

The Role of Student Affairs Department in Customer Care in an Open and Distance Learning Institution: The Case of Zimbabwe Open University

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Abstract: *For Open and Distance Learning (ODL) institutions to remain competitive in the face of stiff competition from other providers of higher education, it is imperative that they raise their customer care services, so as to be able to attract and retain the students they already have. Customer care is now the cornerstone of student satisfaction, and students are now spoilt for choice with regards to the available higher education institutions in which they can study with. It is critical to realize that the customer in institutions of higher learning go beyond the student, but include parents, research sponsors, accreditation bodies, employers and the society in general. This research paper however will be limited to the customer care services provided to the students by the Zimbabwe Open University through the department of student affairs, as a way to delight the students and form a long term relationship with them. It is important to note that customer care cannot be successfully achieved, if issues of quality services are not addressed. This study was a survey carried out to establish the customer care services provided to Zimbabwe Open University (ZOU) students by the department of student affairs. Ten student advisors were purposively selected from the ten regional centres and interviewed. The results showed that various customer care services were provided by student advisors starting from the moment the student advisor interacts with prospective student up to the time they graduate and form the alumni. The study recommended that more resources should be availed, so that student advisors could visit students at district centres and attend to students' issues. The other recommendation was that time and resources should also be availed so that student advisors can visit sick students in hospitals and attend funerals of close relatives of the students.*

Keywords: *Customer care, Open and Distance Learning*

1. INTRODUCTION

Zairi (2000) contends that "Customers are the purpose of what we do and rather than them depending on us, we very much depend on them. What the above author was implying was that our very existence very much depends on the customers and therefore without customers we close shop. Organizations today are focusing on customer satisfaction, loyalty and retention because the competition for customers in higher education is rather stiff and it is high time open and distance learning institutions raise the bar of customer care so as to attract as many students as possible. Customer care and quality services are intricately woven and the two are often seen together. According to Arokiasamy and Abdullah (2012) quoting Hokanson, (1995), more and more organizations are emphasizing on service quality due to its strategic role in enhancing competitiveness especially in the context of attracting new customers and enhancing relationship with existing customers.

2. BACKGROUND OF ZIMBABWE OPEN UNIVERSITY

ZOU is the only state Open and Distance Learning (ODL) institution in Zimbabwe, established on 1st March 1999 through an Act of Parliament (Chapter 25:20). Initially the university operated as the Centre for Distance Education at the University of Zimbabwe before its transformation to the University College of Distance Education. After this transformation, ZOU was granted its own charter to operate as a fully fledged university. Currently, in 2014, ZOU has four faculties; the

Faculty of Arts and Education, the Faculty of Science and Technology, the Faculty of Commerce and Law and the Faculty of Applied Social Sciences, offering over 60 diploma and degree programmes. Students are drawn from the country's ten geo-political provinces as well as the Virtual Region encompassing students outside the country, wherever they may be in the world.

3. QUALITY MISSION

To promote, enhance and provide world class quality delivery and standards for the Zimbabwe Open University in line with the Vision of the University.

4. MISSION STATEMENT

The Zimbabwe Open University exists to empower people through lifelong learning thereby enabling them to realize their full potential in an affordable and flexible manner while executing their endeavours.

5. VISION

To become a World Class Open and Distance Learning University

6. CORE VALUES

- Dedication to highest levels of excellence
- Creation of an innovative culture
- Promotion of integrity
- Adherence to highest levels of ethical standards
- Delighting Stakeholders

7. STATEMENT OF THE PROBLEM

What role do student advisors play in customer services at Zimbabwe Open University?

8. RESEARCH QUESTIONS

What are the duties of student advisors at Zimbabwe Open University?

What are the customer care services carried out by student advisors at Zimbabwe Open University?

How can student advisors improve on the customer care services at the Zimbabwe Open University?

