

Research article

# **An Evaluation of Student Services in the Faculty of Management and Sciences at the Durban University of Technology**

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## **ABSTRACT**

Interest in the quality of university education has grown considerably over the last decade. Higher education institutions are increasingly placing greater emphasis on meeting students' expectations and needs. As universities become more student orientated, student perceptions of higher educational facilities and services are becoming more important. It is apparent that there is a need to measure students' perceptions of service delivery at the Durban University of Technology.

To investigate students' perceptions of service delivery, a study was conducted which was guided by four objectives. These objectives were: firstly, to identify students' expectations in terms of higher educational services provided; secondly, to ascertain the perceptions of students towards the service the Durban University of Technology provides; thirdly, to measure the gaps between the expectations and perceptions, using the SERVQUAL score, and fourthly, to suggest recommendations to DUT for improvement.

The instrument used to assess the students' perceptions of quality of service delivery was the SERVQUAL questionnaire, measuring expectations and perceptions according to five quality dimensions.

The study found that on average customers had high expectations in tangibles, reliability and assurance dimensions and their highest perceptions were found in the assurance dimension. The study also found that management of DUT need to apply a varying degree of attention to customer service perception. The key recommendation to management of DUT was to introduce a Total Quality Management (TQM) system and a service marketing management plan. In addition to implementing this, management also needs to develop a service-minded workforce.

**Keywords:** Tertiary Institutions; Higher Education; Perceptions; Customers; Student Expectations; Competitive Advantage; Quality; Evaluation

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## Introduction

In today's competitive environment, excellent customer service is becoming the core competitive advantage in all industries including the higher education sector in South Africa (Mahadzirah and Wan, 2002:44). According to Hill, Lomas and Macgregor (2003:11), students are viewed as the primary customers of higher education. The process and outcome, affect students' judgement on the quality of service (Du Toit, 2003:80). Process involves how students are treated during the service interaction and outcome is the actual result as experienced by the customers (Ramadass and Kruger, 2007:30). The students' perception of the higher education experience has become increasingly important (Du Toit, 2003:80). Service delivery at tertiary institutions has become more student oriented and customer focused (Mahadzirah and Wan, 2002:45). Berry and Parasuraman (2000:84) argue that the strategic success of a service organisation depends on the ability of service providers to enhance their images by consistently meeting or exceeding customers' service expectation. Students' views on all aspects of their higher education experiences are essential to monitor the quality of education (Hill, Lomas and MacGregor, 2003:13). Therefore the aim of this study will offer management an insight into students' satisfaction of service quality and the opportunity to address any issues impacting the delivery of quality higher education at the institution.

## Objective of the Study

The objectives of the study are as follows:

- To identify student's expectations in terms of higher educational services provided at the Durban University of Technology.
- To determine the perceptions of students of service delivery at the Durban University of Technology.
- To measure any gaps between student expectations and perceptions of service quality.
- To provide recommendations for policy makers.
- Expectations in terms of higher educational services provided at the Durban University of Technology?
- What are student perceptions of service delivery at DUT?

- Is there any gap between students' expectations and perceptions of service quality?
- What recommendations can be offered?

## **LITERATURE REVIEW**

Literature advocates that universities can gain a competitive advantage by improving the service quality that is offered to students. Modern day's higher education institutes such as colleges, business schools and universities are challenged with boosting enrolment, reducing costs and satisfying an increased demand for financial aid. Furthermore, the open market dictates strong competition and educational institutions are forced to compete on the open market to enrol the student numbers they seek. In this view, quality service delivery is imperative if an organisation wishes to stay in the competition.

It has therefore become increasingly important that universities understand students' expectations and perceptions of service quality at the institution. In this chapter, literature relating to the study will be reviewed. This chapter will also highlight the five service quality dimensions adopted from Sachdev and Harsh (2004:4), which students, as consumers, can use when measuring service quality at a university. These service quality dimensions will be discussed and related to the investigation of students' perceptions of service quality at the Durban University of Technology.

### **Customer service defined**

Customer service can be defined as a series of activities designed to enhance the level of customer satisfaction (Turban, Aronson, Liang and Sharda, 2007:325). Customer service may be provided by a person such as sales and service representative, or by automated means called self-service. Therefore, customer service forms an integral part of a company's customer value proposition and is regarded to be more important if the purchase relates to a "service" as opposed to a "product" (Turban, Aronson, Liang and Sharda, 2007:326). Customer service is the service provided to customers before, during and after purchasing and using goods and services. Good customer service provides an experience that meets customer expectations. It produces satisfied customers. Bad customer service can generate complaints. It can result in lost sales, because consumers might take their business to a competitor (Hill and Alexander, 2006:10).

In addition, good customer service involves developing bonds with customers, hopefully leading to long-term relationships. It creates advantages for both customers and the business alike. Customers benefit because the business is providing a service that meets their needs. Conversely, the business benefits because satisfied customers are likely to be repeat customers. They will stay with the business. However, good customer service is not easily achieved. It takes time to establish. It requires investment to deliver consistent standards (Wong, 2004:365).

The student support element of tertiary education is a service industry which meets most of the general criteria for service industries (Sewat 1993:12, cited in Skill 2007):

Therefore, courses offered in the Faculty of Management and Sciences should be courses that the institution have the expertise and must be relevant so that students can be considered for the desired employment.

Service quality, from the organisation's perspective, means establishing requirements and specifications (Meters, King-Matter, Pullman and Walton, 2003:28). Once established, the quality goal is based primarily on satisfying customers' needs. From the customers' perspective, service quality means how well the goods/services provided by the organisation meet or exceed customer expectations. Service quality has received a great deal of attention from both academicians and practitioners (Negi, 2009). Service quality is defined as the overall assessment of a service by the customer (Eshghi et al., 2008:121). Ghysin, Green, Drury, Chen, Schultz, Uggirala, Abraham and Lawson (2008:76) points out that, by defining service quality, companies will be able to deliver services with higher quality level presumably resulting in increased customer satisfaction. Understanding service quality must involve acknowledging the characteristics of service which are intangibility, heterogeneity and inseparability (Ladhari, 2008:172). In that way, service quality would be easily measured.

In this study, service quality can be defined as the difference between customers' expectation for service performance prior to the service encounter and their perception of the service received. Customers' expectation serves as a foundation for evaluating service quality, because quality is high when performance exceeds expectation and quality is low when performance does not meet their expectation. Expectation is viewed in service quality literature as desires or wants of consumers, which is what they feel a service provider should offer rather than would offer.

In addition, Negi (2009:32-33) suggests that customer-perceived service quality has been given increased attention in recent years, due to its specific contribution to business competitiveness and developing satisfied customers. This makes service quality a very important construct to understand by firms by knowing how to measure it and making necessary improvements in its dimensions where appropriate especially in areas where gaps between expectations and perceptions are wide.

However, Douglas and Connor (2003:165-166), emphasis that the consumer who has developed heightened perception of quality has become more demanding and less tolerant of assumed shortfalls in service or product quality and identify the intangible elements (inseparability, heterogeneity and perishability) of a service as the critical determinants of service quality perceived by a customer. It is very vital to note here that, service quality is not only assessed as the end results but also on how it is delivered during service process and its ultimate effect on consumer's perceptions (Douglas and Connor, 2003:166).

In the context of this research, the service organisation would be the Durban University of Technology (DUT) and the customers would be the students attending at the institution. Service quality is a concept that has stimulated considerable interest and debate in research literature because of the difficulties in both defining and measuring it, with no consensus on either. Eshghi (2008) defines service quality as the extent to which a service meets customers' needs or expectations. Service quality can thus be defined as the difference between customer

expectations of service and perceived service. If expectations are greater than performance, then perceived quality is less than satisfactory and, therefore, customer dissatisfaction occurs.

An emphasis on quality, its management and a continuous improvement culture in all facets of a business are looked upon by many organisations as the means by which they can, not only survive, but maintain a competitive edge over their rivals. The organisations that fail to change will not survive in the market (Dale, Van Der Wiele and van Iwaarden, 2007:34).

Magaud (2007:332) contend that many educational institutions are hesitant to consider themselves as customer-driven entities. However, one fact has been proven repeatedly is that customer-driven organisations besides being fully committed to satisfying customer needs are effective, even in anticipating these needs.

Due to competition and globalisation for a business to be successful it needs to focus on building customer loyalty. This can only be attained by what people in organisations do: they serve others and they succeed through the service (Timm, 2008:3).

The future success of universities depends on how well customers are satisfied. Thus, it is imperative for universities to fully identify their customers and their corresponding needs.

Outstanding service quality can give an organisation a competitive advantage which leads to superior sales and profit growth. Similarly, Reimer and Kuehn (2005:785) points out that if the perceived service of a given organisation exceeds expected service, customers are likely to use the service provider again or recommend the service provider to others. The Durban University of Technology, as a service provider, is also likely to be evaluated on a similar basis. If students at the Faculty of Management Sciences view perceived service as exceeding expected service, they would possibly further their studies at the institution or highly recommend it to future students contemplating enrolling at the institution.

### **Students as Customers**

Yeo (2008:270) offers two contrasting views of students as customers; for instance, those who regard students as primary customers associate them as being involved in the input and output of the learning process. However, those who regard students' potential employers as primary customers argue that it is important to consider the economic reality of the situation where course content should be tailored to employers' needs. Students, in both contexts, have been regarded as internal customers.

Swani (2001:33) further argues that students have little or no conception of what they need to learn: as such, education is preparing them for the long-term benefits of the future. It is with this long-term view that potential employers are regarded as primary customers while students are regarded as secondary customers. In another view, students have been categorised as the primary beneficiaries of education and, hence, should be treated as customers. This perspective stems from the understanding that educational institutions are highly competitive on the market with strategies being aggressively developed to satisfy student needs in order to attract a sustainable market share (Wilson et al., 2012:69).

Wilson et al., (2012:79) For example, if students are satisfied with the learning facilities that are provided by DUT, this in turn will encourage students to perform well on their academic programs. In this way DUT will have more graduate at the end of each academic year which can contribute to satisfaction of students.

## **RESEARCH DESIGN AND METHODOLOGY**

Abrahams (2011:1) defines research as an organized, structured, and purposeful investigation, aimed at discovering, interpreting, and revising human knowledge on different aspects of the world by someone first hand

Most studies often assume quantitative research to be precise and easily comparable because it is grounded in “hard” evidence, which is usually acquired through tests, questionnaires, and surveys (Gerhardt, 2004:11). For the purpose of this study the quantitative research option was selected as evidence can be gathered to support the outcome.

### **Target population**

Target population refers to the entire group of individuals or objects to which researchers are interested in generalising the conclusions. Goddard and Melville (2009:64). The target population usually has varying characteristics and it is also known as the theoretical population (Castillo, 2009:2). On the other hand, Bryman (2008:697) defines population as the universe of units from which a sample is to be selected. Katzenellenbogen, Joubert and Karim (2001:74) describe the study population as the source population from which cases and controls are selected. The target population for this study comprises of students of DUT located at Riverside Campus where programs under the Faculty of Management and Sciences are offered.

### **Limitations of the Research**

The study had a few limitations as stated below:

- The study was limited to DUT’s third year students in the Faculty Management and Sciences at Riverside Campus.
- The ages of respondents were between 17 years of age up to 36 years of age due to the fact that a younger generation finishes school early.
- The sample size was only 259 out of the total population
- Majority of race of respondents were African’s, as a result there was limited participation of other race groups (Indian’s, Coloured and White) since the institutions is dominated by Africans with respect to race.

## **RESULTS, DISCUSSION AND INTERPRETATION OF FINDINGS**

### **Introduction**

In this chapter the results of the research study are presented, interpreted and discussed. According to Creswell (2009:184) analysis may be defined as the breaking down and ordering of data into meaningful groups, plus the

searching for patterns of relationship among these data groups. The data was analysed through the use of the Statistical Package for the Social Sciences (SPSS version 17) and Microsoft Excel statistical software packages. Each response has been graphically represented according to the questionnaire. Commencing with the demographic section of the questionnaire, responses were scrutinised in terms of their distribution and percentage responses, transforming the data into information across a range of categories from demographic statistics through to the specific variables of interest apposite to this study. All findings are linked to the literature review.

## Interpretation and Discussion of Findings

### Analysis of data

The researcher measured perceived service quality according to the formula developed by Parasuraman, Zeithaml, and Berry (1988:28), and is stated as follows:

$$Q (\text{Quality}) = P (\text{Perceptions}) - E (\text{Expectations})$$

The findings are presented in four main sections, demographic information, and biographical information, quality of services offered and effectiveness of staff.

