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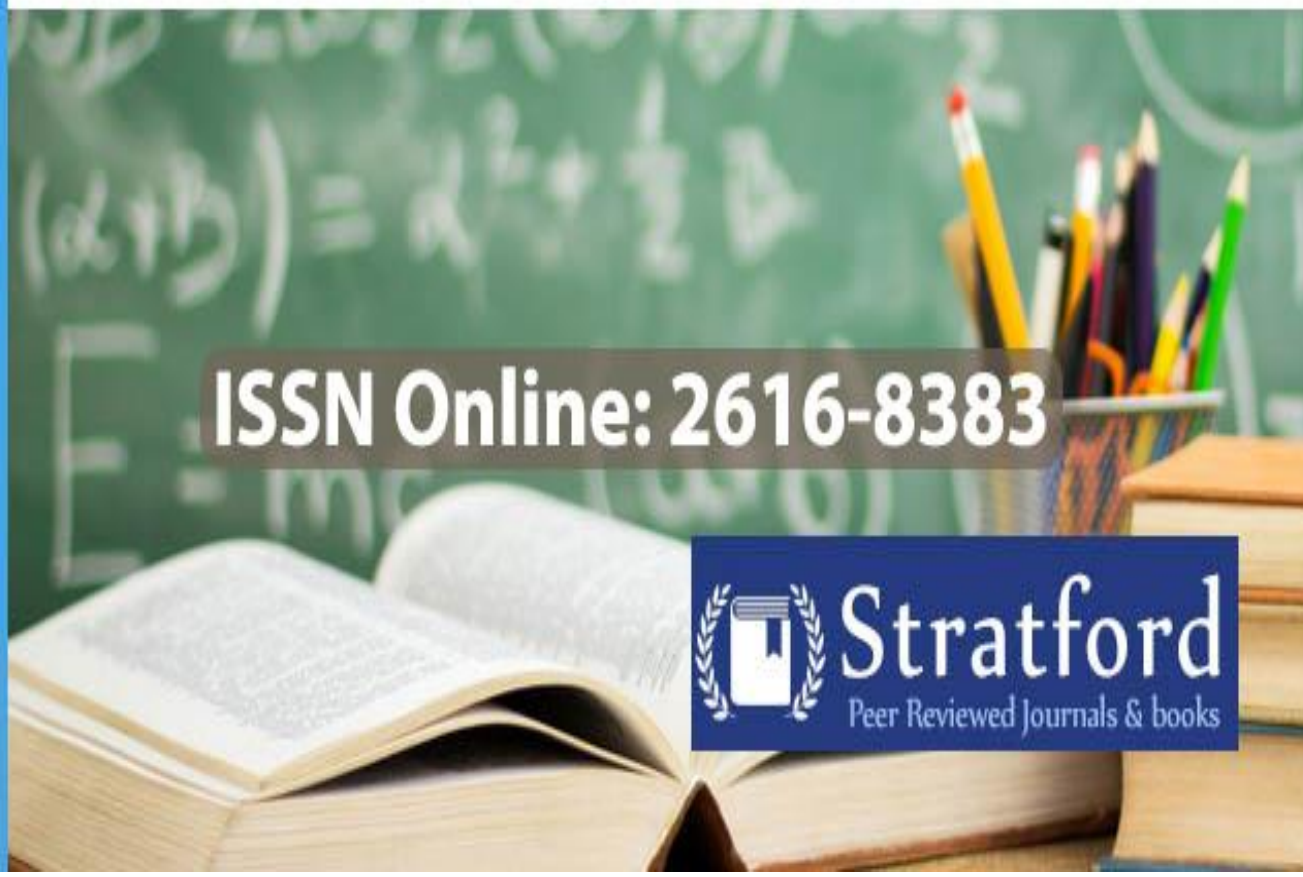

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Abstract

The objective of this study is to determine the academic management system and customer satisfaction in private universities in Nairobi. This objective was guided by specific the following specific objective: To evaluate the influence of finance AMS module on quality decision and services on student accounts. Expectancy disconfirmation theory was used to examine the extent AMS was able to meet expectation, exceed expectation or have met expectation of customers. Contrast theory was employed to determine how users rate the system in relation to their prior expectation. Technology acceptance theory (TAM) evaluated perceived usefulness (PU) and ease of use (EOU) of AMS to the users. Task technology fit (TTF) was used to access how users were able to carry out portfolio of tasks using the system. The study used descriptive survey research design. The target population comprised of faculty staff, students and non-faculty staff working at the registrar, admission, finance and human resource departments respectively. The total sample was 581. The research instrument used was questionnaire. Work group was used to confirm the results. The result revealed a positive significant relationship between AMS variable and customer satisfaction as follows: finance system significant at 0.010. CUEA finance system was significant at 0.010.The study recommends that CUEA take corrective action of exploiting the Microsoft dynamic ERP system to its full potential by integrating the finace activities with the various aspects of the system. This will help stop finance staff from standing at the gate to take ID card from student who have not completed their fees, to end the problem of missing marks by eradicating duplicate course codes and integrating the AMS fully with the library systems and other departments. USIU on the other hand must ensure integration of the fiancé system with HRMS.

Keywords: *Academic management system, customer satisfaction, private universities, Finance System.*

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1.1 INTRODUCTION

The global adoption of enterprise resource planning (ERP) information technology systems (IT) is on the rise by different organizations all over the worlds (Kallunki, Laitinen, & Silvola, 2011). The adoption rise is because EPR has changed information systems (IS) development from a single system that serves a particular section of an organization (e.g. Human resource system (HR)) to an integrated system that brings the different functional areas (e.g. finance, HR, academics, admission, and others) of an organization together (Kallunki, Laitinen, & Silvola, 2011; Abugabah, Sanzogni, & Alfarraj, 2015). ERP is a component of information technology (IT). IT has universally changed the nature of work in different organizations from the manual way of businesses processing to advanced manner of business processing (Connolly & Begg, 2005; Laudon & Laudon, 2012).

Information technology (IT) comprises of computer hardware, software and communication equipment (Laudon & Laudon, 2012). Where properly utilized, IT has also brought about efficiency in processes within an organization. The use of IT can be applied in all the functional areas of management. Take for example school fees which can be paid at the comfort of one's room through mobile money, such as Mpesa, and online transfers. These are few examples of the capabilities and flexibilities brought by IT.

IT through software development and the invention of programming languages have shown that some lines of codes using some programming languages could propel the smooth running of an entire organization if properly utilized. IT has come in our time to make processes much smoother and easier for the users. This user therefore is the customer who subscribes to the use of the software to make his/her job easier and possibly more efficient. To make business processes more efficient and appealing to the user IT apply quality of service (QOS) mechanisms through various standards (ISO, IEEE and others) that guide IT invention and development (Tanenbaum & Wetherall, 2014). QOS has also been used in industry for product evaluation in the name of total quality management systems (TQM) (Lynne & Brennan, 2007).

TQM has been adopted by many service provider organizations as a measure for continuous improvements. Continuous improvement suggests a quality feedback system that gives room to assess gaps in the delivery of services for both the service giver and the recipient. In higher education institutions (HEIs), processes could be improved with proper academic management system (AMS) that is utilized to its full capacity. In other words IT can bring about total quality management in the higher education institutions.