9. REVIEW OF RELATED LITERATURE

The major roles of a student advisor at Zimbabwe Open University as provided in the Regional Procedure Manual (2012) are as follows:

1. Provide Face to Face and Telephone Counseling and Advisory Services to Students

The student advisor shall:

- Provide students with face to face and telephone counseling and advisory services to ensure wellness in the various crucial areas.
- Advise students on University policy concerning examinations and conduct, cheating, referrals and appeals.
- Respond orally, verbally or in writing to various issues concerning student welfare and learning.
- Attend to student concerns, offer guidance and support in accordance with University Policies.
- Link relevant units, departments and other internal service providers
- Document counseling and advisory services rendered on the Guidance Counselling Form (issued by the Centre for student Management).

2. Career Guidance and Advisement

The student advisor shall:

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- Assist students in making informed choices of study programmes and to clearly define their career paths.
- Monitor student enrolment, retention and dropout rates.
- Provide input to the Regional Director and Faculties on student retention strategies.
- Refer students to other relevant service providers and sources of information by filling in the Student Referral Form (issued by the Centre for student Management).
- Keep records of students enrolment, withdrawal and dropouts by making students fill in the Students Information Sheet and Student Withdrawal Form (issued by the Centre for Student Management.)
- Send information on students' retention levels and recommendations on retention strategies to Pro-Vice Chancellor (Academic) through the Director Centre for Student Management.
- Carry out research on difficulties encountered by students studying in ODL by use of Survey Interviews, Survey Questionnaires and Focus Group Discussion.

3. Requisite Study and Examination Preparation Skills

The student advisor shall:

- Enhancing the students' confidence and motivate students before and during examination period.
- Provide individual counseling and advisory services to students in response to specific enquiries.
- Conduct study skills training sessions with groups of students at least once every semester by way of training workshops, peer training and other suitable techniques.
- Contribute and participate in Regional and National Centre initiatives such as Student Orientation.

4. Students With Special Learning Needs

The student advisor shall:

- Ensure that students with special needs get appropriate and adequate support to minimize barriers to learning.
- Keep records of students with special learning needs which include biological data, nature of challenges and the programme enrolled.
- Assess the adequacy and appropriateness of special examination considerations and arrangements by getting feedback from the students.
- Ensure that students complete a Student Information Form, all registration or at any other point during the course of study indicating specific areas of challenges and nature of support required.
- Ensure that prior to examinations students complete Special Examination Form and the Advisor makes comments and recommendations in accordance with the Admission, Registration and Assessment Procedures. After examinations, students should complete the Examination Feedback form.

5. Orientation of Students

The student advisor shall:

- Acquaint students with the Open and Distance Learning mode of education.
- Participate in orientation presentations and carry out post orientation sessions with students to complement written materials as per student needs.
- Issue a copy of ODL University Handbook on Admission, Registration and Assessment to new students.

6. Preparation of Students for the World of Work

The student advisor shall:

- Assist students to enable them to make a smooth transition into the world of work by linking them with prospective employers.
- Keep in touch with former students and keep records of alumni and their career development.

7. Informed, Development, Decision Making and Service Delivery

The student advisor shall:

- Initiate and conduct research on Students' Services, learner support and general effectiveness and appropriateness of programmes offered by ZOU.
- Conduct surveys on opinions / perceptions of students and stakeholders on the nature, quality and effectiveness of the programmes and services on offer.
- Report to Regional Director on survey findings and suggest way forward.
- Respond to the outcome of the surveys on the quality of programmes and services provided by ZOU in a way that ensures stakeholder satisfaction.

8. Liaison With Other Institutional Units and Departments

The student advisor shall:

- Collaborate with relevant units and departments and carry out career exhibitions to showcase ZOU programmes and short courses.
- Contributing in planning and marketing ZOU programmes
- Making monthly report file
- Coordinate community service programmes in collaboration with current and former members of the Student Representative Council.

10. LITERATURE ON CUSTOMER CARE SERVICES IN INSTITUTIONS OF HIGHER LEARNING

10.1. Customer Retention

Rust, Zahorik and Keiningham (1996:3) emphasised that:

While winning new customers is vital to the long term success of any organisation, many firms have come to realise that survival and profits also are critically dependent upon keeping the customers they already have, or defensive marketing.