### Biographical Data

#### 4.5.1 Gender Respondents: What is your gender?

Figure 4.1: Gender of respondents

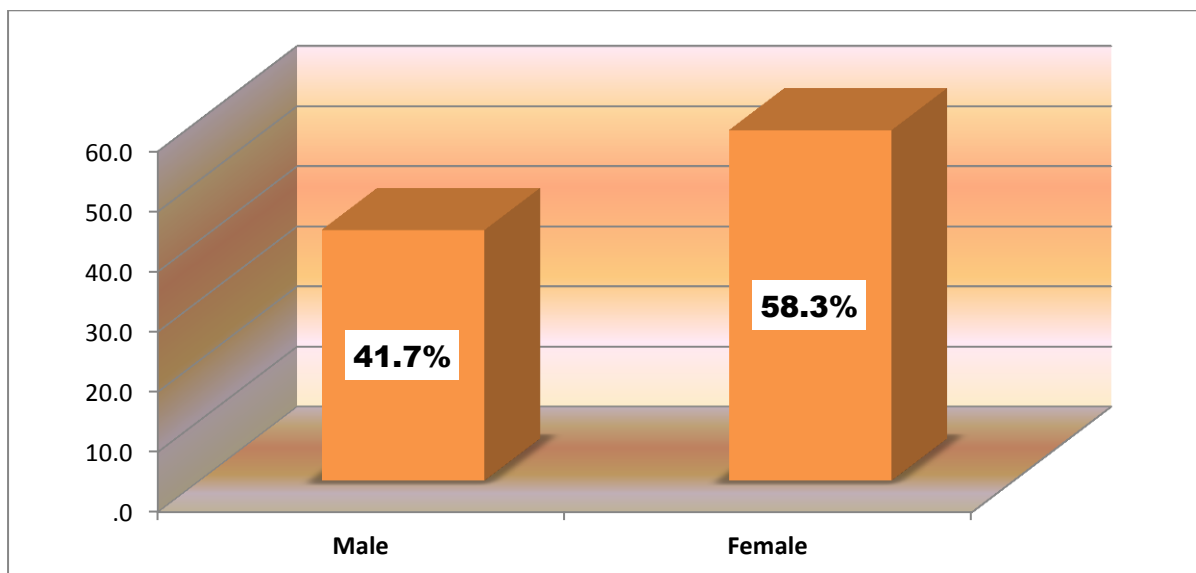


Figure 4.1 shows a larger number of respondents in this study which were females (58.3%) as compared to a 41.7% which were males. The Faculty of Management Sciences is dominated by a large number of female

students as shown in figure 4.1; as a result female respondents will be higher than male respondents. Presently at the Faculty of Management Sciences at Riverside campus (Pietermaritzburg), there is a total of 408 third year students, with 261 (64%) being females and 147 (36%) being males (See Annexure A).

#### 4.5.2 Race analysis: What is your race?

Figure 4.2: Race of the respondents

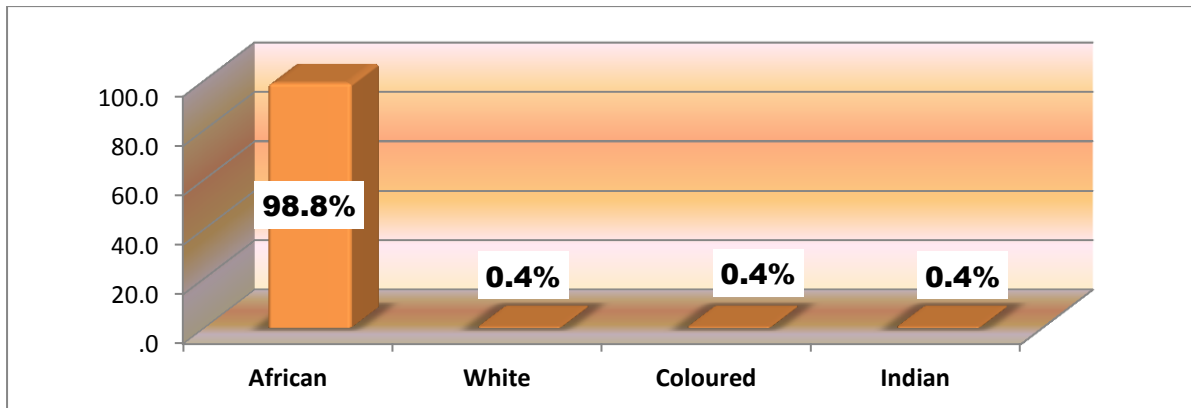


Figure 4.2 reveals that 98.8% of the respondents in this study are African's, while Coloured, White and Indians had 0.4% representation. Each enrolment at the Institution is dominated by Africans with respect to race. According to enrolment demographical statistics (2011) at public higher education institutions, result showed that 96% of African students were enrolled at DUT to which 50% were females. The racial composition of students across HEIs reflects both racial demographic distribution patterns across the country as well as historical continuities. For instance, over 95% of all students who enrolled at the University of Venda, the University of Zululand and the Durban University of Technology are Black (African, Coloured, Asian/Indian), while the University of Pretoria and the University of Stellenbosch have more White than Black students (<http://www.saqa.org.za/docs/papers/stats2011.pdf>.)

#### 4.5.3 Ages Groups

Figure 4.3: Age of the respondents

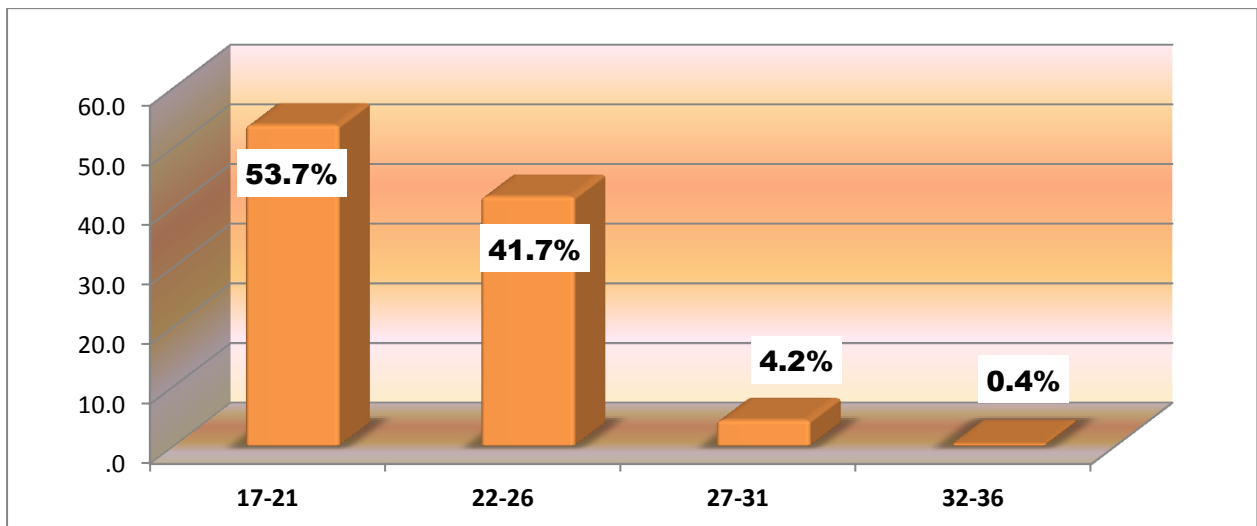




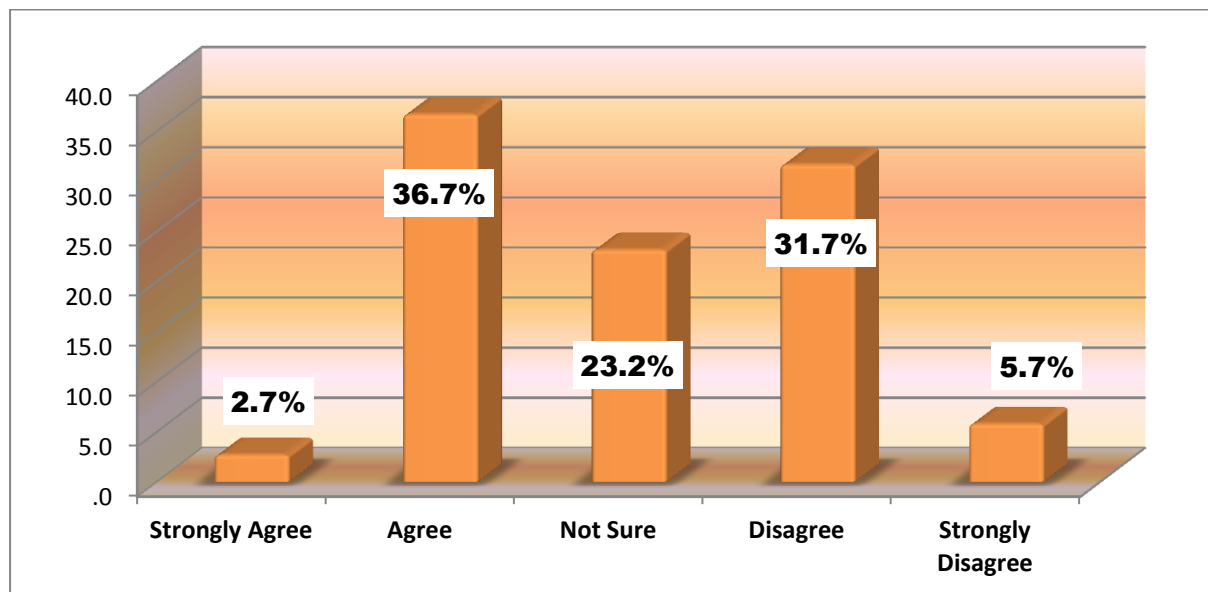
Figure 4.3 above shows a large percentage (53.7%) of respondents which are between 17 - 21 years of age, while 41.7% are between the 22 – 26 years of age. A relatively small percentage (4.2%) and (0.4%) were between the ages of 27 – 31 and 32 – 36 respectively. The results suggest a large percentage of respondents being between the ages of 17 – 26 (95.4%) from which it can be deduced that students at DUT are relatively younger. This is due to the fact that a younger generation finish school at a young age while the majority of older people have gone pass tertiary education already. Research by Parasuraman, Zeithaml and Berry on tertiary institutions indicates that a larger percentage of enrolments at tertiary institutions are between the ages of 18 and 25 years of age due to the fact that younger generation finish school at ages of 16 years.

### Analysis of the Service Evaluation

In terms of service quality, the physical and academic services relates to the appearance of the physical facilities as well as the ability to perform the promised service reliably and accurately. This factor has a combination of tangible and reliable factors. Parasuraman et al (1985:47) states that tangibility is defined as the appearance of the physical facilities and reliability is defined as the ability to perform the promised service dependably and accurately.

#### 4.6.1 DUT's promotional materials are visually appealing

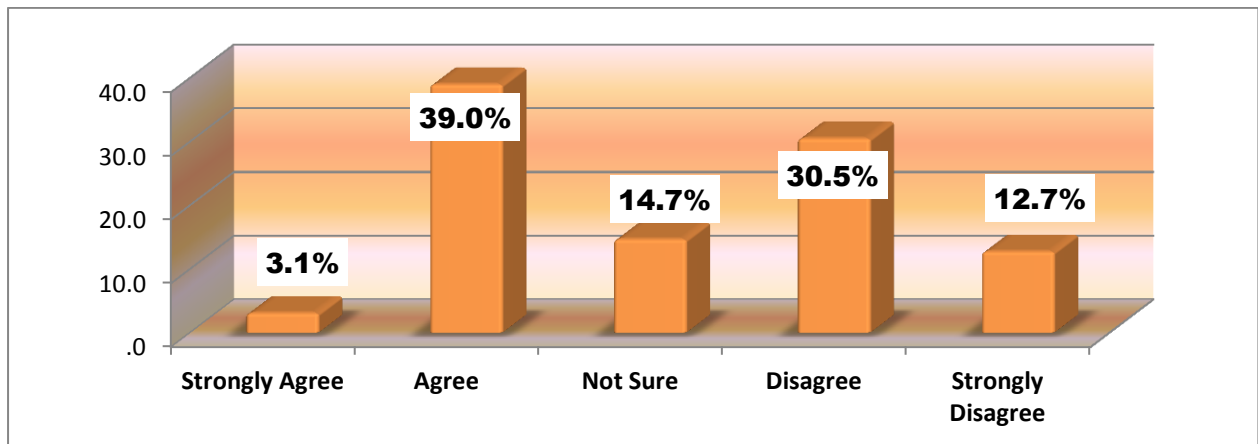
Figure 4.4: Promotional materials



A collective 39.4% of respondents agreed with the statement that promotional materials are visually appealing, while 37.4% disagreed with the statement. The results provide an indication that not many students consider the material associated with the service appealing since there was not a large percentage of respondents that agreed with the statement. According to Zeithaml and Bitner (2003:82) satisfying customer must be the centre of any entity, therefore DUT should take cognizance of this important fact and review reasons as to why 23.2% were unsure and also to the fact that 37.4% disagreed.