In an effort to have an organization with clear processes, many universities have subscribed to IT. The IT system used in many higher education (HE) institutions is called an enterprise resource planning (ERP) which can also be termed an academic management system (AMS) because of the academic environment that shape higher education institutions (HEIs). An AMS falls into the broad category of an enterprise application that helps integrate all the functional areas of management in a HE institution. Thus, enterprise application consists of the following; enterprise systems (ES), customer's relationship management systems (CRM), Supply chain management systems (SCMS) and knowledge management systems (KMS) (Laudon & Laudon, 2012). Since 1992 when the enterprise applications came into being, IT advancement has

included mobile computing, cloud computing and growth in big data (Laudon & Laudon, 2012). These advancements (mobile computing, cloud and big data) have made communications much easier, data storage cheaper and analysis of data for better decision making possible. AMS is thus an enterprise system which has generally been referred to by companies as ERP (Markus & Tanis, 2000/6). Enterprise systems integrate different functional areas (accounting & finance, human resource (HR), academics, marketing, and others) of an organization into one system. For HEIs expert system (AMS) can integrate the following functions (Admissions, finance, HR, learning processes and administration) in the form of Admission management system, financial management system (FMS), human resource management system (HRMS), learning Management system (LMS), and management information system.

Indeed, the progress in technology has also brought in the aspect of continual learning in organizations. The concept of continual learning purports that every organization is a learning organization. This is seen in the continuous training visionary organizations carry out intermittently in other to improve the skills of their employees (Abugabah, Sanzogni, & Alfarraj, 2015).

Students also need technology for better performance in a higher education (HE) institution. The concept of students as customers has been argued by many researchers. Some have argued for or against (Lynne & Brennan, 2007; Sharrock, 2000). Some of the argument is based on the fact that substantial part of the school fees is paid by the government and students just pay little amount (Lynne & Brennan, 2007; Rolfe, 2002; Emery, Kramer & Tian, 2001). If students are viewed as customers, it means that they could work in and out of a university based on if they experience satisfaction from the products so offered which in this case is a degree, just as one would to a supermarket. It has also been viewed from the aspect that a student may demand for bogus marks which they have not worked for if the customer-product relationship is applied in a school system (Sharrock, 2000; Clayson & Haley, 2005; Yunker & Yunker, 2005; Ballard, 2004; Chonko, *et al.*, 2002).

Although debate surrounds the concept of customers in HEIs (Lynne & Brennan, 2007; Rolfe, 2002; Emery, Kramer & Tian, 2001), we can view students as the first customers who get into an institution to learn. The whole environment of learning is very important. Starting from the classroom equipped with a simple IT tool such as a projector to enable better vision of the content being taught might enhance student's satisfaction. Moreover, an IT system such as an online blackboard system or moodle system which offers lecturers access to upload contents for the students and student's access to the contents might enhance satisfaction for both the students and lecturers. Online blackboard is an IT system used in the universities to enable lecturers upload contents for students and students access to the contents provided (Babo, 2018). In sum the effective use of IT systems can improve communication between the lecturers and the students.

Another class of customers of HE institutions are the teaching staff who need IT to deliver the contents they have prepared for the students. The other category of customers are the non-teaching staff such as the admission/registry, accounting/finance, library staff, HR, marketing/sales, and management staff/administrative staff. A well-structured AMS help bring

these different functions together for better satisfaction of the users, better decision making by the management and overall higher performance of an institution (Abugabah, Sanzogni, & Alfarraj, 2015). It also makes accountability possible and gives management warning signs of upcoming danger that should be attended to. This work aims to explore quality in relation to a system that imbibes technology that will help in clear cut processes that makes an organization function better. It is a comparative study between two private universities in Nairobi (CUEA and USIU).

This study will focus on one aspects of the AMS, namely; finance system module, course content management module. The aspects to be examined in these system are, first user's awareness that the systems exists in the university and their consciousness of their functionalities. Second is the system ability to aid the users as required in terms of ease of use and usability. Third is the system's ability to support the tasks of users and if users are trained to use the system effectively. Fourth is institution' continuous education of users through organized training and users response to the training. Fifth is system integration with the other sections of the institutions. Finally user's gratuitousness as a result of the ease AMS have brought to them.

AMS helps to aid users in their various jobs. It enhance the methodology for service delivery for both service providers and the system users. Systems also help to improve customer care through the provision of customer support centers within the institutions that may contribute towards enhancing the overall experience of the users. The total sum of experience of the academic process can enhance repeat (one can enroll into a graduate program after undergraduate based on the satisfaction levels), positive word of mouth advertising (Bennett, 2003) and pride to be an alumni (Bejou, 2005).

The researcher intends to determine the extent to which this poor utilization of AMS persist in private universities in Nairobi through USIU and CUEA. This is a comparative study that aims to explore and identify lapses if any in the two universities related to IT systems (AMS) and customer satisfaction.

1.1.1 Background of private universities in Kenya

Education in the university in Kenya is offered through government owned institutions commonly known as public institutions and non-government owned institutions otherwise known as private institutions. There are currently 31 public chartered universities and six constituent colleges; 18 private chartered universities and six constituent colleges in Kenya. Among the 18 private universities 15 are faith based and three are purely private (USIU, MKU and Grace Lakes university) (source: http://www.cue.or.ke). USIU is known to be the first private university in Kenya which is non faith based and was established in 1969 (Abaji *et al.*, 2005; Oketch, 2004).

The increase spread of private universities in Kenya was attributed to the reduced government funding which led to the deterioration of many public universities in the 1980's (Oketch, 2004). Private universities are option to public universities as it is said to provide a more conducive environment for students to excel in their academics (Mutula, 2002). The provision of excellence results from the fact that there is collaboration between the management of the universities, the student body, and the teaching and non-teaching staff (Mutula, 2002). As a result of this

collaboration students are less prone to riot and suspension which results from rioting. Generally there is a smooth transition through the private universities than the public universities. Parents and guardians find it more favorable to send their children to private universities especially if they can afford the cost and if the intended course of study is offered in the private university (Mutula, 2002).

Private universities must survive from their own resources and incomes. This is why the cost of education in private universities is paid by the students who enrolled in them. The fees are often higher than those of the public universities. As a result of the high cost of education in the private universities only a small percentage of the population subscribe to it. Thus the public universities still have the largest number of students and more core courses as well because of the government funding available. The cost of running a HEI is high and this is why private universities must device the best strategies to remain relevant and competitive among the public universities in Kenya (Mutula, 2002). Although currently in August 2017, the government of Kenya through the Ministry of Education have posted students to the private universities under the government sponsorship. These students are required to pay some amount to the private universities that they are posted into and government pays the rest to the universities (Wanzala, 2018). We still wait to see the sustainability of this move since some private universities (e.g. USIU) have rejected the idea while currently Kabarak university have rejected some of the students because of inadequate funding from the government (Mburu & Amuli, 2017).

Mutala (2002), pointed out that private universities are more democratic in their governance because it involves students, staff and management in their decision making process. The democracy as described by Mutala may not be the case for all private universities. The reason will be discovered in this research which intends to measure the satisfaction of customers (students and staff) in the private universities in Nairobi through the use of AMS.

1.2 Problem Statement

Researchers in the AMS system implementation in HEIs opine that the system in most cases has not been utilized to its full capacity despite the huge amount spent in its acquisition (Abugabah, Sanzogni, & Alfarraj, 2015; Solima, Noorliza, Moeinzadeh , Islam, & Mahmud , 2019). The opinion lack of full utilization is in relation to the fact that the capabilities of the systems were not utilized to full capacity by the adopting organization. Capability utilization could result if users are not trained to take full advantage of the system.