Many organisations can no longer afford to assume that new customers can be found to replace those who have left through dissatisfaction. According to Rust, Zahorik and Keiningham (1996:131), a survey done by the United States Government revealed that it costs the average firm five times more to win a new customer than what it does to do whatever is necessary to keep current customers happy. As a result customer retention and the development of long term relationships have become the focus of many organisations. Rust, Zahorik and Keiningham (1996:20) state that:

Successful customer retention programmes extend the set of skills required of marketing managers beyond merely requiring them to be more conscious of customer service. In particular, a retention orientation requires firms to be responsive to customer concerns by keeping open dialogues with them. This approach involves effective programmes for receiving and responding to complaints, active solicitation and analysis of customer satisfaction data, and the development of long term strategic relationships with customers by evolving to meet their changing needs.

The important belief of defensive marketing could be that when dealing with a customer, a firm must consider the lifetime value of a satisfied customer, rather than the short term profit to be gained by any one individual transaction. An ODL institution's response to a client's concern about, for example, the range of programmes offered, if properly handled may represent

thousands of dollars in future income over the course of the client's relationship with the institution. This perspective showed that short term, tight-fisted solutions could be more damaging to income or profits than generous approaches to keeping customers happy. In addition, Connelly, McNeill and Mosimann (1997:89) state that:

The lifetime value of a highly profitable customer represents a considerable financial asset. As a result, recognising early indicators of customer dissatisfaction among an organisation's best customers is a highly leveraged activity. By providing these early indicators, and by increasing the rate at which this critical activity can be performed, an organisation will achieve increased retention rates for high profit customers. In general, the longer a customer stays with a organisation, the more that customer is worth.

The authors go on to state that long term customers buy more, take less of a company's time, are less sensitive to price, and bring in new customers. Best of all, they have no acquisition or start-up costs.

11. VALUE OF CUSTOMER RETENTION

Bounds et al (1994) emphasise the need for organisations to provide the right service to a customer the first time in order to reduce the cost of repeating some processes that are not value-adding to the customer. Retention of current customers has an effect on market share.

According to Rust, Zahirik and Keiningham (1996:313), highly satisfied clients are not easy to woo away. A 1995 study by Bain and Company (a strategic consulting firm) on the value of customer satisfaction discovered that an increase in customer retention rates of 5% points could increase profits by 25% to 80%.

This was a result of several factors such as the following:

- It was more expensive to win new customers than old ones as mentioned above.
- Tracking studies over time showed that longer-term customers tended to purchase more.
- In some industries, servicing a familiar customer was generally more efficient and therefore cheaper.
- High customer retention made a firm a more formidable competitor. Other competitors cannot easily measure the firm's retention rate or even know that it is the source of market share growth.

Empirical findings of the Bain study survey are reported to suggest that investing in quality programmes to improve customer retention could be worthwhile, whether it included programmes to improve quality and customer satisfaction initially or programmes to address customer complaints. It was also discovered that customers who had problems that an organisation redressed were willing to return. Sometimes these customers were more loyal than customers who never had problems.

12. THE HUMAN RESOURCE ROLE IN STUDENT RETENTION

While higher education traditionally constructs models by looking internally, Bean's Theory of Student Attrition Model (1983) looked outside of higher education, adapting research done in human resources management. Similarly, relationship marketing, a concept developed to enhance the profitability of business operations, provides a model that, if adapted for use on campuses, could help guide student retention initiatives. Berry (1983:25) defined relationship marketing as, "attracting, maintaining, and enhancing customer relationships". Relationship marketing focuses on building ties with existing customers to strengthen customer ties with the intent of retaining them (Jain, 2005; Peltier, Schibrowsky, & Westfall, 2000). It is based on the premise that it is easier, less expensive, and more profitable to retain current customers than to acquire new ones. Applied to higher education, the relationship marketing concepts hold promise for furthering the understanding of student retention and the improvement of retention practices. Just as managers of businesses have in place strategies to retain customers, campus faculty and staff can readily adapt the principles of relationship marketing to develop strategies to retain already enrolled students. Berry (1983) offered helpful advice on this point by identifying the three conditions in which relationship marketing is most applicable:

- Relationship marketing concepts can be applied whenever the customer has an ongoing need or desire for the service. Students who enter college with the intent of obtaining a degree clearly initiate relationships on which they will depend over time to provide services and opportunities necessary to complete programs of study.
- Relationship marketing can be applied in environments in which the customer selects the service provider. This is undoubtedly the situation in higher education where the recruitment of students is competitive and students are able to select a university from among several choices.
- Relationship marketing principles can be used if there are alternative service providers and customers are able to switch from one supplier to another, a common reality as students often transfer from one university to another.

It is, therefore, an appropriate fit to apply the principles of relationship marketing to student retention.

The term customer relationship management (CRM) is often used to describe relationship marketing programs aimed at customer retention. Ackermann & Schibrowski (2007) coined the term student relationship management (SRM) for those programs designed to build relationships with students to increase retention and loyalty to the school. An additional benefit of a successful SRM program would be an increase in the number of alumni who could be converted into supporters who are both loyal and willing to make a financial commitment through fund raising campaigns.

13. BASIC TENETS OF THE RELATIONSHIP MARKETING PARADIGM

The customer relationship marketing framework is based on an established set of proven business principles. Many of these concepts can be applied to the educational model referred to as student relationship marketing (SRM). The following CRM concepts are directly applicable to SRM (Ackerman & Schibrowski, 2007:312 - 321).

14. LIFETIME VALUE IS ESSENTIAL TOOL FOR UNDERSTANDING AND BUDGETING FOR RETENTION

Among the key concepts that guide relationship marketing and underscores the financial importance of retention is the lifetime value of customers (LTV). LTV is a measure of the revenue that the organization will receive from a given customer during his or her lifetime as a customer, determining the net present value of the revenue realized from the average new customer over a period of time (Hughes, 2003). The lifetime value of a student is a critical calculation for any college that invests in student retention because it presents a way to measure the financial impact of retention efforts and provides a justification for investing in such programs. The importance of the calculation of lifetime value is that it demonstrates that successful retention programs make good financial sense, an essential argument for those who manage retention programs (Hughes, 2003:53).

15. GET CLOSER TO THE CUSTOMERS

Organizations interested in building commitment and trust into their relationships with customers must get close to their clientele (Jackson, 1985). An example of a small thriving corner grocer's shop discussed by Hughes (1991:39) explains this more clearly.

How did the local grocer build strong loyalty with his or her customers: by getting close to them, of course. The grocer knew all about the customers, knew what they liked, stocked products for them, made them feel important, solved their problems, provided them with special information and deals, and gave them credit.

If a firm wants to add value for their customers and build lasting relationships with them, they need to know who the customers are, what they want, and what is important to them. The same is true for campuses (Kuh et al., 2005). Administrators, faculty, and staff may claim to know their students and to be "student centered" but, when pressed, the examples that they provide are typically based on anecdotal information or myth. Seldom does the institution have hard, purposefully collected data (Kuh, 2001-2002). The relationship marketing paradigm is built on the premise of learning everything relevant about the customer and then using that information to

service them. An approach that works well as a supplemental way to learn about customers (students) is to spend time with them. The “managing by walking around” approach popularized by Sam Walton of Wal-Mart fame and discussed by Peters and Waterman (1982) proposes that administrators and faculty spend time with students outside of their traditional roles by regularly engaging students in conversations in informal settings.