#### 4.6.2: DUT has modern looking equipment to assist with programme

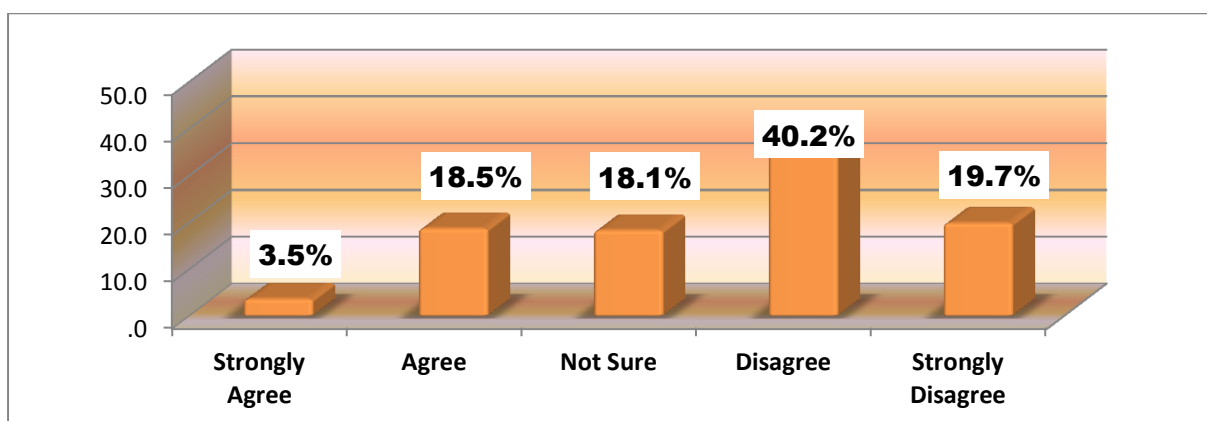
Figure 4.5: Modern looking equipment



A collective 43.2% of students disagreed that DUT has modern looking equipment to assist with the programmes offered under the Faculty of Management Sciences. Some students are of the opinion that DUT has not upgraded their equipment. This is a negative indication of service delivery provided by DUT. Ziethaml *et al.*, (2003:87) state that tangibles provide physical representations of the service that customers/students use to evaluate quality. Most service companies combine tangibles with another dimension in order to create a service quality strategy. For example, in the university context, responsiveness and tangibles could be combined by delivering efficient service by providing well equipped lecture facilities. Further, a collective 42% of respondents agreed with the statement while 14.7% of respondents were unsure.

#### 4.6.3: The physical facilities are attractive

Figure 4.6: Physical facilities

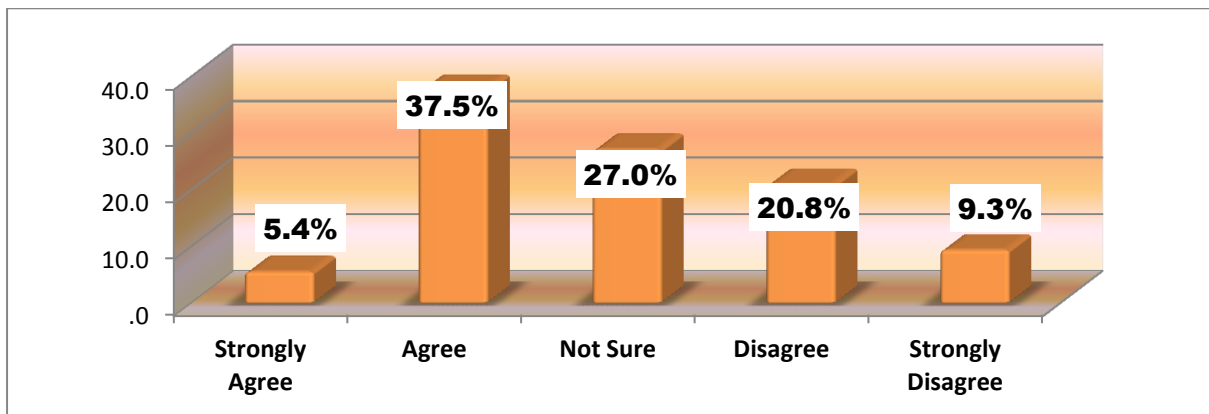


A majority of respondents (59.9%) collectively disagreed with the statement that physical facilities are attractive and 21% disagreed. This indicates that learning facilities at DUT needs to be improved as poor learning facilities can have an impact on student's health, attendance, behaviour and achievement. According to the Organization for Economic Co-operation and Development (2000), research had demonstrated that there was a

relationship between student performance (achievement and behaviour) and the condition of the built environment. School personnel as well as school board members can improve the educational opportunities of their students by ensuring that buildings are in good condition and to provide the best possible learning environment that influences the educational opportunities of all students under their charge. DUT must also review the reasons as to why 18.1% were unsure and also the fact that 59.9% disagreed.

#### 4.6.4: My query is promptly attended

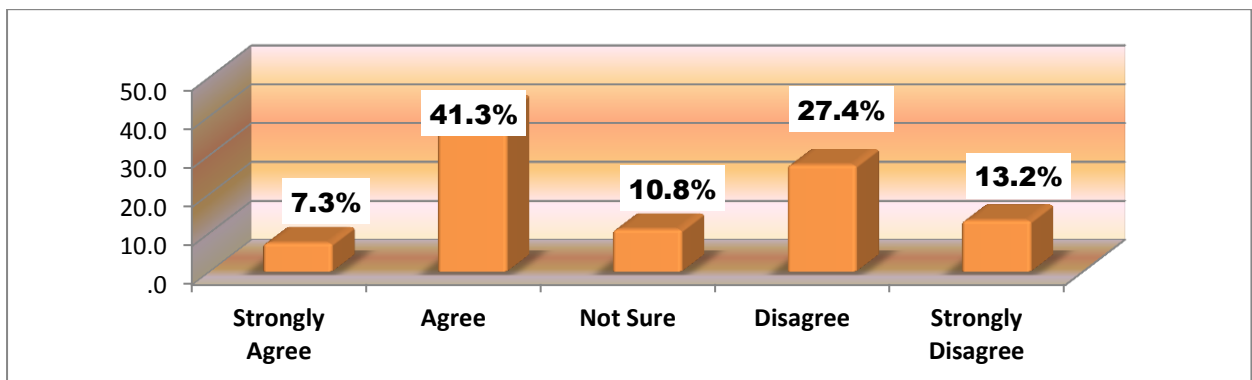
Figure 4.7: Promptness of Query



Respondents were asked to indicate whether they agreed or disagreed that their queries are promptly attended to at DUT. Collectively 30.1% of respondents disagreed with the statement while 42.9% of respondents agreed. In addition 27% of respondents were unsure. This could be due to the fact that queries are not attended to timeously. Student expectations are a valuable source of information (Sander, Lewis and Thornhill, 2000:48) and if higher education institutions know about their student's expectations, they may be able to promptly respond to their queries. Customers today demand faster and better service which as a result of increases loyalty to the organisation (Williams, 2000:2).

#### 4.6.5: I am satisfied with the general service offered by DUT

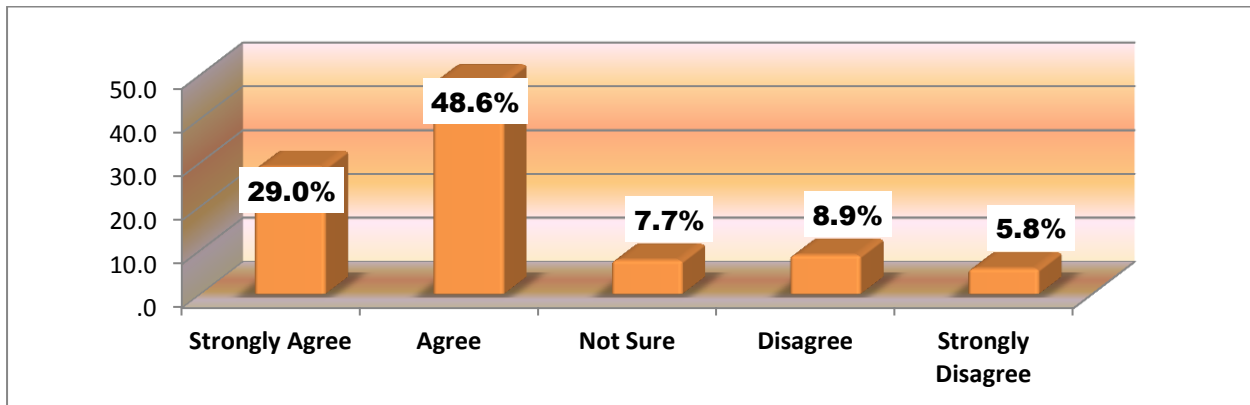
Figure 4.8: General Service Satisfaction



A collective 48.6% of respondents are satisfied with general services offered by DUT and 40.5% collectively disagreed. The 10.8% respondents were unsure which may mean that students might not be aware of general service offered by DUT. The findings of this statement are of concern as it seems that student's perceptions on service quality received at DUT are poor. Those who have indicated that they are unsure are probably not receiving the necessary information. Satisfaction is highly personal in nature and is based on personal contact with the organisation (Zeithaml and Bitner, 2003:86).

#### 4.6.6: My records are accurately captured

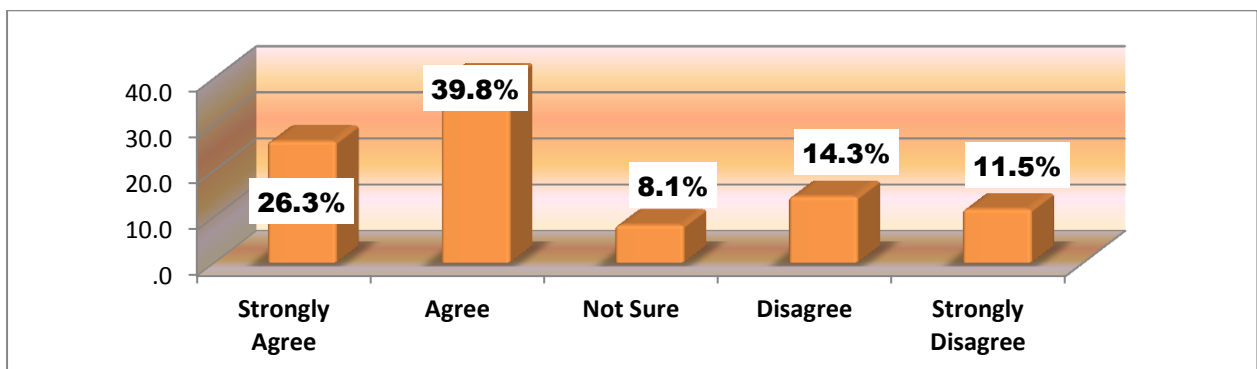
Figure 4.9: Accuracy of records



A collective of 77.6% of respondents have agreed that their records are accurately captured. This is a positive indication that DUT staff has the required skills to ensure records that are maintained are reliable and accurate. Reliability involves consistency of performance and dependability (Zeithaml and Bitner, 2003:93.) It means that the firm performs the service right the first time. It also means that the firm honours its promises. Specifically it involves accuracy in billing, keeping records correctly and performing the service at the designated time, Kurtz and Clow (1998:105). The 7.7% that were unsure may have not encountered errors or may not have noticed any errors in their records. The concern is that 14.7% that collectively disagreed.

#### 4.6.7: My registration was error free

Figure 4.10: Error-Free Registration

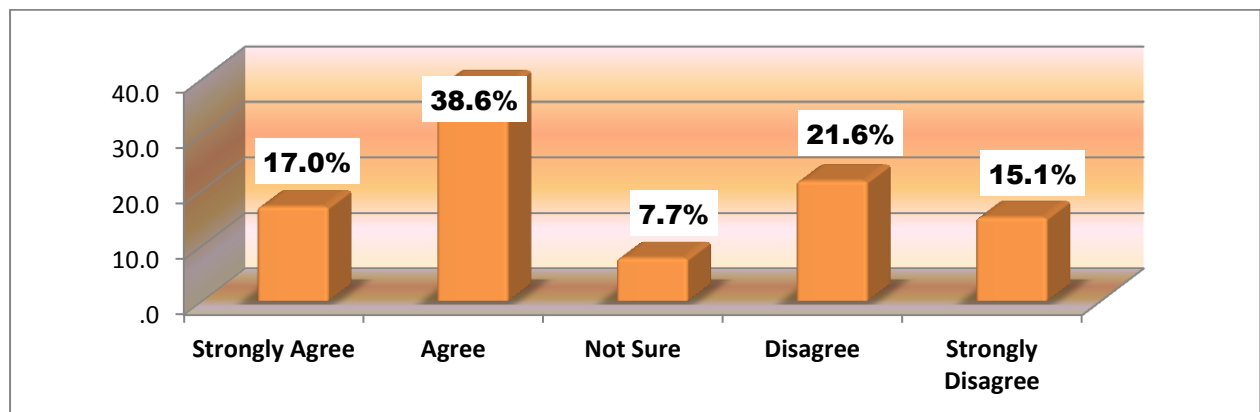


Respondents were asked indicate the degree to which they agreed with the statement that their registration was error free. Collectively 61.1% of respondents agreed with the statement indicating a high level of expectation

regarding administrative services of an excellent university providing error-free records. Only 25.9% collectively disagreed with the statement and 8.1% remained unsure. It would thus appear that the majority of the respondents support the statement that their registration was error-free.