Other studies show that the problem of AMS in HEIs in not purely related to technical issues rather on behaviors and attitudes of the users (Rajan & Baral, 2015; Solima, Noorliza, Moeinzadeh , Islam, & Mahmud , 2019). Behaviours and attitudes relates to users resistance to use the system to perform required tasks (Solima, Noorliza, Moeinzadeh , Islam, & Mahmud , 2019). Implementation of AMS yielded positive results in some cases and not quite good results in others (Markus & Tanis, 2000/6; Abugabah, Sanzogni, & Alfarraj, 2015). Terminanto and Hidayanto (2017) related the negative results to the inability of the systems to meet the expectation of tasks within the organization.

Most HEIs have adapted AMS systems. CUEA uses Microsoft Dynamics system developed by Microsoft organization. Despite the fact that this system is implementation, it has not been

efficiently utilized to help the university collect fees from the students when. Thus enforcement of fee collection is manual and inefficient. If the AMS implemented took cognizance of enforcing timely fees collection, then the university will not deploy manual method of fee collection. This study hope to identify the cause of such failures.

USIU finance offices generate long queues during early days of school opening from students seeking clearance from school fees in order to be allowed access to their academic activities. The university uses College Admission and Registration System (CARS) by Jenzabar. This is a problem that need to be accessed in order to determine the way forward.

AMS manages and enhance content access and content storage because of the database management systems incorporated in it (Connolly & Begg, 2005). AMS help students to utilized contents uploaded by their lecturers, upload their assignments and check their grades and print out their grades. Inconsistencies occur when the results for some course work are not graded and reads empty or incomplete. Such can be distressing to students. This problem of missing marks affect students and thus need to be explored (Kimani, 2015). Furthermore a learning organization is an organization that seeks feedback from its members and customers. Students are required to evaluate courses they undertook during the semester. Inconsistences occurs when some courses are not evaluated at all and others do not follow the right channels of evaluation. Performance improvement is possible with proper feedback (Abugabah, Sanzogni, & Alfarraj, 2015). While not all feedbacks may reflect the actual picture of the organization however trends in the feedback received could give organizations warning signs.

1.3 The purpose of the study

This study aims to determine the impact IT through the implementation of AMS have in satisfying the customers who are the users of the system and how satisfaction/dissatisfaction affects performance.

1.4. Research Objectives

1. To evaluate the influence of finance AMS module on student accounts.

2.0 LITERATURE REVIEW

2.1. Theoretical Review

2.1.0 Expectancy Disconfirmation Theory (EDT)

Researchers on customer satisfaction in relation to products related expectancy disconfirmation to customer satisfaction (Engel, Kollat, & Blackwell, 1968; Howard & Sheth, 1969). The theory was further advanced by Oliver Richard in 1980. The theory postulates that the satisfaction level of a customer can be evaluated based on the variation of customer's pre-expectation of a product and the post expectation evaluation of the same and the prognostic expectation of the product's performance. Satisfaction level (Sl) is a function of product performance. Sl = f(performance). Performance in this sense is the actual result of the product in solving the user's purpose. A research on customer satisfaction postulates that the customer satisfaction level increases with increase in the performance of a product (Cardozo, 1968). Customers therefore adapt a product based on the post evaluation of the product use (Serrano, Shah, & Abràmoff, 2018). Oliver went

ahead to say that deviation from future product adaptation level is as a result of failure of the product to meet expectation, exceed expectation or have met with the customer's expectation.

This theory fits into the context of the higher education. In most cases prospects to the HEIs are not clear of their expectations of the service delivery until the actual experience (post evaluation). The customers may adapt the service and spread its goodness to future prospects if the evaluation of the HEI offering is positively disconfirmed. However, prospects can also choose an institution based on the previous academic performance of the HEIs and the general societal view of the said HEI. The confirmation/disconfirmation can still take place after the actual experience. For this reason AMS is an important tool to enhance service performance thereby customer satisfaction.

It could be said that expectation is part of human behavior which as proposed by Oliver, 1980 is both pre evaluation and post evaluation that thus informs future purchasing pattern (Bhattacherjee & Premkumar, 2001). Human expectation is therefore not tied to just products that are in the super market shelves, rather it is applicable to individual expectations of fellow individuals, groups, organization or anything that is of value to the human person which is supposed to be of benefit to the valuator. The assignment of values to products and services suggests why a HEI will spend heavy amount of money to procure AMS. It is in cognizance of the necessity to satisfy user'/customers' needs through the system implementation thus adding value to the HEI corporate image could explain why HEIs adopts AMS.

2.1.1 Contrast Theory

The contrast theory postulates that the customer who's expectation was not met after purchase of a product will amplify the difference between the expected product' performancne and the actual product experience (Cardozo, 1965). In other words, when a customer's expectation of a product is negatively disconfirmed, the customer will rate the product/service disparity level higher than the initial expectation (Yi, 1989). Thus a product whose peromance is below expectation will be rated lower than the actual performance.

The constrast theory proposes a contrast that arises which results in lower rating of a product when such product' is negatively disconfirmed and higner rating of a product when the product is positively disonfirmed (Oliver, 1977; Yuksel, 2008). A student who had a higher expectation before joining a university whose actual experince is negatively disconfirmed will rate the institution's worse than the actual experience and vise vesa.

Descripancies in expectation will be exaggerated in line with the experience of the said discrepancy (Baig, 2016). When a student was joining a university he/she may have had very big expectations of what to expect in the new venture. If a student expects that the staff at the registra offices will easily listen to them and immediately verify a reported case of missing marks and the actual experience is that the staff did listen but did not take immediated measures to asecertain to the reasons for the reported missing marks. Such a student may say that CUEA staff never attends to their students and may give reason beyound the actual experience to justify the stance. Contrast theory proposes such exaggeration which results from frustration. This exerggeration blurs the clear picture of the actual experience of the customer (Baig, 2016).

2.1.2 Dissonance Theory

Dissonace theory was proposed by Festinger and it postulates that when a consumer' expectation is negatively disconfirmed, such customer will experience a cognitive dissonance especilly if the product cost was high (Cardozo, 1965). Dissonance is a psychological disconfort (Yüksel & Yüksel, 2008) which is an imbalance created between expectation and actual experience that turned to be opposite of the pre-expectation. The disparity affects causes psychological discomfort or produces pressure which is quite discomforting to the person (Yi, 1989; Yüksel & Yüksel, 2008). To counter this imbalace, the customer will raise his expectation of the product or services in order to reduce the dissonance effect. The feeling of disappointment is quite discomforting and thus the customer has the ability to raise their expectation as a means of countering the discomfort that arose (Oliver, 1977; Yuksel & Yuksel, 2008). A student who enrolled in a private university where the cost of education is high with the expectation that the university will deliver more than a public university, on discovering the contrary will experience a dissatisfaction. When faced with students from public univeristy may try to raise his experience in the said private university in order to feel better on considering the amount spent on school fees.

This school of taught proposes that in most cases consumers will not always match their expectation of the product performance with actual experience and thus a reasoning that helps the consumer move in despite disappointment is necessary (Oliver, 1980; Yuksel & Yuksel, 2008). Supposing this is the atual real life scenario since this theory have not been practically confirmed across all consumtion situations; then producers need to take it into consideration. That is to say products should be designed to exceed expectation (Yi, 1989; Yuksel & Yuksel, 2008). Designing products to exceed expectation in relation to AMS for example can bring about complexity of the software. Again, measurment of the excess perfomance needed to exceed expectation has not been quantified.