16. IDENTIFYING THE REASONS FOR LEAVING THE RELATIONSHIP

Customers can be retained if trust is developed, if they are satisfied with the product or service, and if they are committed to the company. A customer retention plan requires that the business define, measure, and understand the customer defection rate. While it is difficult to locate and gather information from defectors, that information is invaluable if efficient and effective ways to reduce defection are to be identified. This information is needed to determine which of the reasons for leaving the relationship are actionable and need to be addressed, versus those that are not (Ackerman & Schibrowski, 2007). Universities and colleges need to gather this information for similar reasons (Tinto, 1998). In theory, the job of collecting this information in academic settings could be easier because there should be a database with contact information for students. The process of getting close to the students should include gaining an understanding of reasons why students leave. If it is possible exit interviews with students who are leaving the college or transferring to other colleges may provide valuable information which may point out areas which the college needs to improve.

17. RELATIONSHIP BUILDING IS EVERYONE’S RESPONSIBILITY

The CRM model holds that customer retention is everyone’s job. That is, everyone in the organization needs to understand the principles of relationship marketing and be committed to building relationships with customers. Having said that, the implementation of the CRM program most often falls primarily on those front line employees who communicate with customers on a regular and frequent basis. In those cases, employees need to be evaluated based on their ability to effectively communicate with customers in ways that strengthen the relationship rather than weaken it (Ackerman & Schibrowsky). Student advisors very much fit in the shoes of frontline employees and it is their responsibility to ensure that customers who are the students are well serviced. Research on complaint resolution highlights this point. Of customers who register a complaint, 60% to 75% will do business again with the company if their complaints were resolved; that figure increases to 95% when complaints were resolved quickly and fairly. The average customer will tell about five others about the good treatment they received if the complaint was resolved but an average of eight people if the complaint was not resolved (Albrecht & Zemke, 1985). The situation is similar on college campuses. A crucial implication of the SRM model is that student retention is everyone’s job and not a responsibility assigned to one person, office, or program. While front line employees at colleges and universities such as administrative assistants, office receptionists, advisors, and tutors/lecturers are often the key to the successful implementation of SRM programs, the efforts of all are needed, as Kuh (2001:30-31) noted that just as no single experience has a profound impact on student development, the introduction of individual programs or policies will not by themselves change a campus culture and students’ perceptions of whether the institution is supportive and affirming. Only a web of interlocking initiatives can over time shape an institutional culture that promotes student success.

18. CAUSES OF STUDENTS’ WITHDRAWAL IN ODL

Withdrawal of students from the programmes whether temporarily or as finality, which essentially is the dropout phenomena, affects the students’ retention in ODL. Studies have shown that the major causes of dropout in higher education ODL institutions are multi-dimensional (as stated by Chakuchichi, 2011:92, citing Southerland, 2009; Sukati, 2009; Bernath and Rubin, 2004, and Grote, 2000). The causal factors include:

- Dissatisfaction with service delivery,
- Lack of time which essentially is mismanagement of study time causing students to fall behind their expected study schedules,
- Complex study matter as in quantum subjects like Mathematics, Accounts and Statistics and

- Resource allocation problems.
- Quality of tutorials or tutors

The key issues in the conceptualization of service quality remain dimensionality, disconfirmation and contextual adaptation. In Higher Education, the dimensions have been applied with mixed results (Cuthbert, 1996). Buttle (1996), concluding that whether customers evaluate service quality in terms of expectations and perceptions is questionable. Arokiasamy and Abdullah (2012) with reference to Douglas et al, (2006) pointed out that there is an indication that a student switches focus from tangibles to teaching quality between pre-decision and experience. Student satisfaction which can be achieved through customer care is of compelling interest to colleges and universities as they seek to continually improve the learning environment for students, meets the expectations of their constituent groups and legislative bodies, and demonstrate their institutional effectiveness. Arokiasamy and Abdullah (2012) submitted that unlike service industries, which hold satisfaction as a goal in and of itself, colleges and universities typically, perceive satisfaction as a means to an end. Higher education tends to care about student satisfaction because of its potential impact on student motivation, retention, recruitment efforts, and fundraising. Rowley (2003) identified four main reasons for collecting student feedback:

- to provide auditable evidence that students have had the opportunity to pass comment on their courses and that such information is used to bring about improvements;
- to encourage student reflection on their learning;
- to allow institutions to benchmark and to provide indicators that will contribute to the reputation of the university in the marketplace; and
- to provide students with an opportunity to express their level of satisfaction with their academic experience.

