

UNIVERSITY OF KWAZULU - NATAL

**ANALYSIS OF THE SERVICE QUALITY
OF A PRIVATE TERTIARY INSTITUTION:
THE CASE OF DAMELIN COLLEGE**

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DECLARATION

I, Lynelle Cerene Martin declare that

- (i) The research reported in this dissertation/thesis, except where otherwise indicated, is my original research.
- (ii) This dissertation/thesis has not been submitted for any degree or examination at any other university.
- (iii) This dissertation/thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
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Signature: LC Martin

28 May 2013

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Lynelle Cerene Martin

Abstract

The study focuses on the service quality of Damelin College in Pietermaritzburg. Damelin College strives to ensure that students extract every promising benefit their courses. Damelin College aims at being a provider of quality, learner -focused education.

The various opinions and attitudes of students regarding the service quality at Damelin College is investigated using questionnaires. This study covers the service quality aspects of private tertiary institutions. Data for the study was collected at Damelin College using a random sample of two hundred participants.

The service quality of Damelin is discussed in detail as well as the theory of quality dimensions. The significance of service quality for tertiary institutions is a major aspect and all students need to receive the most appropriate form of respect and understanding.

The high commercialized fees that students pay needs to be equate to the standard of the education that they receive.

In relation to the problem statement, the research objectives are as follows:

1. To measure the impact of the service quality in private tertiary institutions.
2. To undertake an empirical analysis of the linkage between private tertiary institutions.
3. To investigate what aspects contribute to the choice of a private institution in which to study.
4. To determine how service quality influences where to study.

Private institutions, who want to gain a competitive edge, may need to begin searching for effective ways to attract, retain and foster strong relationships with students. The service quality dimensions are tangibility, responsiveness, reliability, assurance, empathy, overall service quality and student satisfaction.

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Chapter One

1.1 Introduction

This study examines the service quality of a private tertiary institution namely Damelin College in Pietermaritzburg. Currently learners can choose whatever studies they wish to pursue in the competitive educational world. Some factors endorse private institutions to engage and sustain their work force rating and should be examined.

Some tertiary institutions aim to reach their ultimate goals by recruiting, retaining and building a strong relationship with their students. With many budding private institutions, the market interaction plays a vital role in recruiting students. Private institutions must penetrate the markets and offer service quality that will attract students to register at their institutions. To make matters harder, private tertiary institutions do not receive any subsidies from the government (Teo, 2001, p.166).

1.2 Background of the study

Private tertiary institutions strive to ensure that students will extract every benefit from the studies that they are investing in. An outstanding education will be delivered to ensure that it is applicable in the real world, which is competitive and advancing.

Many private institutions affect students negatively due to poor service quality. Private institutions should focus on delivering high quality service in all their key result areas in order to survive the competitors. Growing tertiary colleges should also maintain high quality lecturing. The majority of students will pay the higher fees because the tertiary institutions cater to student needs and have shorter degrees as well.

1.3 Motivation for the Study

There are private institutions springing up everywhere around the world but without service quality being their key focus, these institutions will not survive. This study focuses on one private tertiary institution, which delivers on the service dimensions. However, some minor adjustments need to be made in order to make it one of the most reputable tertiary institutions which deliver service quality to the students and community.

1.4 Problem Statement

Improving service quality can increase profitability of private institutions.

1.5 Preliminary literature study

When deciding to maintain the costing for expansion in the education sector, particularly reflecting on new departments in education, all private tertiary institutions need to adjust their service quality to ensure excellent delivery.

The number of institutions and students is increasing all the time. Students are searching for quality in the institutions that they study at, as this plays an important role in the completion of and success in their studies. When students perceive that a certain institution is the right one, they are attracted to the high service quality of that particular institution. The student will perform well and the reputation of the institution will have a positive impact on future potential students (Nagadevara *et al.*, 2007. p. 207).

It is imperative that students and all the stakeholders of the institution be optimistic. Delivery of service quality is the key to future growth of the institution. Qualified lecturers will have a positive impact on the institution and thus students will benefit from quality education as well. The quality of tertiary education in private institutions largely depends on the expertise, knowledge and skills of the lecturers, which in turn will influence the quality of education being delivered to the students. Each of the private

institutions consistently relies on the quality of lectures being delivered by the lecturers, taking into consideration the intricacies of quality service. The standard of private tertiary education is enhanced by preparing and organizing effective modules in the curricula. Private tertiary institutions should cater for specialized training for all lecturers (Voss, paragraph 1).

All the private tertiary institutions that are not satisfied with the performance of the lecturers need to address the following: the lack of personal qualities which the students are seeking, and investigating the expected and observed quality levels of lecturers. The three dimensions of lecturing are educational and professional knowledge; dimensions of teaching and professional skills, and dimensions of values and attitudes (Yousuf *et al*, 2010. p.2).

One of the crucial aspects of management's purpose is to recruit and select lecturers that are capable and competent to lecture students and lessons are not just read from a textbook or dictated to the students. A significant task and a valuable asset for the future will be to improve the degrees and diplomas that are offered in each of the college's programmes. All the modules included in the curricula need to be at a level of quality that exceeds the expectations of students; that will more likely influence student learning and achievement in a positive manner.