#### 4.6.8: Where there is a change in venue I am given sufficient notice

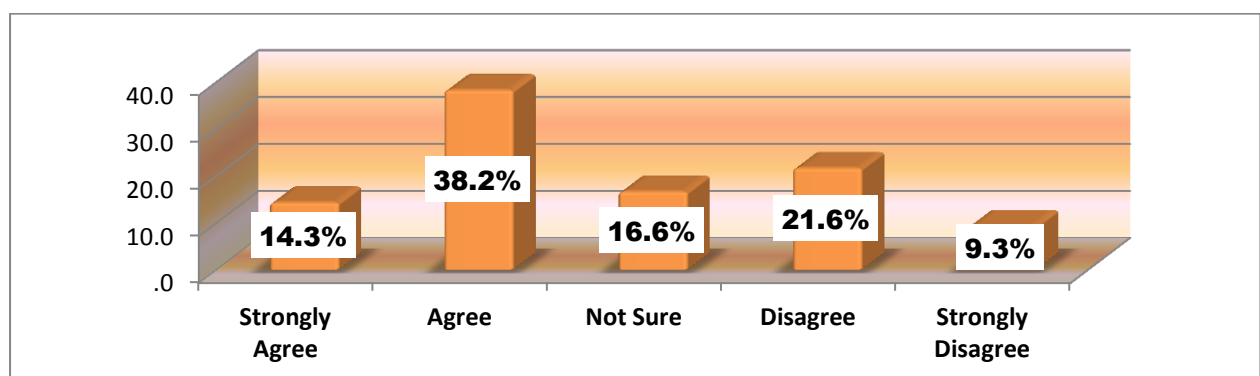
Figure 4.11: Notice of Change in Venue



A majority of respondents (55.5%) collectively agreed with the statement that sufficient notice is given when there are changes in venue, and 36.7% disagreed. This indicates that the level of communication needs to be significantly improved at DUT. Yanosky and Zastrocky (2002:1) suggested that the communication medium is fast becoming a critical role. The communication variants which could be used in Higher Education institutions extend from traditional manual notification of classroom sessions to electronic web-based technology and mobile technologies. Many of these respondents that collectively disagreed indicated that updated timetables are not distributed timeously or the lecturers do not disseminate the information timeously to students during lectures. Respondents also indicated that updated timetables reflect incorrect venue numbers which results in them not attending certain classes on time. This causes frustration especially since they are there to study. As a result it is important that learners be provided with sufficient notice of their classroom sessions by using faster communication tools to disseminate information to students timeously.

#### 4.6.9: Where there is a query, I am transferred to the person who could best assist me

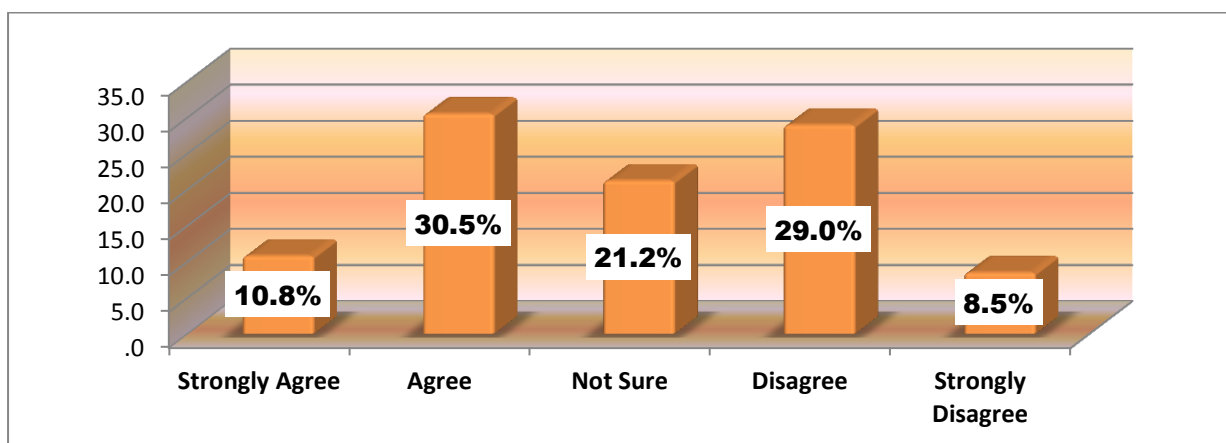
Figure 4.12: Direct or Telephonic Assistance



The majority of respondents (52.5%) collectively agree with the statement that they do get the assistance that is required which is a positive indication of staff being able to provide academic support to students. Some students do not get the assistance required which one of the reasons for the collective (30.9%) was disagreeing. A small percentage of respondents (16.6%) were unsure which could be due the fact that these students probably do not require direct or telephonic assistance from staff or staff do not give the required assistance.

#### 4.6.10: Staff are willing to go the extra mile to assist me with my query

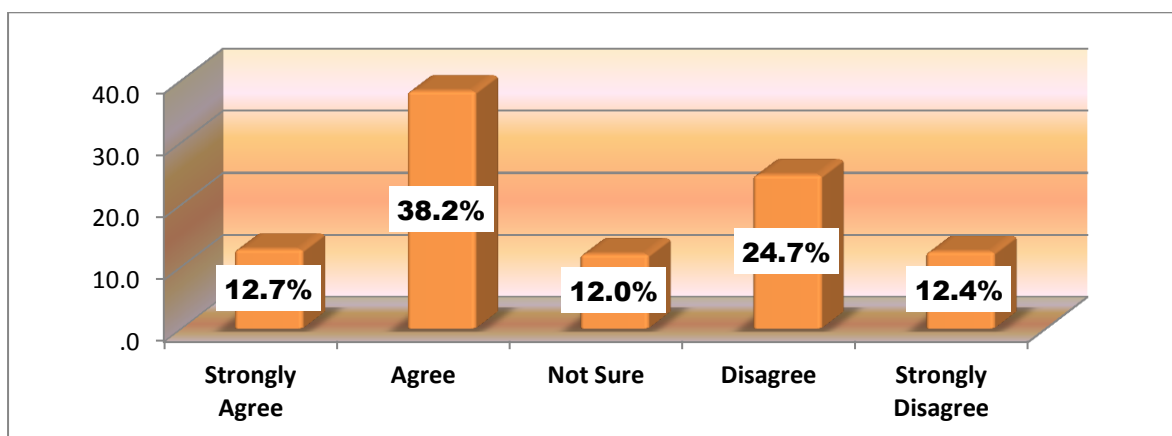
Figure 4.13: Willingness of staff



The findings, as indicated in figure 4.13, reflect that 21.2% of the respondents were unsure with the statement and 37.5% collectively disagreed that staff are willing to go the extra mile to assist them with their queries. This statement is supported by a combined 41.3% response from the respondents who agreed with the statement. The results provide an indication that staff are not willing to go beyond their assigned duties to assist with queries that are not within their line of responsibilities since there was not a large percentage of respondents that agreed with the statement.

#### 4.6.11: I am provided with appropriate learning facilities

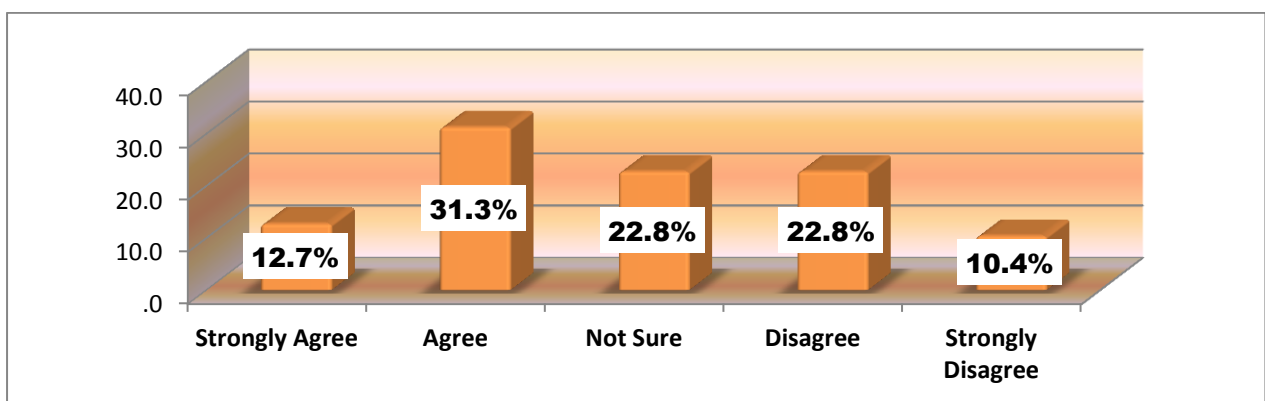
Figure 4.14: Learning Facilities



A collective majority of 50.9% respondents agreed with the statement that appropriate learning facilities are provided, 37.1% disagreed and 12% were unsure. Research studies that were conducted in the past three decades found that there was significant relationship between the condition of a tertiary classroom, and student achievement (Berner, 1993:28 and Cash, 2005:1). Educators and policymakers should be concerned about the relationship between student learning and achievement and learning facilities (TACR, 2003). As a result DUT should take cognizance of providing appropriate learning facilities and review the reasons as to why 12% were unsure and also to the fact that 37.1% disagreed.

#### 4.6.12: The attitude of the staff instils confidence in me

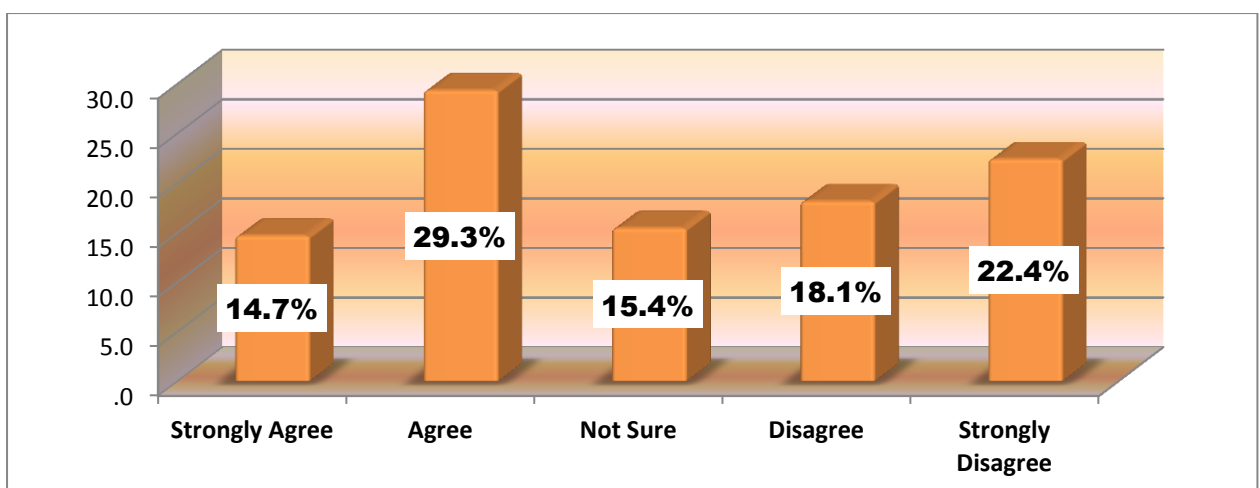
Figure 4.15: Attitude of staff



Respondents were asked to indicate the degree to which they agreed or disagreed with the statement that attitude of staff instils confidence on students. Collectively 44% of respondents agreed, while 32.7% collectively disagreed and 22.8% were unsure. Parasuraman, Zeithaml and Berry (1988:86) identified one of the dimensions in the SERVQUAL model as being assurance which is the ability of staff to inspire trust and confidence in their customers. The findings of this statement is of concern as it seems that the student's perception do not feel attitude of staff inspire trust and confidence.