2.1.3 Technology acceptance model (TAM) theory

TAM came into literature through the work done by Davis (1986). TAM helps to explain the behavior of users in relation to technology acceptance and it also predicts users behaviour towards technology (Davis, Bagozzi, & Warshaw, 1989). TAM is considered to have borrowed heavily from the theory of reasoned action (TRA) (Ma & Liu, 2004). TRA postulates that beliefs stimulates attitude; attutude creates intention that results in behavior (Davis et al., 1989; Ma & Liu, 2004). TAM' goal is to give a stance for determining the impact external factors have on internal beliefs, attitudes and intentions for using information technology (Davis et al., 1989). External factors here are the users perception of the usefulness of the IT as well as how easy it would be to use. TAM has been practically validated as a theory to determine technology acceptance behavior and valued for it's parsimony (Davis et al., 1989; Ma & Liu, 2004). TAM thus is able to predict human behaviour in realtion to technology while at the same time explaining such behaviour.

Percived usefullness (PU) explain the subjective probability a user have that using a particular software will help improve the performance of the user within an organization. Percived ease of use (EOU) explains the users expectation that the given software or application is straight forward and not difficult to use. User' attitude (UA) and PU therefore is determined by the user's behaviour intention (BI) (Davis et al., 1989).

BI= UA+PU.

In other words BI representation in TAM helps to explain that intention formation is the key component that leads to behaviour (Davis et al., 1989). A human person therefore, performs a behaviour which they have affect for in relation to the intention the user have towards the object for which the intention is formed.

The use of AMS in higher education can be efficient and effective depending on how useful such a system is to the users when they perform their work. If the system eases the users might enahnce use. On the other hand this theory helps to explain that users behaviour towards system use can be improved depending on how easy the users find the system. Challenges such as unavailability of important features, accessibility problems and time effeciency could deter users from ustilizing a system in their day to day activities.

2.1.4 Task technology fit (TTF)

TTF came into literature through the work done by Goodhue and Thompson in 1995. According to then technology is designed to assist users to carry out portfolio of tasks. Thus the job has requirements, abilities of the individual who perform the job and functionalities of technology in aiding the individual in their job(March et al., 2000). System users have two aspects to system use; one aspect is mandatory use of the system to perform certain compulsory tasks and the other aspect is the voluntary use of the system to carry out certain tasks(March et al., 2000). In mandatory situation, users have little or no option for using the system to carry out their tasks. The performance of the users in mandatory situation is therefore dependent on the functionalities of the technology. TTF propose that technology characteristics, users abilities and task requirements are the factors that aid performance(March *et al.,* 2000).

Database technology is a requirement for AMS. However, if the database is not able to collect, analyze and present relevant data to the users when needed, it is a fundamental technology failure. On the other hand if the system supporters and users lack knowledge of the system and its capabilities the system will not be properly utilized. Again if the system fails to capture required tasks it is meant to aid, it is a failure as well.TTF depicts the interactions between the capability of an individual, needs for task performance, and the functionality of technology for accomplishing the tasks (Javad & Nakanishi, 2016).

2.1.5 Critique of the theories

Expectancy disconfirmation theory explains the cognitive processes that leads to future re-purchase behavior of consumers however fails to access the changes in expectation that results from post product evaluation (Bhattacherjee & Premkumar, 2001). The expectation of a consumer after product consumption may completely shift from the pre purchase expectation to completely new expectations of the same product or services. This theory does not explain this possible shift in post consumption expectation. Post purchase evaluation variation from the pre purchase expectation may be a result of marketing promotion that inspired the pre purchase evaluation (Bhattacherjee & Premkumar, 2001). There could be a discrepancy in the product promotion communication that would lead to different post expectation re-evaluation (exceed expectation or below expectation). However actual experience clarifies and redirects expectations where possible.

The post purchase evaluation shift from initial expectation is supposedly as a result of new information based on actual experience. This is explained by the theory of self-perception that posits that individual continue to adjust their perception as a result of new information acquired through experience(Bem, 1972; Bhattacherjee & Premkumar, 2001). The actual experience of a product or service now forms the basis for future behavior.

The theory ties satisfaction to post expectation evaluation confirmation of initial expectation (McKinney, Yoon, & Zahedi, 2002; Oliver, 1980; Bhattacherjee & Premkumar, 2004). The theory however does not determine satisfaction that results from experience that is not tied to pre-evaluation confirmation. Prospects sometimes join a university not as a choice but as the only option in relation to the field of study one wish to pursue. In this case expectation is not the primary reason for choosing a higher institution. There are cases especially in Kenya where a prospect join a university as a result of government posting through the ministry of education. This theory cannot explain some of these scenarios in relation to post-evaluation experience of the users. Suffice to say that experiences not directly tied to pre-evaluation cannot be explained by this theory. In other words there are situations that one has no expectation at all but eventually is happy or unhappy with the service or product.

Contrast theory is the direct opposite of dissonace theory and does not explain the cause of such a contrast. Secondly the research relating to this was carried out on a laboratory controlled experiement and does not say what the actual experience would be on a field research (Cardozo, 1965; Yuksel, 2008)

Dissonance theory is yet to gain more acceptance by many researchers because of its inability to substantiate this kind of evaluation in all consumption situation (Yüksel & Yüksel, 2008). However the truth is that poor perfomance of product or services creates disconfort on the part of the consumer. In a HEI situation quality offering of services must be at the heart of whatever is offered in other to reduce dissonace effect and negative disconfirmation by the customers. Quality of service can be enhanced through the use of integrated AMS.This theory expalins customer satisfaction only in part, however it helps to understand that expectation can change even during consumption and thus is not always tied to pre consumption expectation as seen in EDT (Yüksel & Yüksel, 2008).

TAM has been widely used to determine technology acceptance due to it's parsimony which is a great strength while at the same time been widely critised because of it's parsimonousness (Macharia & Nyakwende, n.d.). TAM is said to have incomplete theoritical model since it omitted important factors such as giving a clear guidance on modalities that can improve user acceptance of technology. It is also critized for it's inability to cut across cultures in determining technology acceptance since most empirical results came from North Amreica alone(Macharia & Nyakwende, n.d.). This lack of cultural generalability aslo results in it's weakness in relation to managerial intevention since TAM originated from TRA; a social psychology concept and thus does not cut across other disciplines(Bala & Venkatesh, 2008; Macharia & Nyakwende, n.d.).

TTF has been used to for end user evaluation of the system in relation to the tasks they are able to carry out using a said system (Irick, 2008). Such measure is theoritically and empirically

evident (Irick, 2008). The ony challenge to the use of TTF to measure IS quality is if the user fails to properly understand the functionalities within the system that aid the tasks they perform.

2.2 Emperical Literature Review

In this section emprical studies relevant to the study will be reviewed. The study basically focuses on four modules of AMS. These includes admission module, registra module, finance module, content management module and human resource module. The reviour will focus on the modules as well as the variable which defines clearly the functionalities of these modules. These includes tasks aligned to the system, ease of use os the system, usability of the system, training of users and overall system performance leading to customer sertisfaction.

AMS consists of different modules that help solve the information technology needs of a university. Some of the core functionalitites that have been identified are teching, student records, and library (Chaushi *et al.*, 2018; Zornada & Velkavrh, 2005). These functionalities are further classified into activities such as education activities(student information system, portal/content management system, e-learning systems, Library systems), research activities(research information systems, library systems, support for project work, research software), business activities (human resource management system, finanial and accounting information systems and administrative information system) and management support (decision support system, business reporting, knowledge management system, quality assurance and et al) (Chausi et al, 2018; Zornada & Velkavrh, 2005).

