applicable national legislation, professional code of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Ethics approval is granted for the period July, 2023 to July 2025 on condition that the researcher will conduct the study according to the methods and procedures set out in the approved proposal by the supervisor. No field work activities may continue after the expiry date, July 2025.

Kind regards,

Dr. R. Chikopela

Chairperson

Research Ethics Committee

Dr. A. D. Sikalumbi

Director

Research, Innovations and Postgraduate

CHALIMBANA UNIVERSITY



Chalimbana University

RESEARCH, POSTGRADUATE STUDIES & CONSULTANCY
PRIVATE BAG E1
LUSAKA.
E-Mail: directorateresearchchau@gmail.com
<http://www.journal.chalimbanauniversity.net/>
Phone: +260777168751

4th October, 2024

STUDENT NAME: NAWA MUBIANA

STUDENT ID NO: 5320210006

Dear Sir/Madam,

RE: VIVA VOCE FINAL VERDICT

The Directorate of Research, Postgraduate Studies, Consultancy and Innovation wishes to inform you that your final verdict for your viva examination on the topic '*EXPLORING CUSTOMER SATISFACTION OF THE STUDENT RECORD MANAGEMENT SYSTEM AT CHALIMBANA UNIVERSITY*' is **PASS WITH MINOR CORRECTIONS**. This means that you should kindly work on the concerns raised by the examiners under the guidance of your supervisor. After approval by your supervisor, the following shall be expected from you:

1. Evidence of submission of an article for publication in the appointed journal at Chalimbana
2. Cleared statement of results
3. 3 bound documents signed by you and the supervisor(s)
4. Clearance form

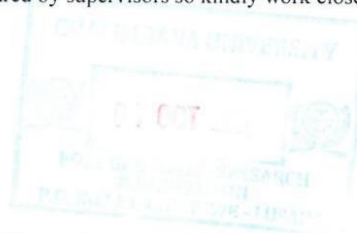
These should be submitted to the Directorate on by Friday 18 October, 2024. The Directorate will not accept documents that have not been cleared by supervisors so kindly work closely with them.

Yours Sincerely,

Prof. MUZUMARA. P.

ACTING DIRECTOR

RESEARCH, POST GRADUATE STUDIES, CONSULTANCY AND INNOVATION



BUDGET

Appen dix B: S/N	ITEM (QUANTITY)	AMOUNT (ZMK)
1	2 Ream Of Paper	300
2	Transport	200
4	Data Collection / Coding	1100
5	Data Analysis	500
6	1 notebook	50
7	5 Pens	10
8	Questionnaire Printing	600
9	Proposal Printing And Spiral Binding	900
10	Research Report Printing	1000
11	Lunch	250
12	Incidental	600
	Total	K 5,510

TIMELINE

TASK		2024						
		APR JUL	MAY	JUN	AUG	SEPT	OCT	NOV
Presentation Of Research Topics		■						
Writing Of Research Proposal		■		■				
Submission of the research proposal		■						
Marking correction of the research proposal				■				
Data Collection				■				
Data Analysis					■			
Report Writing					■			
Report Submission						■		

11/4/24, 10:54 AM

Chalimbana University Mail - FULL PAPER SUBMISSION



Nawa Mubiana <nawa.mubiana@chau.ac.zm>

FULL PAPER SUBMISSION

1 message

Chalimbana University Journals <admin@harvestuniversity.edu.zm>
To: nawa.mubiana@chau.ac.zm

Mon, Nov 4, 2024 at 10:48 AM

Chalimbana University Journals
THE CHIEF EDITOR

Dear Nawa Mubiana,

Your Account on the Chalimbana University Journals has been successfully created and the full paper has been submitted.

Check for reviewer comments and make the necessary corrections from the reviewer's comments

Login into the Conference management system at <http://journals.chau.ac.zm> using your login details below.

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