#### 4.6.13: I am aware of support provided by the Student Representative Council (SRC)

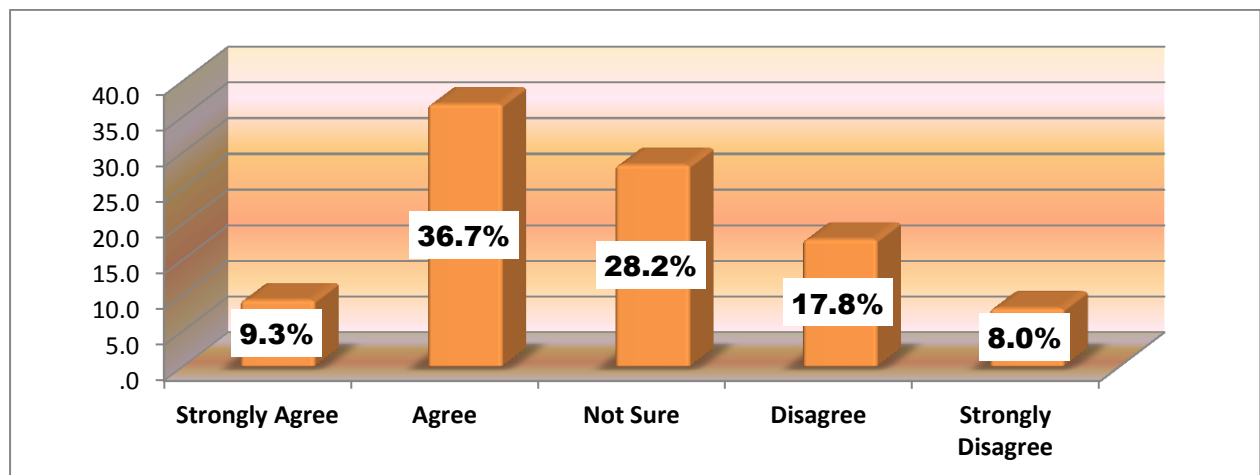
Figure 4.16: SRC support



A collective 40.5% of respondent have disagreed with the statement, 15.4% were unsure and 44% agreed. The collective 40.5% that disagreed should not be disregarded, as this there is a concern that perhaps there is a lack of interaction and communication between the SRC and the student community. The 15.4% of respondents that were unsure could perhaps not be aware of the roles and responsibilities of the SRC. The Students' Representative Council (SRC) in adherence to the provisions of its constitution plays its role in ensuring the general welfare of all students of university. This it does by serving as the voice of all students by presenting issues as are necessary for a smooth academic environment. This takes the form of negotiations, and lobbying on behalf of students. Through it constant touch with university authority the SRC works towards building healthier staff-students relations to ensure mutual trust and respect ([www.dut.ac.za](http://www.dut.ac.za)). As a result it is important for SRC at DUT to provide good leadership role to students and investigate the reasons as to why 40.5% disagreed.

#### 4.6.14: Staff has the capacity to solve problems when they arise

Figure 4.17: Problem Solving Capacity of Staff



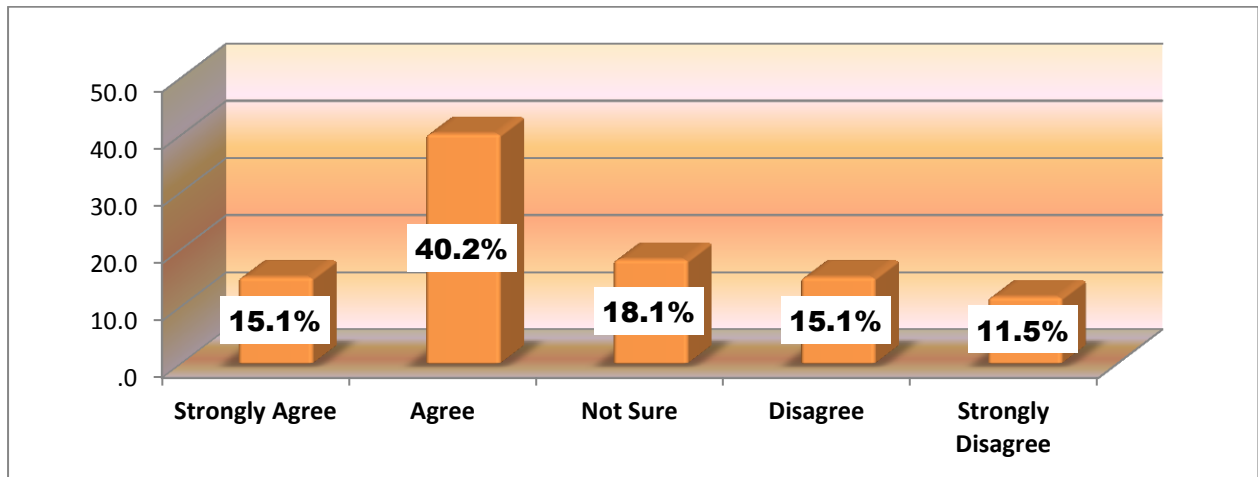
The findings, as indicated in figure 4.17, reflect that 28.2% of the respondents were unsure with the statement that staff has the capacity to solve problems when they arise. A collective 46% majority of students agreed that staff have the capacity to solve problems as and when they arise which is a good indication that most students are confident that staff are in a position to assist them with their problems. However a collective 25.9% disagreed, which could indicate that management needs to ensure that they consistently train staff to assist students with minor problems. Reed (2001:1) mentions that four basic steps of problem solving techniques can be applied to any situation:

- Defining the problem
- Generating alternatives
- Evaluating and selecting alternatives
- Implementing a solution



#### 4.6.15: I would recommend DUT to others

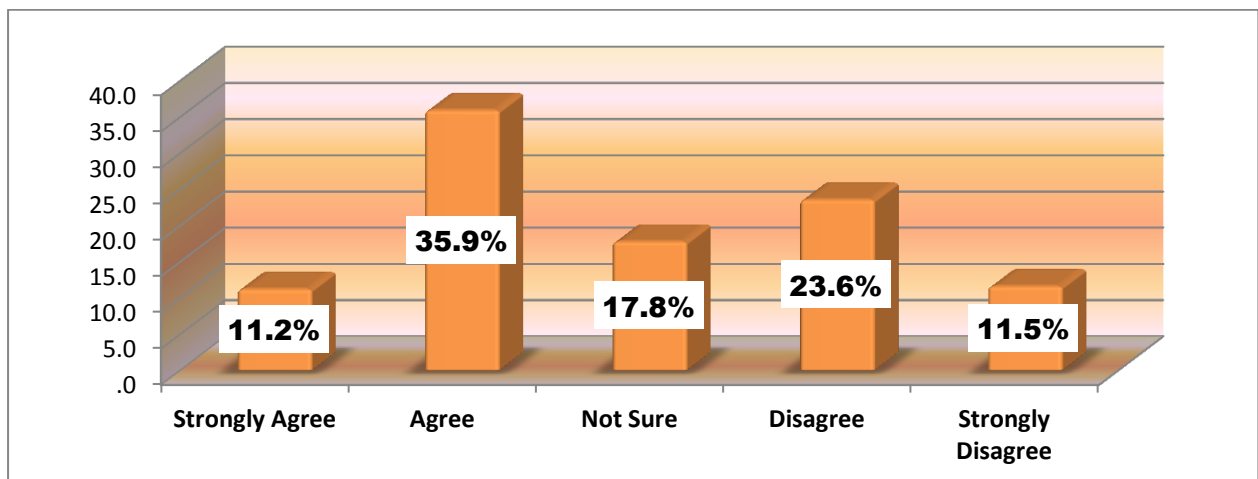
Figure 4.18: Recommending DUT to others



With reference to figure 4.18, a collective 55.3% of the respondents agree that they would recommend DUT to others, while 18.1% were unsure. Only 11.6% strongly disagree and 15.1% disagree with the statement. Therefore it would appear that the majority of respondents agree with this statement and would recommend DUT to others. The collective 44.8% who disagree or were unsure should be of concern to management as Lovelock and Wright (2002:275) mentions that higher levels of customer satisfaction lead to greater customer loyalty and, hence these satisfied customers become a walking, talking advertisement for an organisation.

#### 4.6.16: Staff gives me the individual attention

Figure 4.19: Individual attention

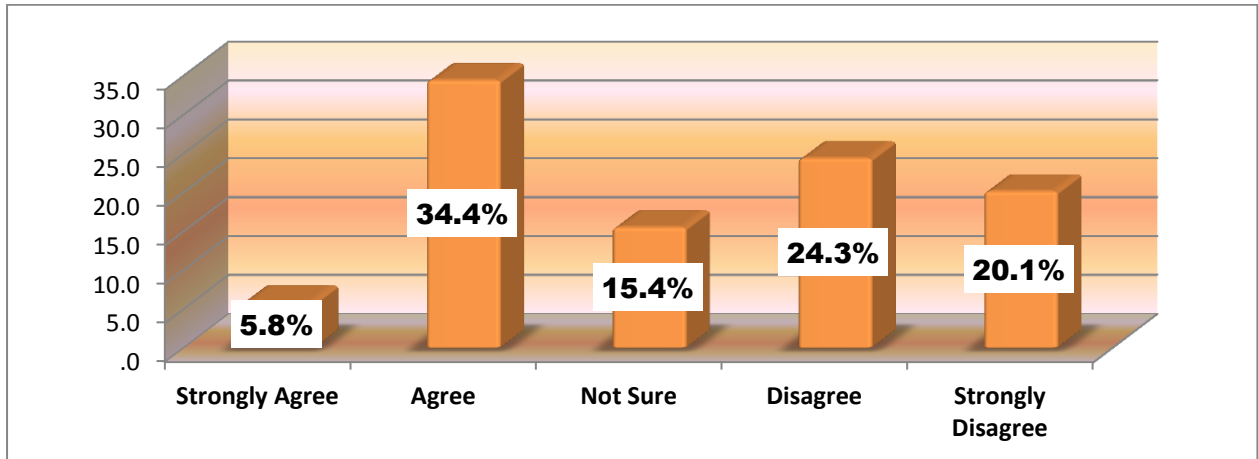


A relative majority of the respondents (47%) agreed with the statement and expect a university to have employees that give students individual attention. A collective 35.2% of respondents that disagreed with the statement are probably those who do not expect a university to employ staff that will provide individual attention due to the large in-take of students. According to Pride and Ferrell (2009:297) a brand name is often a product's only distinguishing characteristic. Without a brand name a firm could not differentiate its product. To

consumers a brand name is as essential as the product itself. If individual attention is given to customers, a unique brand can occur thus placing the organisation at the top of its competition.

#### 4.6.17: DUT has a pleasant campus environment

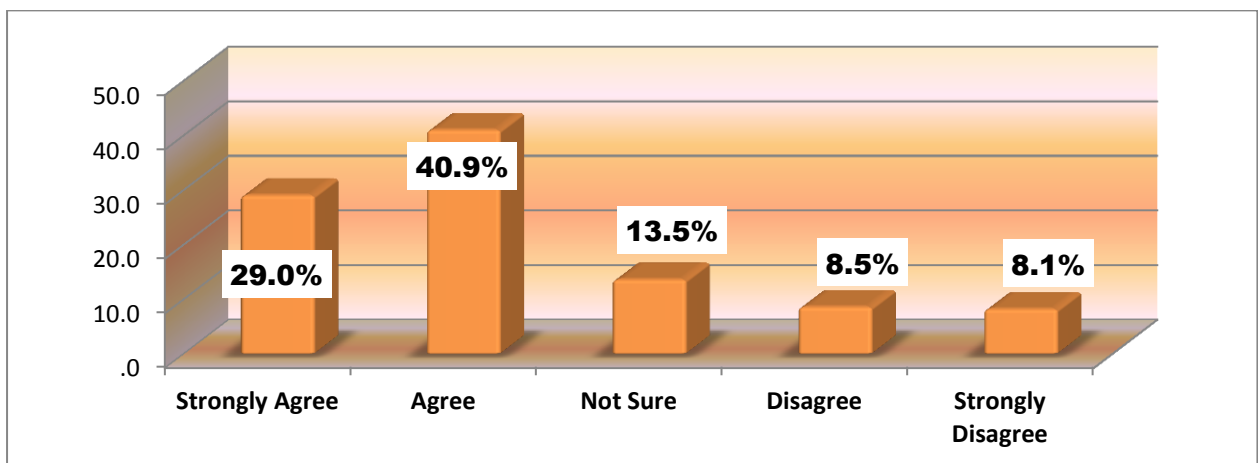
Figure 4.20: Pleasant environment



A collective majority of 44.4% respondents disagreed with the statement indicating that DUT does not have a pleasant learning environment. While 40.2% collectively agreed, 15.4% of respondents were unsure. According to Chan (1996:2), the learning environment had a direct and an indirect impact on student achievement. Direct impact included: colour, lighting, controlled acoustics, and air ventilation (Chan, 1996:2). A good or pleasant learning environment freed students from physical distress, made it easy for students to concentrate on schoolwork and, induced students in logical thinking. Therefore DUT must address findings of this statement since majority of students disagreed which might negatively have a direct impact student's achievement.