Zornada and Velkavrh (2005) studied Implementing ERP Systems in Higher Education Institutions and identified that in most cases of the system implementations the HEI undertaking the project among other challenges do not normally access the risks involved properly. This weakness results in so many HEI spending double or more the cost of implementation, exceed stipulated time and sometimes ending up with not achieving the objectives for carrying out the project in the first place. Zornada and Velkavrh attributed the problem to getting sytems from vendors like Oracle, Mirosoft, peopleSoft and others that have not enough knowledge of the needs of the HEI environmnt needs. While this study is not focused on initial implementation challenges, this challenge of imporper risk assessment can lead to to subsequent proplems related to tasks not properly identified during implementation face. When tasks are not properly studied and identified, institutions end up having a system which is not used and manual way of doing things is the order of the day.

Klug, *et al.* (2016), studied factors affecting cloud computing adoption among the HEIs in the United States and Canada. The auhors used technology organization environment framework to assess the cloud computing adoptiong usinglogistic regression techniques concluded that three factors affect technology adoption. These are technology readiness, institutional size, and complexity; while the first two are institutional factors and the latter is technological factor.

Bhat, Shroff, and Bandi (2013) used a case study approach to study the motivation, implementation of AMS from a user perspective in the Indian HEIs. The findings showed the motivation towrds acquisition of systems are expected benefits which are visualised, using IT to replace aging workforce, and prior exposure to IT from members of staff. While the anaysis of users perspective depicts misfit between the software and the actual day to day work of the users,

as well as staff involvment as a tool to acomplish a vibrant IT system and technical expertee from the implementers. The study suggests that positive motivation and perception of an AMS system may through implementing it from the user' perspective enhance productivety of the system.

Marterer (2012) studied AMS implemetation in three universities in North Florida United States of America. It was a comparative research that employed a quantitative approach to examine only the registry aspect of the HEIs IT system implemention. The study finding depicts a controlled instituional approach that did not touch on the organizational structures of the three HEIs rather implimentation focused only on the business processes. This study only anlysed the AMS implementation at the registry in the three univerities sampled and did not access other modules or sections of the AMS. According to the findings, implemetaion of the AMS greatly speeded up business processes within the universities and centralized the business activities of the universities. However activities that could not be centralized maintained the manual nature of implementation.

Abugabah *et al.* (2015) evaluatedthe the impact of ERP systems in higher education. The study applied different IT models which includes TAM, Task Technology Fit (TTF) among others to acertain the impact. The study used qualtitativ method for data collection, The findings show that perceived usefulness (PU)and percieved ease of use (PEOU) predicts the usage of the system and thus impacts on the performance of the users. This is to say that when users sees the system as aiding to their tasks, they use it more to improve their performance. This research was able to empirically identify that system quality (SQ) which is a section of TTF as the significant factor that predict PU and PEOU through a stepwise regression analysis. Another factor identified that significantly affect PU is information quality (IQ) which is also an aspect of TTF. The study recommensed tha IS practionners and IS designers should focus on service quality as the most important aspects of ERP implementations.

2.2.2 Financial management System

Abdellatif (2014) in his study assessed different universities in the middle East developing AMS and pointed out the following important functionalities that must not be ignored during the system design and implementation process. These important functionalities are finance, human resources, project management and student records. Some of the factors identified that affect AMS implementation in this work are keeping to the project budget, time, culture, government policies, lack of IT experience and inadequate IT infrastructure.

Quian *et al.* (2015) in their study identified finance as one of the important modules found in AMS. The functionalities that needed to be aligned with finance system when implementing AMS according to the sudy consists of the following: Budgeting and accounting, Accounts receivable, Accounts payable, Purchasing and e-Procurement, Plant maintenance, Contract and grant management, Travel planning and expense reimbursement, Inventory and warehouse management, and Fixed assets. This study insists on the need of identifying and adjusting user requirements during AMS SDLC.

Zornada and Velkavrh, (2005) in their study pointed out finance system as a core mudule of AMS which sometimes constitute accounting, payments, investments, and budget as core

functionalities of the finance module. These supposedly do not resolve all the finace departmet challenges of a HEI. In other words these sections may be seen as the basic aspects of a finance module in a HEI setting.

Chaushi *et al.* (l2018) in their study classified the following as part of the finace activities in HEI, paroll, budgetting, accounts management, invoicing, general leger, financial analysis and asset life cycle. Finance activities may be seen as the most complex part of any system because of the nature of finance management. Finance management and accounting have aspects such as cost accounting, management accounting and so on.

2.2.3 The concept of customer in HEIs

The customers of HEIs has been the bone of contention for many quality researchers in HEIs. The customers in HEIs have been viewed as students and staff (Sahney, 2016) who have varied needs that must be satisfied for significant performance to be achieved. HEIs customers are also referred to as students, academic staff, families of students, government and employers (Owlia & Aspinwall, 1996). Sahney, (2016) cited Schmidt, (2002) and Sahney, (2004) who classified students, industry and society as external customers while the academic staff, faculty staff and management staff as internal customers.

There has been so much debate on student as HEIs customers. Some researchers are of the view that students are under training and as such should not be considered as customers because of the nature of the HEIs (Lynne & Brennan, 2007). While other debates is around the fact that in some places students do not pay fully for academics services (Halbesleben, Becker & Buckley, 2003; Pitman, 2000). Others are of the opinion that if students are considered as customers, they may not focus on their education as required and may want the lecturers to provide all the materials they require for them without making effort ((Lynne & Brennan, 2007; Rolfe, 2002; Clayson & Haley 2005). While each researcher tender their debates in relation to their perception of student-customer construct, no research results have proved that considering students as HEIs customer have brought a negative consequences to a particular institution. This research aims to study the impact of AMS on customer satisfaction through the utilization of AMS. The study is focused on two private universities in Kenya. In the two private universities students actually pay the full cost of tuition. The researcher thus considers students as part of the internal customers who need AMS to be satisfied in HEIs.

Another categories of customers who are of interest to us in this research are the academic staff, faculty staff and management staff. The different categories of staff have been considered as internal customers (Sahney, 2016). The staff need the right tools to enhance their performance and to make their jobs easier. This is why AMS comes handy in helping these categories of customers to make better their performance. For example, integrating AMS with the accounts will relieve the accounting staff from manual means of ensuring that students pay their fees at the specified time.

While there are other customers (government, families and employers) of HEIs, our focus however are specifically on the following categories of customers who need AMS for their daily operations. These includes students, academic staff/faculty staff and management staff. These categories of customers will be referred to as internal customers.

2.3 Knowledge Gaps

Many research have been carried out on HEIs information systems mainly focusing on an aspect of the HEIs (Welsh & Dey, 2002; McClea & Yen, 2005; Chaubey & Bhattachary, 2015). Welsh and Dey (2002) studied the use of technoloy to conduct quality assessments in the university of Louisville. This study focused on creating a system that will easily assess the internal performance of the university to enahnce systematic reporting to the external autitors and improvement of the internal processes of (Mburu & Amuli, 2017) the university. This study however, does not include the AMS as an attribute to quality assesmment.

Other researchers have focused on the admission section of the HEIs for a particular university. The study by McClea and Yen, (2005), focused on the admission system for Miami unversity.