In the words of Banwet and Datta, (2003), in order to deliver high quality services to students, universities must manage every aspect of the students interaction with all of their service offerings and in particular those involving its people. Services are delivered to people by people, and the moments of truth can make or break a university's image. Gold, (2001) went on to propose that in order to deliver total student satisfaction, all employees of a university should adhere to the principles of quality customer service, whether they be front-line contact staff involved in teaching or administration, or non-contact staff in management or administrative roles. Devinder and Datta (2003) also shared the same sentiments as they argued that institutions which want to deliver quality programs and services to students must be concerned with every aspect of the students experience on campus. Customer care services are crucial for student satisfaction and influence the student to come back to do another degree programme with the university or to refer someone to the same university for educational purposes. This is consistent with the findings of Jones and Suh (2000), which concluded that transaction specific satisfaction influences overall satisfaction, and that both overall satisfaction and transaction specific satisfaction significantly influence repurchase intention. Cohen, Dove and Bachelder,(2001) submitted that students are known to choose universities and programs to enroll based on factors like delivery method, time availability, on/off campus requirements and place to access learning materials). In concurrence, Chun, (2005) noted that students are also found to place great importance for degree acceptance and the university's reputation in the selection of university.

19. METHODOLOGY

The population of the study comprised of ten regional student advisors who are responsible for students' affairs at regional centres and all of them were included in the sample and they were interviewed on the duties they perform and customer care roles they perform at their various stations This study was a qualitative study that assisted the researcher to study the phenomenon of customer care in its natural setting. This enabled the researcher to get an in-depth understanding of the phenomenon and interpret it and derive meaning in a natural setting. A mixed methodology approach to gathering data was adopted as interviews and document analysis were utilized and this made it possible to triangulate data and produced a complete picture of the roles of student advisors in relation to customer care.

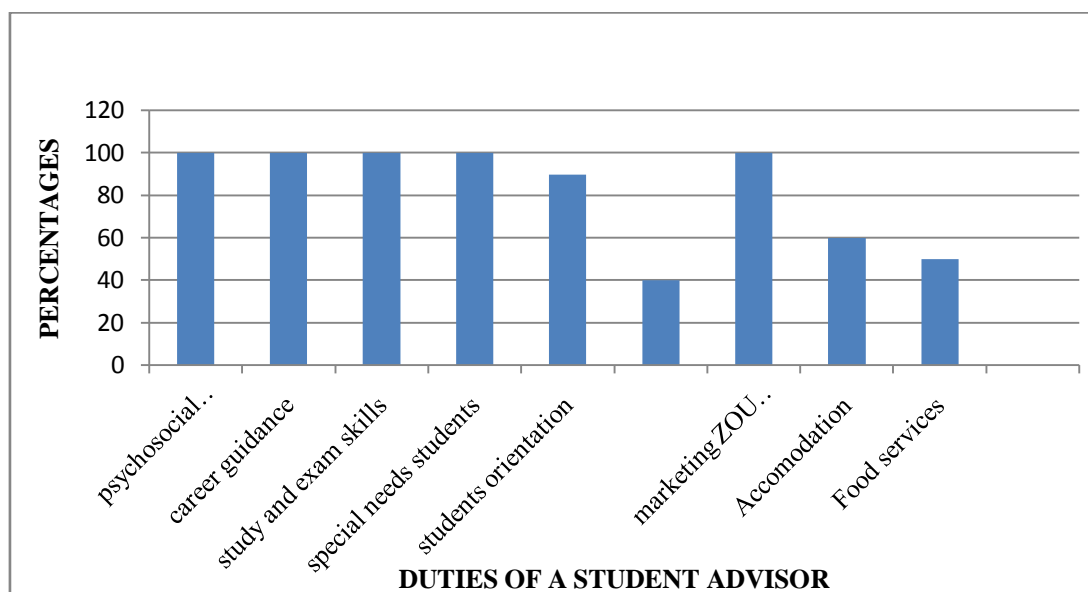
20. RESULTS AND DISCUSSIONS

Table1. Bio-data of participants

Sex	Number	Age-range	Academic qualification
Males	5	40-50	Masters degree in social sciences
		30-40	
Females	5	40-50	Masters degree in social sciences
		30-40	