#### 4.6.18: DUT has qualified lecturers in the Faculty of Management and Sciences

Figure 4.21: Qualified lecturers



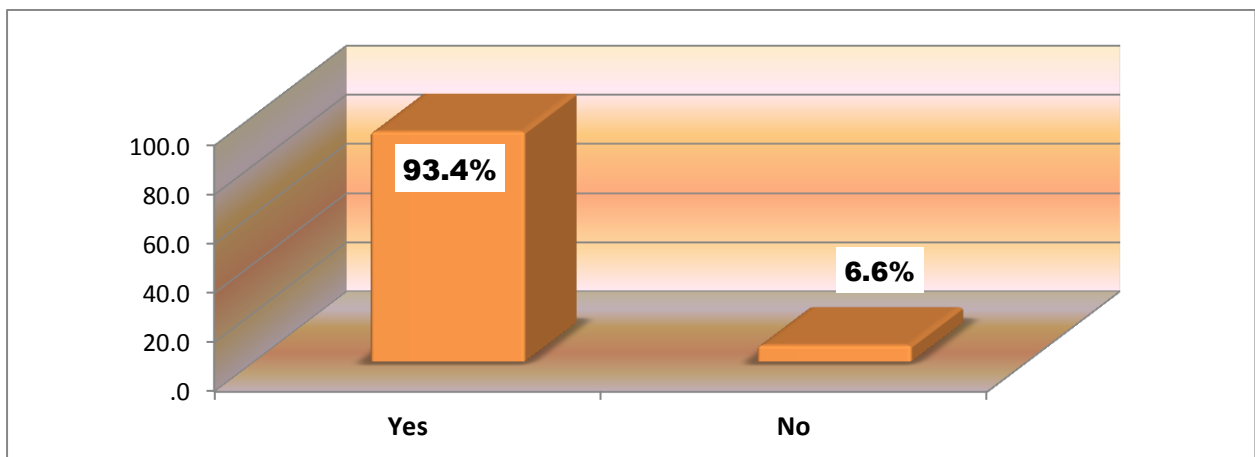
A collective 69.9% of respondents agreed that DUT has qualified lecturers to be able to deliver to the required expectations. The student's perception on this statement indicates that their academic requirements are being

met. As a result this provides good indication that DUT recruit lecturers that are qualified for the relevant positions.

An effective teaching is defined as teaching that creates an environment in which deep learning outcomes for students are made possible, where high quality student learning is promoted and where superficial approaches to learning are discouraged (Williams,2002). Only 16.6% of respondents collectively disagreed with the statement and 13.5% were unsure.

#### 4.6.19: My student card is received on time

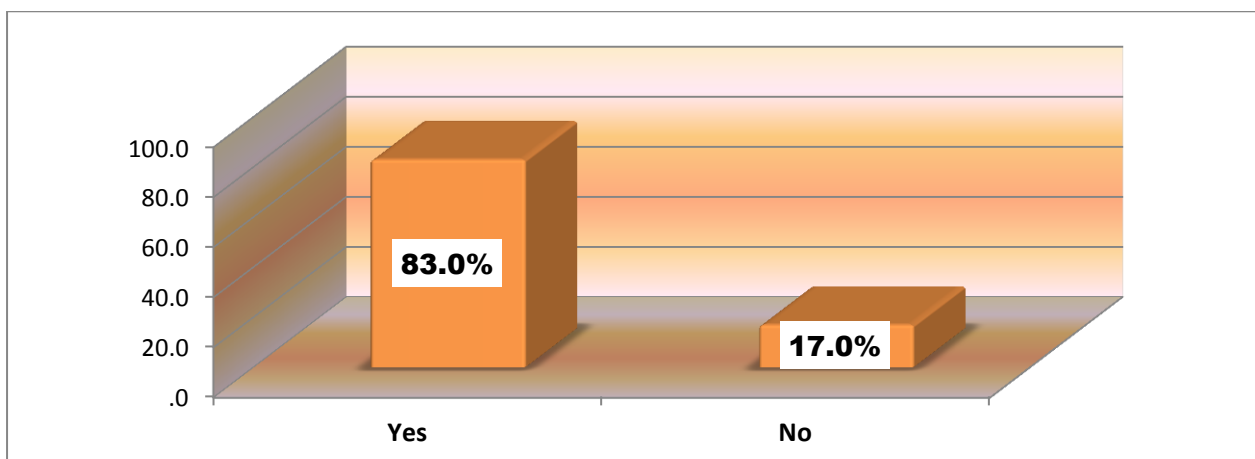
Figure 4.22: Receipt of student cards



In figure 4.22 above, 93% of the respondents stated yes that their student card is received on time. Only 6.6% of the respondents said no to this statement. The majority of respondents said yes which a positive indication that issuing of students cards to students is done timeously.

#### 4.6.20: My student card is error free

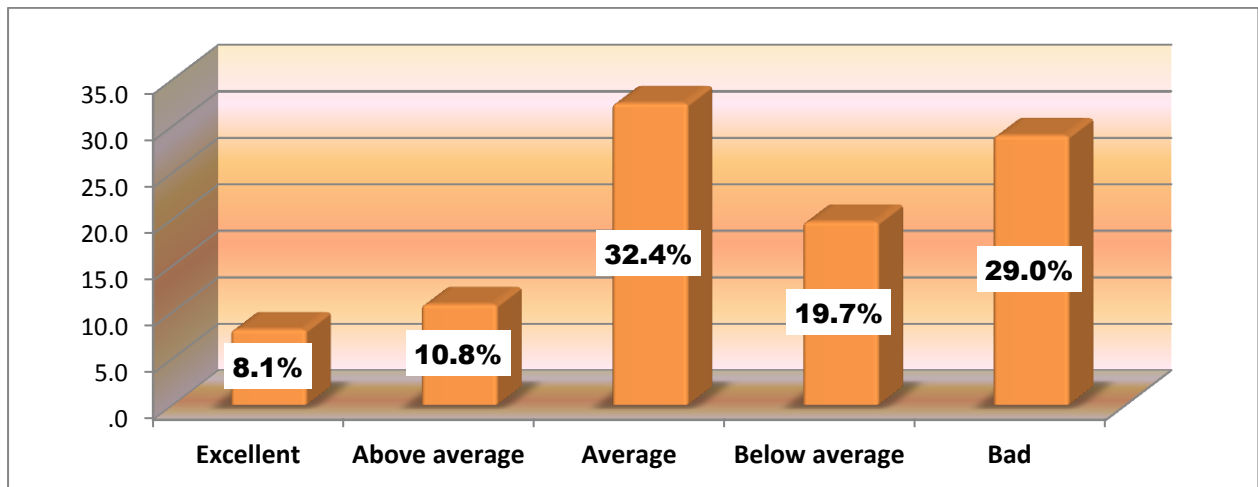
Figure 4.23: Error-free Student Card



With reference to figure 4.23, 83% majority of the respondents stated yes that their student card is error free while 17% disagreed. Even though the percentage of respondents who said “no” is low, this is an area of improvement for DUT to eliminate all errors in future

#### 4.6.21: How would you rate the comfort of your lecture venues

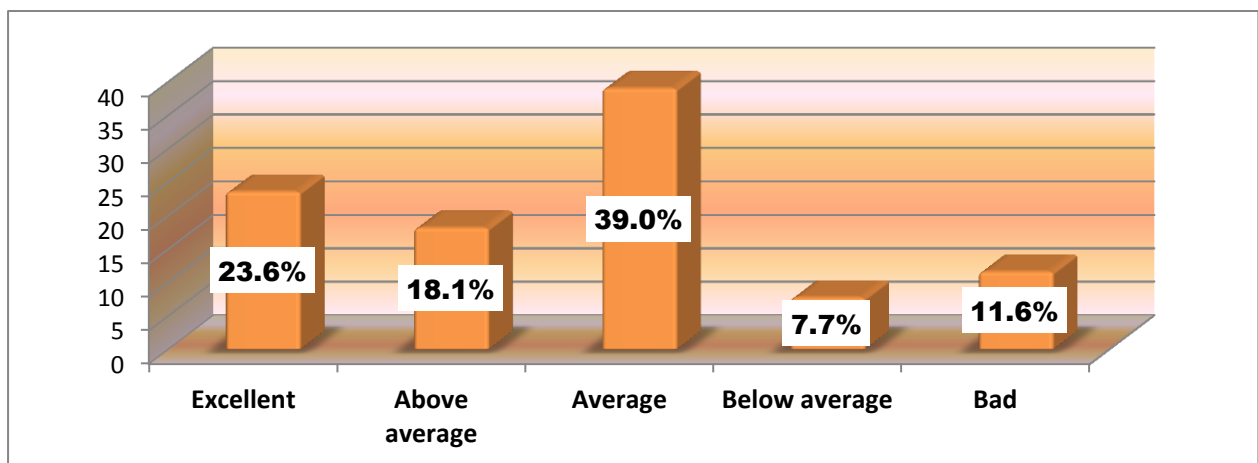
Figure 4.24: Lecture venues



The findings, as indicated in figure 4.24 reflect that 51.3% of the respondents said yes (answered in the affirmative) that lecture venues are comfortable. However 48.7% disagreed (below average or bad) with the statement. Almost half of the respondents responded negatively, it is the researchers view based on the respondents received above that most students are not satisfied with the condition of learning facilities offered which is linked to lecture venues considered to being uncomfortable.

#### 4.6.22: How would you rate the content of Faculty website. Is the content up to date?

Figure 4.25: Website Updates



In figure 4.25 above, 80.7% of the respondents stated yes (answered in the affirmative) that the DUT website has helpful information and updated. While 7.7% of respondent below average and 11.6% said no. According Ferrell and Hartline (2005:322) the growth of the Internet and the World Wide Web presents opportunities for marketing product (goods, services and ideas) to both customers and organisations. DUT need to ensure that the website is user-friendly and helpful to students. The majority of the respondents do support the statement that the DUT website is frequently updated and helpful. Pride and Ferrell (2009:604) state that through company

websites, consumers can learn about a firm's products, including features, specifications and even prices. The webpage is a powerful tool to process, distribute and promote information (Pride and Ferrell, 2009:604). Even though a small percentage of respondent said content of faculty website is "bad", management should look into ways to fast track updating the organisation's web pages to ensure relevance of information.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Introduction**

This chapter presents the conclusion and recommendations for the study. The chapter finalises the conclusions to the study and provides areas of future research related to this study. Key to this chapter is the evaluation of the linkages between the literature reviewed and the study findings, in order to offer recommendations. In this chapter conclusions and recommendations were linked to the research objectives.

### **Findings from the Study**

#### **Findings from the Literature Review**

The aim of the study is to evaluate student services in the Faculty of Management and Sciences at the Durban University of Technology.

The following are the findings from the literature review:

#### **Customer Perceptions on Service Quality**

Customers perceive services in terms of the quality of services provided and the satisfaction level attained. Higher levels of customer satisfaction lead to greater customer loyalty with the result that these satisfied customers become a walking, talking advertisement for an organisation (Parasuraman, Zeithaml, and Berry, 1988:28)

Thus it is imperative for the management of the DUT to take cognisance of the fact that quality is measured from the customer's perspective, as most students do not believe that they are getting value for money in their respective courses due to a lack of proper learning facilities being provided. Another example is that students develop a negative perception of service quality when services rendered by the institution fall below their expectation. This dissatisfaction results in a number of students not recommending DUT to others.

Furthermore, the relationship between DUT and its customer can be maintained by obtaining feedback from the customer as to how best the products can be moulded to suit the student's needs.

- **The Level of Communication between Staff and Customers (students)**

According to Payne (1993:218), most quality service problems are caused by poor communication. Some of the common causes of poor communication include insufficient coordination between traditional external marketing and operations, the organisation failing to perform according to specifications and the tendency to over-promise. Research performed by Zeithaml, Berry and Parasuraman (1988) reveals that communication efforts serve not only to attract new customers but also to maintain contact with an organisation's existing customers and nurture long-lasting relationships and goodwill with them (Zeithaml and Bitner, 2003:42).

Lovelock and Wirtz (2007:172) argue that research indicates that the extent and content of word of mouth is related to satisfaction levels. Customers who hold strong views are likely to tell more people about their experiences than those with milder views. However, on the contrary extremely dissatisfied customers tell more people than those who are highly satisfied. Interestingly, even customers who were initially unhappy with a service can end up spreading positive feedback by "word of mouth" if they are pleased with the way the firm handled service recovery.

Techniques for keeping in touch with customers and building their loyalty include direct mail and contacts by telephone or other forms of telecommunication, including email, websites, and even text messages sent via cell phones.

### **Findings from the Primary Research**

- A collective 37.4% of students disagreed that DUT material promotional materials are visually appealing. This seems to indicate that the marketing department does not create innovative ideas to attract or enhance DUT's image. Management should continue to focus attention and resources to ensure that the tertiary institution's attractiveness of promotional materials are sustained.
- Physical facilities at DUT are not considered to be attractive as 59% of students collectively disagreed. The research indicates that students are not satisfied with the conditions of learning facilities offered at DUT
- Research shows that a collective 48.6% of students are satisfied with the general service offered at DUT. This provides a good indication that DUT is meeting some of the service expectations of students.
- Research indicates that a collective majority of respondents (52.5%) agreed that they do get the required assistance from DUT staff which is a positive indication of staff being able to provide academic support to students. Although this is a fairly high response in customer satisfaction which all organisations should strive towards, a collective 32.7% of respondents do not feel that the attitude of staff instils confidence in them. Therefore DUT should inculcate a service quality culture amongst all employees through staff training, in service quality programmes such as communication skills workshops and product knowledge workshops.