Admission department is a functional unit in a HEI and thus is a module in the AMS. This study was able to identify the processes involved in admission as follows: prospects ⟶ applicant ⟶ acceptance ⟶ confirms. Confirming that a system compopsed of processed that are systematic.

Another research by Chaubey and Bhattachary, (2015) focused on the use of learning management system (LMS) in higher education. Learning is the major activity in higher education and thus is a very important aspect of the AMS.

No studies have been conducted on AMS in Kenya. For this reason this study is import.

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2.4 Conceptual Framework

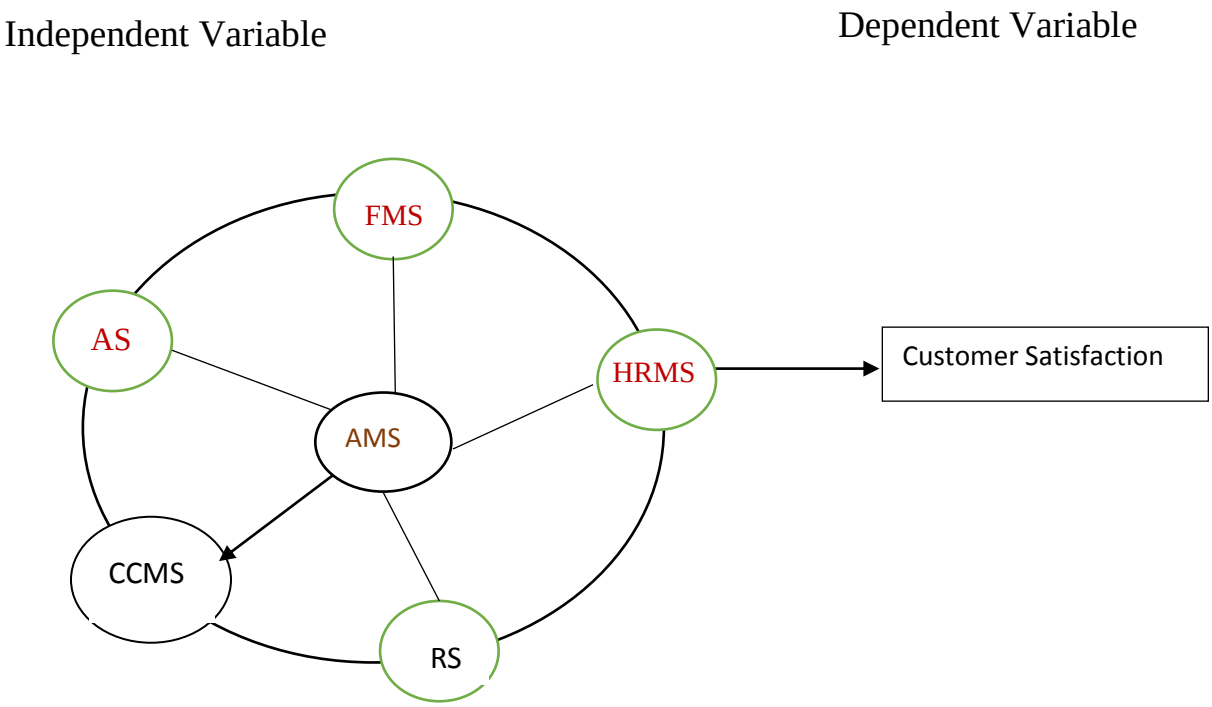

Figure 1: Conceptual Framework

2.4. 0 Academic Management System Operationalization

The AMS as seen above comprises of AS, FMS, CCMS and HRM. These components are joined together through a single database system or multiple database systems that are designed to enforce interaction of data from one unit to the other (Connolly & Begg, 2005; Laudon & Laudon, 2012). The system is operationalized through users awareness of the system, perceived ease of use, perceived usefulness, task completion, training, quality of data, data consistency, feedback, ICT support and system integration.

3.0 RESEARCH METHODOLOGY

This research used questionnaires verified through work group interview. Questionnaires is the method of data collection composing of a predesigned written set of questions through which respondents record their answers (Sekaran & Bougie, 2011). Interview is a method of data collection through which the researcher obtains information on a given topic by asking the respondents some questions (Sekaran & Bougie, 2011). The study population composed of admission staff, registrar staff, students, faculty members, finance staff and human resource staff who use

academic management system (AMS) for their daily operations in USIU and CUEA respectively. The total population was 11,720. A sample of 581 was drawn from this population using stratified random sampling.

4.0 RESEARCH FINDINGS

4.1 USIU Finance System

Table 1: Finance System Mean and Standard Deviation

	Mean	Std. Deviation
Finance Existence		
We have a finance information system in place.	4.63	.518
System Integration		
The finance system gets data about registered courses of students from the registry system automatically.	4.75	.463
The system bills student based on the courses they registered for the semester.	4.75	.463
The system automatically denies students access to any online academic information if failed to comply with scheduled fee payments.	4.63	.518
The system locks out students from borrowing books from the library if failed to comply with fees payment schedule.	4.63	.518
The system automatically gets information from the Human Resource Management System on deserving staff to be paid	2.88	1.126
The system automatically gets information from procurement system on purchases to be paid at a due date.	3.25	1.389
I do much of my works manually because we have two systems that do not talk to each other in the finance department.	2.13	1.356
The accounting software we use is not integrated with the academic management system.	1.75	1.389
Task Completion		
The system automatically sends total school fees to students via text/email after they are billed.	2.75	1.282
The system has a stipulated period within which students are expected to pay their school fees.	4.63	.518
The system allows students to apply for intermittent fee payments.	3.75	1.389
The system enables us to do financial projection	3.88	1.126
The system supports easy generation of budgets	4.00	1.309
Usefulness		
The system aids us such that we do not need to follow students up in their classrooms/elsewhere in order to ensure that they pay school fees.	3.38	1.506

We have long queues at the credit control/student account office because the system is not tuned to automatically solve the student's fee payment problems.	3.75	1.282
Data Consistency		
Students who were registered late through the back end usually have problems of their courses not displaying on their portal because the system does not pick the registration automatically.	1.63	.916
The case stated in #11 above is one of the major contributors to missing marks.	1.50	.926
We also have cases were some courses have more than one course code in the system.	1.50	.926
The case of #13 above also contributes to missing marks since lecturers sometimes finds it difficult to key the marks in the system.	1.50	.926
Data Quality		
The system makes it possible for us to automatically pay salaries to staff.	3.25	1.165
The system enables automatic generation of information for monthly reports/annual reports.	4.50	.535
The system automatically generates financial reports.	4.50	.756
The system automatically informs the management on the overall financial state of the university.	4.13	.835
User Training		
I am trained to use the system effectively.	4.75	.463
I get more training from time to time on new tasks related to the system.	4.38	.518
ICT Support		
I get prompt support from IT department when I need help related to the system.	4.63	.744
I communicate with IT efficiently through the intercom	4.63	.744
User Satisfaction		
The system makes my job easier	4.63	.744
I am happy with the overall performance of the system	3.88	.991

The above table 1 is categorized into the variables indicated and the resultant table is shown below in table 2. The table was arrived at using SPSS compute variables. A five point Likert scale was used to measure the items with 1 representing strongly disagree, 2 representing agree, 3 representing neutral, 4 representing agree and 5 representing strongly agree. Thus 4 to 5 represents agree and strongly agree. The mean result shows us that most of the respondents are within the range of agree and strongly agree in their responses.