There are five male student advisors and five female student advisors. In terms of the age range 90% of the student advisors are in the age range of forty to fifty years and only one female student advisor was in the age range of 30-40 years. Ninety percent of the student advisors had at least five years experience in education as teachers. The above information shows that these student advisors are experienced in educational matters and all of them had counseling qualifications over and above the masters degrees they possess in social sciences. Three of the student advisors are actually about to complete their second masters degrees in student affairs with a local university so in terms of qualifications the team is well qualified to handle their jobs. The balanced number of males and females also gave a balanced view of the roles and opinion about the customer care duties which are being performed at the Zimbabwe Open University.

21. DUTIES OF A STUDENT ADVISOR AS GIVEN BY PARTICIPANTS



The graph shows that despite the fact that student advisors are guided by the same document for their operations, the emphasis on the duties of these student advisors vary in some areas. Research on student services received the lowest percentage of 40% as most student advisors thought that it is not their major duty to research on student services. It is however critical to realize that according to the procedure manual of 2012, research on student services is one of the core duties of a student advisor. The importance of research on student services is crucial in the sense that research keeps the student advisor abreast with current information on student services and whatever decision he or she takes will be based on research not intuition. On further questioning, why some student advisors were not regarding research as one of the core duties of student management, some student advisors pointed out that they are generally overwhelmed with the duties they are expected to perform such that they do not have time to do research on student services. Accommodation services during tutorials and food services had 60% and 50% respectively and some research participants explained that accommodation and food services are not major duties in an open and distance learning institution because students do not live on campus but just come at the campus when they require specific services from the institution. The other respondents went further to explain that most of the students make their own accommodation and food arrangements when they come for tutorials or examinations. With regards to psychosocial counseling, career guidance, study and examination skills, special needs

students and marketing ZOU programmes all the student advisors were in agreement that these form the core duties of a student advisor. Ninety percent of the student advisors regarded student orientation as one of the major duties of a student advisor and only one of the participants argued that it is not a major duty of the student advisor since orientation is also done by most departments which include faculty, and library staff,

22. HOW STUDENT ADVISORS CAN IMPROVE THE IMAGE OF ZIMBABWE OPEN UNIVERSITY

When interviewed on what student advisors can do to improve the image of the university, 80% of the respondents pointed out that the university should avail resources to student advisors to be able to pay visits to district centers to address student grievances and issues. The student advisors pointed out that student advisors should be pro active and not to wait for students to travel all the way from district centres to present their problems which is a cost to the student but should go to these district centres and bring services to the doorstep of the student.

Seventy percent of the respondents pointed out that time and resources should be availed to student advisors to attend to community services such as clean up campaigns and to attend to other state events.

Sixty percent of the respondents submitted that student advisors should visit students who are inactive and establish whether their inactivity has anything to do with poor service delivery and try to address institution related problems which may be causing students to withdraw.

Ninety percent of the respondents asserted that institution related problems which affect students should be promptly solved and lines of communication with students should always be open to allow feedback from students on how well their concerns are being addressed.

Eighty percent of the student advisors pointed out that student advisors should ensure that the registration process should be done as fast as possible so that students are not delayed when carrying out registration.

23. CONCLUSION

This research established that student advisors at Zimbabwe Open University play a crucial role with regards to customer care services as they are the frontline workers whose services to students can ensure that the customers who are the students continue to do business with the university or stop altogether. Visits to district centres by student advisors, community engagement, solving institution related student problems as well as ensuring that students are not unnecessarily delayed during registration are some of the ways that student advisors can do to ensure quality customer care services at Zimbabwe Open University.

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