- Research shows that 40.5% of respondents disagreed that students are aware of support provided by the Student Representative Council (SRC). Thus the role of SRC should be examined and communicated to students to ensure that SRC does serve in the best interest of the students.
- On the other hand a collective majority of respondents (55.3%) agreed that they will recommend DUT to others. However a collective 44.8% of respondents disagreed or were unsure about recommending DUT to others. Therefore this also should be of concern to management especially if they want to target good candidates and or to meet their enrolment targets.
- Student cards have in 83% of the time been received on time and or error free. However 17% disagreed, this is a simple task and the response is fairly high. Management needs to ensure that timely and accurate data are always kept. A quality management system must be maintained to facilitate this accuracy.
- The researcher found that the majority of respondents were satisfied with the information that was uploaded on the website. A collective 80.7% of the respondents stated yes that DUT website is helpful. The emergence of the internet has accelerated the spread of personal influence, causing it to evolve into a “viral marketing” phenomenon that organisations can ill afford to ignore. Therefore it appears that management has qualified IT personnel to ensure that relevant information is uploaded and is supportive of the execution of the quality specifications.

## **Recommendations**

The aim of this study as outlined earlier was to evaluate student services in the Faculty of Management Sciences at DUT. The gaps mean that the DUT should be willing to effect changes that would meet or exceed the expectations of students. According to Mudie & Cottam (1999), expectations are formed before purchasing the service. Sachev and Harsh (2004:47) highlight the importance of expectations, by stating that expectations form an important element in service quality.

Bebko (2000:17) say service providers need to manage customers' service quality expectations and they need to understand that tangibility levels include both service outcome and process. Considering that DUT customers are continuously visiting the place of service delivery, management must begin to invest substantially in revamping the physical facilities of the institution.

The recommendations include the following:

- **Service Quality Culture at DUT**

With customer service being the basis for all operations in an institution, service culture must be incorporated into all its operational levels starting from vision, strategic plans, through to the overall implementation of its programmes. Regular departmental meetings should be held to bring about the awareness of service culture within the organisations.

- **Visualise Customer Service Culture**

Internal bulletins should be implemented on a monthly or quarterly basis to highlight excellent customer service. This will encourage other staff to offer effective and efficient customer services. DUT currently uses alumni to

showcase the institution in customer satisfaction in their promotional material such as brochures, and flyers. Management should continue with these efforts.

- **Deal effectively with the Difficult Students**

Management and employees should embrace the concerns of a student and deal with those concerns one at a time. Treating dissatisfied students should be viewed as a positive resource from which customer satisfaction will be achieved. The emphasis here must be in training all staff on customer care as well as customer service experience.

- **Visual aspects**

This dimension had a negative score of 37.5%. The DUT should ensure that enough resources are allocated to tangibles at the institution. Tangibles are defined as the appearance of physical facilities, equipment, personnel and communication materials such as brochures and handouts. Tangibles provide physical representations or images of the service that customers will use to evaluate quality (Zeithaml et al., 2003).

Furthermore Zeithaml and Bitner (2003:115) state since customer satisfaction can be influenced by the image and reputation of an organisation, it is important for the contact staff to be neat in appearance, the company to have visually appealing service materials and for the company to have appealing physical facilities. Management needs to address the problem of equipment looking old and obsolete. This can be achieved by the relevant managers budgeting for the purchase of new and modern looking equipment in their respective officers and ensure that the facilities that students utilize are well maintained and visually-appealing.

- **Service Standards**

Successful business organisations that provide excellent customer service clearly define the service standards that are essential for their success. Service standards are a powerful force for shaping the image that the customers have of the institution and can also be used to measure how well each employee in the institution meets the level of service that is essential for the success of the institution. DUT needs to establish and implement service standards that are specific, measurable, achievable, realistic and time-bound. Management must ensure that correct feedback mechanisms are in place to check deadlines promised to students, carrying out promises timeously as well as sincerity shown by staff to solve students' problems. A database of student queries should be recorded by the student support division. Each student should be sent a questionnaire which enables them to provide as to whether they query was dealt with. The questionnaire should be sent out at least once a month to plot the progress of queries.

- **Follow-up Communication**

Most quality service problems are caused by poor communications. DUT needs to develop effective methods and channels which encourage open and honest communication between employees, SRC and students at all levels. This can be carried out by means of follow-up telephone calls or e-mails can also be a source of information and feedback for an organisation about how well a service is valued. A friendly voice on the telephone or a well-crafted e-mail is an excellent tool for maintaining good public relations with your customers.



- **Teamwork**

Now that DUT is growing rapidly, teamwork should be encouraged to create the best influence of synergy by offering team building training and rewarding team efforts with group incentives. When staff work in teams they will be able to assist each other or assist to handle queries when their colleagues are away and thereby further strengthening service delivery. Parasuraman et al., (1988:33) highlight the issue of perceived control and the assurance dimension. If the university staff do not have the authority to solve student's problems and are forced to deal with multiple layers of management before students issues are resolved, perceived assurance as a quality dimension for students may prove to be negative. Parasuraman et al., (1988:34) recommend teamwork as a solution. Management and staff at DUT need to view servicing students as a team effort and a good support service for all student-contact personnel needs to be in place.

- **Employee Motivation and Commitment**

Winning the "hearts and minds" of employees, cultivating motivation and commitment amongst the staff should remain a key focus. Staff must be trained on delivering excellent customer service and be provided with on-going coaching and feedback. Excellent work performance by employees should be rewarded by DUT using a combination of monetary and non-monetary recognition methods.

- **Measuring Performance**

DUT should have measures of performance based on rigid measures of customer satisfaction. The measures should be regularly monitored and feedback to all internal suppliers and customers and a system of planning put in place to close all or any gaps between actual performance and expectations.

- **Timely and accurate data**

Timely and accurate data are a prerequisite of effective, quality-related decision-making. Total Quality Management (TQM) which is a management technique that focuses on improving the quality of an organisation's products and service must be stressed repeatedly. Continuous training should be given to the registration staff, and data capturers on how to capture information in their correct fields. Errors can be prevented by ensuring that all student records are verified by a second person.

- **Building in continuous improvement**

This is the process by which an institution measures its performance to stay on track. It is the way of managing customer experience and in the process build customer loyalty. A questionnaire should be designed and implemented via the student support division. Customer feedback must be analysed regarding service delivery and complaints should be used to identify warning signs in order to improve service levels.

## **5.5 Area of Future Research**

Since the study was restricted to the Pietermaritzburg campuses future research should incorporate all campuses of the DUT. The use of the term 'customer' is very sensitive since the industry of higher education in general has a number of stakeholders all of whom have different expectations of the higher education institution. The stakeholders include: students, their parents and family, the local community, society, the government, council, staff, local authorities, suppliers, and, current and potential employers. In measuring service quality, the research focused on staff and students who are intimately involved in the service experience. However, such measurement should be taken in the wider context of quality perspectives of all other stakeholders.

DUT should consider using a SERVQUAL measuring tool which can be used to measure quality service delivery at DUT by comparing services delivery at all campuses. In addition future research could also involve a longitudinal study of the delivery of quality service in higher education in Kwa-Zulu Natal and undertake a comparative analysis.

## **Conclusion**

Finally the research suggests that the management of DUT implement a Total Quality Management (TQM) system. TQM is a relatively a new approach to quality improvement in South African higher education. While some literature suggests total quality management is a fad, (Lawler and Mohrman 1985:66), there are others who do not believe that "the novelty will wear off with the emergence of the next new management philosophy" (Arcaro 1995:75). Some authors have indicated that higher education is not ready to implement a total quality management system (Chaston 1994:119). However, by doing nothing, the institution is likely to gain only limited success in improving the quality of the services it provides to higher educational institutions' customers.

Our customers, the students, the government, and the employers will have the final say. If students and staff expectations cannot be met by the institution, they may well choose to go elsewhere to be educated or to recruit new staff. The ramifications of declining enrolments and graduates in higher education institutions are considerable. The government as the major funder of higher education is likely to demand greater accountability. Management needs to have buy-in into the ideas and most importantly management of DUT need to support TQM and the other ideas. TQM needs to be filtered from the top-down. In conclusion management of DUT must consider service quality management and services mix as there is plenty room for improvement. Due to the inseparable nature of the services offered by the DUT, it is of importance that all problems are rectified.

## **NOTE**

This Journal article was extracted from the dissertation presented to the Regent Business School, Durban, South Africa by the principal author for the award of the Master of Business Administration (MBA) Degree in 2013. The dissertation was supervised by Xolelwa Linganiso, academic and research supervisor at the School. The manuscript was edited for publication as a Journal article by Professor Anis Mahomed Karodia.

The entire bibliography is cited in this article and contains the references applicable to this article. In the event that the reader wants the full manuscript please forward request to the following Email address: [akarodia@regent.ac.za](mailto:akarodia@regent.ac.za)

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## APPENDIX A: LETTER OF PERMISSION TO CONDUCT THE STUDY



*Directorate for Research and Postgraduate Support  
Durban University of Technology  
Tromso Annexe, Steve Biko Campus  
P.O. Box 1334, Durban 4000  
Tel.: 031-3732576/7  
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E-mail: [moyos@dui.ac.za](mailto:moyos@dui.ac.za)*

5 December 2011

Ms. H. Nzimande  
c/o Regent Business School

Dear Ms Nzimande

### **PERMISSION TO CONDUCT RESEARCH AT THE DUT**

Your correspondence dated 22<sup>nd</sup> November 2011 in respect of the above refers. I am pleased to inform you that the Institutional Research Committee (IRC) will grant permission to you to conduct your research at the Durban University of Technology.

We would be grateful if a summary of your key research findings can be submitted to the IRC on completion of your studies.

Kindest regards.  
Yours sincerely

  
**PROF. S. MOYO**  
**DIRECTOR (ACTING): RESEARCH AND POSTGRADUATE SUPPORT**

## **APPENDIX B: COVERING LETTER**

Dear Participant

### **Research Questionnaire:**

**Topic: An Evaluation of Student Services in the Faculty of Management and Sciences at the Durban University of Technology**

I am a student at Regent Business School. I am conducting a research on the above mentioned topic for the dissertation component of the Master of Business Administration (MBA).

The primary aim of my study is to evaluate the quality of service delivery in the Faculty of Management Sciences at Durban University of Technology.

The answering of the questionnaires should take approximately 15 minutes. The information that you provide will be held in TOTAL CONFIDENCE and your responses to the questions will be considered ANONYMOUS. Participation in the questionnaire is completely voluntary.

My sincere thanks to you for participating in this research. Your input is invaluable and will contribute towards compiling recommendations to enhance the service delivery at the Durban University of Technology.

Thank you for your co-operation

Yours sincerely

H.T Ndimande

## APPENDIX C: QUESTIONNAIRE

Please indicate your response by placing one cross (X) in the correct row/line. Please only mark one box per statement/question. It would be appreciated if all questions can be answered.

### SECTION A: DEMOGRAPHIC INFORMATION

1. What is your gender?

Male	
Female	

2. What is your race?

African	
White	
Coloured	
Indian	
Asian	

3. Age

17 - 21	
22 - 26	
27 - 31	
32 - 36	
> 37	

## SECTION B: QUESTIONNAIRE ON SERVICE DELIVERY

		5	4	3	2	1
		STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
1	DUT's promotional materials are visually appealing.					
2	DUT has modern looking equipment to assist with programme.					
3	The physical facilities are attractive.					
4	My query is promptly attended to.					
5	I am satisfied with the general service offered by DUT.					
6	My records are accurately captured.					
7	My registration was error-free.					
8	When there is a change in a venue I am given sufficient notice.					
9	Where there is a query, I am transferred to the person who could best assist me.					
10	Staff are willing to go the extra mile to assist me with my query.					
11	I am provided with appropriate learning facility.					
12	The attitude of staff instils confidence in me.					
13	I am aware of support provided by the SRC.					
14	Staff have the capacity to solve problems when they arise.					
15	I would recommend DUT to others.					
16	Staff give me individual attention.					
17	DUT has a pleasant campus-environment.					

		5	4	3	2	1
		STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE

		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
		STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
<b>18</b>	DUT has qualified lecturers in the Faculty of Management and Sciences.					