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Table 2: Finance System Mean and Standard Deviation

Scale	Mean	Std. Deviation
System Existence	4.63	0.52
Data Integration	3.59	0.33
Task Completion	3.80	0.60
Usefulness	3.56	0.86
Data Consistency	1.53	0.78
Data Quality	4.09	0.57
User Training	4.56	0.42
ICT Support	4.63	0.58
Finance Satisfaction	4.25	0.71

Table 2 show the computed mean and standard deviation for the variable of the Finance system. The Finance system was measured using the nine variables as indicated in table 2. Majority of the respondents are aware that the university has a system for processing student finance records amounting to a mean value of 4.63. The FMS is integrated with the registrar system, the library system and the CCMS and this is why we have a mean value of 3.59. However the system is not fully integrated with the human resource system in regards to automated fee payment generation. The respondents agreed that the system do to some extent help them in performing tasks required of it in processing and recording students finance details going by the 3.80 mean values. In regards to the usefulness of the system a 3.56 mean shows that the system works averagely well in relation to eliminating all manual processes and manual measures for data collection. The Finance system in USIU has no problems with data consistency judging from the mean value of 1.56. It means that information reflects in real time when they are recorded, no issues with course code duplication and no issues with missing marks. Data quality has a mean value of 4.09 and this shows that the system data enhances reporting to the respective authorities. Training has a mean value of 4.56 which translates to the fact that respondents were trained to use the system and they get trained from time to time when need arises. ICT support has a mean value of 4.63 which is an indication that respondents do receive support from ICT department when the need arises. The respondents also agree that they are happy with the system despite small hitches here and there with satisfaction having a mean value of 4.25. The extent to which the Finance system aids her users is reflected in the variation depicted by the standard deviation for the different variables specified.

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Table 3: Finance System Correlations

	Pearson Correlation								
No		1	2	3	4	5	6	7	8	9
1	System Existence	1								
2	Data Integration	.026	1							
3	Task Completion	-.185	.144	1						
4	Usefulness	-.739*	-.521	.334	1					
5	Data Consistency	-.231	.124	-.413	.129	1				
6	Data Quality	.137	.469	.827*	-.014	-.148	1			
7	User Training	-.207	.274	.288	-.112	-.334	.123	1		
8	ICT Support	.652	.115	.494	-.444	-.753*	.555	.257	1	
9	User Satisfaction	.098	-.418	.747*	.322	-.435	.469	.182	.520	1

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

The above table 30 shows the Pearson' Correlations between the variables of the FMS. We can see from the table that Task completion and ICT Support have a strong positive correlation with User Satisfaction at 0.747 and 0.520 respectively. On the other hand Data Integration and Data consistency has a weak negative correlation with User satisfaction at values of -0.418, and -4.35 respectively. System existence, system usefulness and User training have a weak positive correlation with User satisfaction at 0.098, 0.322, and 0.182.

4.2 Regression analysis for FMS

The regression analysis was performed using the stepwise regression analysis in order to clearly identify the predictor variables of the dependent variables from the independent variables. The results are as follows:

Table 4: Finance System Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.916[b]	.840	.776	.33483

a. Dependent: User Satisfaction
b. Predictors: (Constant), Task Completion, Data Integration

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The above 4 shows the regression model for the finance system with R of 0.916 and R Square of 0.840. The R Square of 0.840 tells us that 84% variation in the dependent variable is explained by the independent variables predictor task completion and data integration.

Table 5: Finance System ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2.939	2	1.470	13.109	.010[c]
Residual	.561	5	.112		
Total	3.500	7			

a. Dependent Variable: User Satisfaction
b. Predictors: (Constant), Task Completion, Data Integration

The above table 5 is the ANOVA table for Finance System with a P value of 0.01 significance. A P-value of 0.01 is less than 0.05 and therefore the customer satisfaction for the Finance System users is significant.

Table 6: Finance System Coefficients

Model	B	Std. Error	Beta	T	Sig.
(Constant)	4.633	1.506		3.078	.028
Task Completion	.979	.215	.824	4.557	.006
Data Integration	-1.142	.385	-.537	-2.968	.031

a. Dependent Variable: User Satisfaction

Table 6 shows the degrees of significance between the predictor variables. Task completion is significant at 0.006 and more significant than Data integration which has a significance of 0.031.

4.3 CUEA Finance System

Table 7: The Registrar system computed mean and standard deviation

SCALE	Mean	Std. Deviation
Finance Existence		
We have a finance information system in place.	4.27	.47
System Integration		
The finance system get data about registered courses of students from the registry system automatically.	4.09	.54
The system bills student based on the courses they registered for the semester.	4.18	.405
The system locks out students from borrowing books from the library if failed to comply with fees payment schedule.	2.00	0.45
The system automatically denies students access to any online academic information if failed to comply with scheduled fee payments.	2.00	.77
The system automatically gets information from procurement system on purchases to be paid at a due date.	1.82	1.08

The system automatically gets information from the Human Resource Management System on deserving staff to be paid	2.09	1.14
The system automatically gets information from the Human Resource Management System on deserving staff to be paid	2.00	0.77
Task Completion		
The system automatically sends total school fees to students via text/email after they are billed.	1.91	.54
The system has a stipulated period within which students are expected to pay their school fees.	2.00	.63
The system allows students to apply for intermittent fee payments.	2.00	.45
The system enables us to do financial projection	2.09	.94
The system supports easy generation of budgets	2.09	.94
Usefulness		
The system aids us such that we do not need to follow students up in their classrooms/elsewhere in order to ensure that they pay school fees.	1.72	.47
We have long queues at the credit control/student account office because the system is not tuned to automatically solve the student's fee payment problems.	3.09	.70
Data Consistency		
Students who were registered late through the back end usually have problems of their courses not displaying on their portal because the system does not pick the registration automatically.	4.18	.60
The case stated in #11 above is one of the major contributors to missing marks.	4.55	.52
We also have cases were some courses have more than one course code in the system.	4.27	.47
The case of #13 above also contributes to missing marks since lecturers sometimes finds it difficult to key the marks in the system.	4.45	.52
I do much of my works manually because we have two systems that do not talk to each other in the finance department.	4.36	.92
The accounting software we use is not integrated with the academic management system.	4.00	1.00
Data Quality		
The system automatically generates financial reports.	3.18	.87
The system automatically informs the management on the overall financial state of the university.	1.55	1.04
The system enables automatic generation of information for monthly reports/annual reports.	2.18	.87
User Training		
I am trained to use the system effectively.	3.81	.60
I get more training from time to time on new tasks related to the system.	3.55	.69
ICT Support		

I get prompt support from IT department when I need help related to the system.	3.81	.40
I communicate with IT efficiently through the intercom	2.81	1.08
User Satisfaction		
The system makes my job easier	2.18	1.08
I am happy with the overall performance of the system	1.91	.70

The above table 7 is categorized into the variables indicated and the resultant table is shown below on table 8. The table was arrived at using SPSS compute variables.
A five point Likert scale was used to measure the items with 1 representing strongly disagree, 2 representing agree, 3 representing neutral, 4 representing agree and 5 representing strongly agree. The mean result shows diverse opinion of respondents as seen in the mean result and the standard deviation.

Table.8: Finance system computed mean and standard deviation

Scale	Mean	Std. Deviation
System Existence	4.27	.47
Integration	2.58	.47
Task Completion	2.02	.63
System Usefulness	2.41	.44
Consistency	4.30	.47
Data Quality	2.30	.74
Training	3.68	.60
ICT Support	3.32	.56
User Satisfaction	2.05	.82

The above table 8 shows the mean and standard deviation of the variables under study. The mean value of 4.27 is a clear sign that a system truly exists for processing finance information in CUEA. A mean value of 2.58 for System integration is a sign that the system is partly integrated. The system only pulls data automatically form registrar system and not from human resource system and procurement systems. The system also is not integrated with the accounting software used in the finance department for processing accounting data. Tasks completion has a mean value of 2.02 which means that the system performs automated tasks below average. Data consistency has a mean value of 4.30 which means that the respondents agree that the system is not consistent in reflecting data universally and again the system has more than one course code for some units which is also a contributor to missing marks. A mean value of 2.30 is for data quality is an indication that system is below average in carrying out automated reports. Training and ICT support are above average with a mean value of 3.68 and 3.32 indicating that the respondents agreed that they were trained to use the system to some extent. The respondents are also of the opinion that they get support from ICT to some degree. A mean value of 2.05 shows that respondents are not satisfied with the overall system performance.

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Table 9: Finance system Correlations

	Pearson Correlation	1	2	3	4	5	6	7	8	9
1	Existence of System	1								
2	Integration	-.212	1							
3	Task Completion	-.155	.934**	1						
4	Usefulness	-.111	.076	.298	1					
5	Consistency	-.110	-.739**	-.820**	-.339	1				
6	Data Quality	-.070	.727*	.821**	.353	-.852**	1			
7	Training	.339	-.386	-.273	.354	-.008	-.061	1		
8	ICT Support	-.365	-.396	-.529	-.176	.673*	-.701*	-.411	1	
9	User Satisfaction	-.297	.885**	.735**	.152	-.601	.609*	-.271	-.198	1

**. Correlation is significant at the 0.01 level (2-tailed).

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

The above table 9 shows the Pearson' Correlations between the variables of the Finance System. We can see from the table that System Integration, task completion and data quality have positive correlation with User Satisfaction at 0.885, 0.735 and 0.609 respectively. On the other hand System Usefulness has weak positive correlations with User satisfaction. System existence and training have a weak negative correlation with user satisfaction at -0,297 and -0.271. Data consistence has a strong negative correlation with User satisfaction at -0.609.

Table 10: Finance System Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.735[a]	.540	.489	.58641

a. Predictors: (Constant), Task Completion

The above table 10 shows the regression model for the finance system with R of 0.735 and R Square of 0.540. The R Square of 0.540 tells us that 54% of the variation in the dependent variable is explained by the independent variables.

Table 11: Finance System ANOVA

Model	**Sum of Squares**	**Mean Square**	**F**	**Sig.**
Regression	3.632	3.632	10.563	.010[b]
Residual	3.095	.344		
Total	6.727			

a. Dependent Variable: User Satisfaction

b. Predictors: (Constant), Task Completion

The above table 11 is the ANOVA table for Finance System with a P value of 0.010 significance. A significance 0.010 is less than 0.05 and therefore the customer satisfaction for the Finance users as predicted by Task Completion is significant.

5.0 SUMMARY OF FINDINGS

The objective was to evaluate the influence of finance AMS module on quality decision and services on student accounts. The variables used to determine this were system existence, system integration, task completion, usefulness, data consistency, user training, ICT support, Data quality which were predicting user satisfaction. The finance system user satisfaction was found to have strong positive correlations with ICT support and task completion. It has weak positive correlations with system existence, usefulness, data quality, user training and a weak negative correlation with data integration and data consistency.

The result of a stepwise regression analysis shows two predictor variables of user satisfaction in relation with finance system. These are task completion and data integration. These two variables are seen to predict user satisfaction at 84% following the R Square value. The result is significant at 0.010 p-values which is less than 0.05. The variability in the predictions are as follows; task completion (t=4.557; p=0.006; Beta=0.979) and data integration (t=-2.968; p=0.031; -1.142). The mean value ranges from (1.53≤ME≤4.63). Data consistency was used to evaluate the consistency of how any update at any section of the system gets reflected at the required area and as well to check issues with duplication of course codes in the system which could contribute to missing marks. The mean value of 1.53 is within the range of strongly disagree and agree (1.00≤ME≤2.00). This result shows that there are no issues with data inconsistency in the finance section of the USIU AMS. The rest of the variable have mean values ranges of (3.56≤ME≤4.63) showing that the rest of the variable results shows that the system reasonably supports users tasks.

The objective was to evaluate the influence of finance AMS module on quality decision and services on student accounts. The variables used to determine this were system existence, system integration, task completion, usefulness, data consistency, user training, ICT support, Data quality which were predicting user satisfaction. The finance system user satisfaction was found to have a strong positive correlations with system integration task completion and data quality. It has weak negative correlations with system existence, user training and ICT support and strong negative correlations with data consistency.

The result of a stepwise regression analysis shows one predictor variables (Task completion) of user satisfaction in relation with finance system. Task completion predicts user satisfaction at 54% following the R Square value. The result is significant at 0.010 p-values which is less than 0.05. The mean value for all the variables ranges from (2.05≤ME≤4.30). Data consistency was used to evaluate how any update at any section of the system gets reflected at the required area and as well to check issues with duplication of course codes in the system which could contribute to missing marks. The mean value of 4.30 is within the range of strongly agree and agree (4.00≤ME≤5.00). The result shows that data inconsistency is a big problem in the finance section of the CUEA AMS.

The mean value of 2.58 for system integration shows that finance system is 52% integrated with the registrar system, the human resource system and the library system. It can further be seen from data integration that there are two systems in the finance department that do not

communicate at all and these are the accounting software and the AMS (Microsoft Navision). Task completion, system usefulness and data completion have mean values below average. In conclusion it can be deduced that a system for finance activities exits in CUEA, however, the system is not tuned to aid users need and this is why users satisfaction is at the mean value of 2 (disagree).

6.0 CONCLUSIONS

The objective was to evaluate the influence of finance AMS module on quality decision and services on student accounts. The two universities AMS have finance module. USIU finance module depicts the integration of the accounting software while CUEA' accounting software is not integrated with the AMS software. CUEA finance AMS shows duplication of course codes in the system. This duplication has been agreed to be major contributor to missing marks in the university. Both institutions finance AMS module is significant in predicting customer satisfaction. We can see that IT system importance in enhancing customer's performance cannot be overlooked in any organization.

7.0 RECOMMENDATIONS

CUEA have AMS that manage registrar and finance activities. These systems have not been utilized to its full capacity since students are still chased around for fee balance physically and missing marks are persistent. Physical confrontation of students for fee payments may lead to intimidation of the customer. There is a need to get experts to review the capabilities in the already existing system and exploit it to stop issues of missing marks and fee collection challenges. The capabilities can also be extended to admission processing and the human resource departments. The AMS in CUEA is not integrated with the library system and as such students who have not been cleared from finance department can still borrow books from the library. The university needs to look into this integration to ensure consistency in following up library books.

USIU on the other hand has its finance system lacking the possibility for students to apply for intermittent fee payment. This still accounts to the long queues at the finance office.

7.0 SUGGESTIONS FOR FURTHER STUDIES

This study can form part of the literature for future researchers. Similar study can be replicated in other private institutions order than CUEA and USIU. Similar study can also be conducted in public universities. Comparative study on the ERP functionalities in HEIs focusing on user's attitude can be carried out as well. An Aspect of ERP that captures management system integration with ERP for decision making can be conducted.

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