**19. My student card is on time:**

Yes	No

**20. My student card is error free**

Yes	No

**21. Venues**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	Excellent	Above average	Average	Below average	Bad
How would you rate the comfort of your lecture venue					

**22. DUT Website**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
How would you rate the content of Faculty website. Is the content up to date?	Excellent	Above average	Average	Below average	Bad



## APPENDIX D: RIVERSIDE CAMPUS – SERVQUAL

1. What is your gender?

		<b>Gender</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	108	41.7	41.7	41.7
	Female	151	58.3	58.3	100.0
	Total	259	100.0	100.0	

2. What is your race?

		<b>Race</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	African	256	98.8	98.8	98.8
	White	1	.4	.4	99.2
	Coloured	1	.4	.4	99.6
	Indian	1	.4	.4	100.0
	Total	259	100.0	100.0	

3. Age

		<b>Age</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17-21	139	53.7	53.7	53.7
	22-26	108	41.7	41.7	95.4
	27-31	11	4.2	4.2	99.6
	32-36	1	.4	.4	100.0
	Total	259	100.0	100.0	

B1. DUT's promotional materials are visually appealing

**B1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	2.7	2.7	2.7
	Agree	95	36.7	36.7	39.4
	Not Sure	60	23.2	23.2	62.5
	Disagree	82	31.7	31.7	94.2
	Strongly Disagree	15	5.8	5.8	100.0
	Total	259	100.0	100.0	

B2. DUT has modern looking equipment to assist with programme

**EquipmentB2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	3.1	3.1	3.1
	Agree	101	39.0	39.0	42.1
	Not Sure	38	14.7	14.7	56.8
	Disagree	79	30.5	30.5	87.3
	Strongly Disagree	33	12.7	12.7	100.0
	Total	259	100.0	100.0	

B3. The physical facilities are attractive

**FacilitiesB3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	3.5	3.5	3.5
	Agree	48	18.5	18.5	22.0
	Not Sure	47	18.1	18.1	40.2
	Disagree	104	40.2	40.2	80.3
	Strongly Disagree	51	19.7	19.7	100.0
	Total	259	100.0	100.0	

B4. My query is promptly attended to

**QueryB4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	5.4	5.4	5.4
	Agree	97	37.5	37.5	42.9
	Not Sure	70	27.0	27.0	69.9
	Disagree	54	20.8	20.8	90.7
	Strongly Disagree	24	9.3	9.3	100.0
	Total	259	100.0	100.0	

B5 Iam satisfied with the general service offered by DUT

**Service B5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	19	7.3	7.3	7.3
	Agree	107	41.3	41.3	48.6
	Not Sure	28	10.8	10.8	59.5
	Disagree	71	27.4	27.4	86.9
	Strongly Disagree	34	13.1	13.1	100.0
	Total	259	100.0	100.0	

B6 My records are accurately captured

**RecordsB6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	75	29.0	29.0	29.0
	Agree	126	48.6	48.6	77.6
	Not Sure	20	7.7	7.7	85.3
	Disagree	23	8.9	8.9	94.2
	Strongly Disagree	15	5.8	5.8	100.0
	Total	259	100.0	100.0	

B7 My registration was error-free

**RegistrationB7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	68	26.3	26.3	26.3
	Agree	103	39.8	39.8	66.0
	Not Sure	21	8.1	8.1	74.1
	Disagree	37	14.3	14.3	88.4
	Strongly Disagree	30	11.6	11.6	100.0
	Total	259	100.0	100.0	

B8 Where there is a change in venue I am given sufficient notice

**Venue B8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	44	17.0	17.0	17.0
	Agree	100	38.6	38.6	55.6
	Not Sure	20	7.7	7.7	63.3
	Disagree	56	21.6	21.6	84.9
	Strongly Disagree	39	15.1	15.1	100.0
	Total	259	100.0	100.0	

B9 Where there is a query, I am transferred to the person who could best assist me

**QueryB9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	37	14.3	14.3	14.3
	Agree	99	38.2	38.2	52.5
	Not Sure	43	16.6	16.6	69.1
	Disagree	56	21.6	21.6	90.7
	Strongly Disagree	24	9.3	9.3	100.0
	Total	259	100.0	100.0	

B10 Staff are willing to go the extra mile to assist me with my query

**Staff B10**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	28	10.8	10.8	10.8
Agree	79	30.5	30.5	41.3
Not Sure	55	21.2	21.2	62.5
Disagree	75	29.0	29.0	91.5
Strongly Disagree	22	8.5	8.5	100.0
Total	259	100.0	100.0	

B11 I am provided with appropriate learning facility

**Learning facility B11**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	33	12.7	12.7	12.7
Agree	99	38.2	38.2	51.0
Not Sure	31	12.0	12.0	62.9
Disagree	64	24.7	24.7	87.6
Strongly Disagree	32	12.4	12.4	100.0
Total	259	100.0	100.0	

B12 The attitude of the staff instills confidence in me

**AttitudeB12**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	33	12.7	12.7	12.7
Agree	81	31.3	31.3	44.0
Not Sure	59	22.8	22.8	66.8
Disagree	59	22.8	22.8	89.6
Strongly Disagree	27	10.4	10.4	100.0
Total	259	100.0	100.0	

B13 I am aware of support provided by the SRC

**SRCB13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	38	14.7	14.7	14.7
	Agree	76	29.3	29.3	44.0
	Not Sure	40	15.4	15.4	59.5
	Disagree	47	18.1	18.1	77.6
	Strongly Disagree	58	22.4	22.4	100.0
	Total	259	100.0	100.0	

B14 Staff have the capacity to solve problems when they arise

**ProblemsB14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	24	9.3	9.3	9.3
	Agree	95	36.7	36.7	45.9
	Not Sure	73	28.2	28.2	74.1
	Disagree	46	17.8	17.8	91.9
	Strongly Disagree	21	8.1	8.1	100.0
	Total	259	100.0	100.0	

B15 I would recommend DUT to others

**Recommend DUT B15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	39	15.1	15.1	15.1
	Agree	104	40.2	40.2	55.2
	Not Sure	47	18.1	18.1	73.4
	Disagree	39	15.1	15.1	88.4
	Strongly Disagree	30	11.6	11.6	100.0
	Total	259	100.0	100.0	

B16 Staff give me individual attention

**AttentionB16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	29	11.2	11.2	11.2
	Agree	93	35.9	35.9	47.1
	Not Sure	46	17.8	17.8	64.9
	Disagree	61	23.6	23.6	88.4
	Strongly Disagree	30	11.6	11.6	100.0
	Total	259	100.0	100.0	

B 17 DUT has a pleasant campus-environment

**EnvironmentB17**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	15	5.8	5.8	5.8
	Agree	89	34.4	34.4	40.2
	Not Sure	40	15.4	15.4	55.6
	Disagree	63	24.3	24.3	79.9
	Strongly Disagree	52	20.1	20.1	100.0
	Total	259	100.0	100.0	

B18 DUT has qualified lecturers in the Faculty of Management and Sciences

**LecturersB18**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	75	29.0	29.0	29.0
	Agree	106	40.9	40.9	69.9
	Not Sure	35	13.5	13.5	83.4
	Disagree	22	8.5	8.5	91.9
	Strongly Disagree	21	8.1	8.1	100.0
	Total	259	100.0	100.0	

B19a My Student card is received on time

**SCARD19a**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	242	93.4	93.4	93.4
	No	17	6.6	6.6	100.0
	Total	259	100.0	100.0	

B19b My Student card is error free

**SCARD19b**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	215	83.0	83.0	83.0
	No	44	17.0	17.0	100.0
	Total	259	100.0	100.0	

B20 How would you rate the comfort of your lecture venue

**Venues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	21	8.1	8.1	8.1
	Above average	28	10.8	10.8	18.9
	Average	84	32.4	32.4	51.4
	Below average	51	19.7	19.7	71.0
	Bad	75	29.0	29.0	100.0
	Total	259	100.0	100.0	

B21 How would you rate the content of Faculty website. Is the content up to date

**Website**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	61	23.6	23.6	23.6
	Above average	47	18.1	18.1	41.7
	Average	101	39.0	39.0	80.7
	Below average	20	7.7	7.7	88.4
	Bad	30	11.6	11.6	100.0
	Total	259	100.0	100.0	



**APPENDIX E: DUT ENROLMENT STATISTICS AS AT JANUARY 2012**

<b>Headcount of Level 3 Students for 2012 of Riverside Campus</b>				
<b>Faculty</b>	<b>Department and Qualification</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Management Sciences	<b>Applied Management (Midlands)</b>	<b>146</b>	<b>80</b>	<b>226</b>
	ND: HUMAN RESOURCES MANAGEMENT	37	16	53
	ND: MANAGEMENT	31	34	65
	ND: MANAGEMENT (FOUNDATION)	6	5	11
	ND: PUBLIC RELATIONS MANAGEMENT	72	25	97
	<b>Regional Governance and Development (Midlands)</b>	<b>115</b>	<b>67</b>	<b>182</b>
	ND: ECOTOURISM MANAGEMENT	12	13	25
	ND: PUBLIC MANAGEMENT	78	37	115
	ND: TOURISM MANAGEMENT	25	17	42
<b>Grand Total</b>		<b>261</b>	<b>147</b>	<b>408</b>

**APPENDIX F: CRONBACH ITEMS – TOTAL STATISTICS**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Race	61.0811	169.997	.015	.060	.862
Age	60.5907	167.793	.128	.196	.861
PromotionalB1	59.0927	156.294	.506	.404	.852
EquipmentB2	58.9961	155.291	.472	.422	.853
FacilitiesB3	58.5637	156.472	.449	.365	.854

QueryB4	59.1931	155.831	.487	.335	.852
ServiceB5	59.1274	153.019	.513	.356	.851
RecordsB6	59.9653	160.987	.282	.285	.859
RegistrationB7	59.6525	160.739	.227	.372	.862
VenueB8	59.3127	154.906	.396	.292	.856
QueryB9	59.3707	151.211	.584	.430	.849
StaffB10	59.1660	153.829	.515	.425	.851
LearnfacB11	59.2471	150.350	.582	.432	.849
AttitudeB12	59.2355	151.933	.563	.436	.850
SRCB13	59.0618	156.609	.330	.258	.859
ProblemsB14	59.3166	155.946	.475	.286	.853
RecommendDUTB15	59.4247	150.276	.607	.433	.848
AttentionB16	59.2201	155.583	.428	.334	.854
EnvironmentB17	58.9189	151.331	.554	.418	.850
LecturersB18	59.8456	155.728	.434	.329	.854
SCARD19a	61.0386	169.169	.141	.188	.861

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SCARD19b	60.9305	169.817	.017	.217	.862
Venues	58.5985	155.474	.425	.328	.855
Website	59.4479	154.434	.457	.313	.853

**APPENDIX G: CHI – SQAURE TEST**

		Gender	Race	Age
DUT's promotional materials are visually appealing	Chi - Square	9.347	21.803	25.220
	df	4	12	12
	Sig.	0.53	0.040	0.014
The physical facilities are attractive	Chi - Square	6.553	9.980	14.020
	df	4	12	12
	Sig.	0.162	0.618	0.299
I am satisfied with the general service offered by DUT	Chi - Square	3.548	16.328	17.303
	df	4	12	12
	Sig.	0.471	0.177	0.139
Staff are willing to go the extra mile to assist me with my query	Chi - Square	0.610	16.802	22.117
	df	4	12	12
	Sig.	0.962	0.157	0.036

		<b>Gender</b>	<b>Race</b>	<b>Age</b>
I am provided with appropriate learning facility	Chi - Square	<b>1.199</b>	<b>12.041</b>	<b>12.950</b>
	df	<b>4</b>	<b>12</b>	<b>12</b>
	Sig.	<b>0.878</b>	<b>0.442</b>	<b>0.373</b>
The attitude of staff instills confidence in me	Chi - Square	<b>2.020</b>	<b>13.693</b>	<b>14.724</b>
	df	<b>4</b>	<b>12</b>	<b>12</b>
	Sig.	<b>0.732</b>	<b>0.321</b>	<b>0.257</b>
I am aware of support provided by the SRC	Chi - Square	<b>2.532</b>	<b>14.791</b>	<b>21.300</b>
	df	<b>4</b>	<b>12</b>	<b>12</b>
	Sig.	<b>0.639</b>	<b>0.253</b>	<b>0.046</b>
Staff have the capacity to solve problems when they arise	Chi - Square	<b>1.694</b>	<b>22.917</b>	<b>14.028</b>
	df	<b>4</b>	<b>12</b>	<b>12</b>
	Sig.	<b>0.792</b>	<b>0.028</b>	<b>0.299</b>
I would recommend DUT to others	Chi - Square	<b>8.304</b>	<b>14.799</b>	<b>14.714</b>
	df	<b>4</b>	<b>12</b>	<b>12</b>

	Sig.	<b>0.081</b>	<b>0.253</b>	<b>0.257</b>
		<b>Gender</b>	<b>Race</b>	<b>Age</b>
DUT has a pleasant campus-environment	Chi - Square	<b>8.832</b>	<b>9.014</b>	<b>11.728</b>
	df	<b>4</b>	<b>12</b>	<b>12</b>
	Sig.	<b>0.065</b>	<b>0.702</b>	<b>0.468</b>
How would you rate the comfort of your lecture venue?	Chi - Square	<b>0.605</b>	<b>5.357</b>	<b>17.811</b>
	df	<b>4</b>	<b>12</b>	<b>12</b>
	Sig.	<b>0.963</b>	<b>0.945</b>	<b>0.122</b>
How would you rate the content of Faculty website? Is the content up to date?	Chi - Square	<b>1.753</b>	<b>7.666</b>	<b>32.442</b>
	df	<b>4</b>	<b>12</b>	<b>12</b>
	Sig.	<b>0.781</b>	<b>0.811</b>	<b>0.001</b>