The role of private institutions is constantly varying so fast that no teacher training can properly cope with the fast changing expectations of all private tertiary institutions, the requirements being: positivism, communicative skills, dependability, personal skills, organizational skills, commitment, motivation, compassion, flexibility, perceptive, possess value-based criteria, be knowledgeable, have innovative ideas, be patient and have a sense of humour (Yousuf *et al*, 2010. p.2).

Currently, the number private institutions in urban areas are increasing. There is a need for expansion of institutions; which cannot be funded by the government. Many private institutions that experience financial issues can hinder the quality of the tertiary education

that is being offered. Private tertiary institutions cannot always offer the correct inducement for attaining superior quality and may not meet the student's requirements. Grants and subsidies for tertiary education are limited; this influences the student's incentives for success and timely study completion (Martins *et al*, 2007. p.5).

There are different types of risks that exist in a private education. There could be a link between all the countries and the inflation rates. The economy and money levels can determine to a certain extent the income and expenditure of individuals, which will in turn influence their children, or guardians who are paying for fees at tertiary level. The level of student satisfaction is also a risk since the fees do not determine the quality of education.

If the option of studying at no cost becomes possible then the institution will run at a loss and not all the expenses will be paid. In addition, students will not be motivated to strive for excellence. A more feasible option would be for private tertiary institutions to issue student loans or have bursaries in place. There should be terms and conditions that accompany the student loan. Reimbursements and compensations should be calculated according to a particular percentage of income, which is monthly or weekly and should not surpass a certain level of monetary value.

There should be some sort of student support and direction for all students that are underprivileged and cannot afford the fees. Scholarships are another excellent option. Students should have a focused mentality to ensure that they constantly achieve high grades throughout primary and secondary school grades (Rudyte, 2007. p.1).

1.6 Purpose of the research

The standards of education offered by private institutions are discussed in detail. There are diverse reasons that influence student decisions to study at private institutions. Private institutions register students to study for degrees or diplomas without any point system

being in place, the main requirements being a matriculation pass and students who are wealthy enough to pay the fees (Hishamuddin, 2008. p.163).

1.7 Research Objectives:

1. To measure the impact of the service quality in private tertiary institutions.
2. To undertake an empirical analysis of the linkage between private tertiary institutions and Damelin College.
3. To investigate what aspects contribute to choosing a private institution in which to study.
4. To determine how service quality influences the choice where to study.

1.8 Research questions:

1. What influence does service quality have on private institutions?
2. What associations exist amongst private tertiary institutions?
3. Why do students choose private institutions?
4. How critical is service quality when determining where to study?

1.9 Limitation of the Study

The researcher chose to limit the scope of this research to a private institution namely Damelin College in Pietermaritzburg. Some limitations affect this study. These limitations stem from two main areas, the period and the sample used to conduct research for this study.

1.10 Research Methodology

The sample size is 200 participants at Damelin College. Questionnaires will be administered therefore, this is quantitative research. Close questions are designed in the questionnaires. Quantitative research involves collecting and converting data into numerical form so that statistical calculations can be made and conclusions drawn. Tables and charts are used to transmit the information in a concise manner. Questionnaires serve as the bridge between the objectives at one end and the conclusions at the other end (McDaniel *et al*, 2010. p.369).

1.11 Anticipated Contribution

The anticipated contribution is that the researcher believes this study will help marketers understand the reasons students choose to study at private institutions and the various service quality aspects that private institutions have. To retain an economical edge in the market place, the institution must recognize the variables of quality that impact on students' views and then utilize these results to execute high service quality.

1.12 Summary of Chapter One and overview of subsequent chapters

Chapter One

The first chapter includes the proposed title, the introduction, background of the study, motivation of the study, focus of the study, problem statement, preliminary literature study with reasons for this choosing topic, purpose of the research, research objectives, research questions, limitations of the study, research methodology, anticipated contribution and summary of the study. These aspects outline the entire thesis.

Chapter Two

This chapter explores the relevant literature on the research topic. Provided here is research information on the analysis of the service quality of a private tertiary institution.

The different service quality dimensions and some of the gaps that exist in this research area are identified in this chapter.

Chapter Three

Chapter Three gives a summary of Damelin College. The background information about Damelin College is explained as well as their mission statement and the various diplomas and degrees being offered.

Chapter Four

This chapter describes the research methodology used by the researcher. The research objectives, research design, sampling methods, the questionnaire design, the data collection, validity, reliability and ethical issues are some of the aspects discussed in this chapter. The limitations of this study are also included. A great deal of anonymity was allowed since participants were not forced to fill in the questionnaires.

Chapter Five

This chapter outlines the anticipated contribution and findings from the researcher, which include the data analysis and presentation of the results. In this chapter the results are presented in bar and pie charts. Each question is represented with a chart and an explanation for each question.

Chapter Six

In this chapter, the findings to answer the research questions and objectives are presented with a discussion of the results. Descriptive statistics and inferential statistics, including the SERVQUAL model variables, are explained.

Chapter Seven

Chapter Seven outlines the recommendations and conclusions. The conclusions of the study are explained with recommendations for future researchers. The recommendations will assist researchers to try to eliminate the limitations that this study has. The limitations and value of the study are also covered in this chapter.

Summary of Chapter

This chapter highlights the foundation of this study - the background of the study, motivation, problem statement, brief literature, purpose of research, research objectives, research questions, limitations, research methodology, anticipated contribution and an overview of all the chapters.

Chapter Two

Literature Review

2.1 Introduction

Chapter Two deals with a review of the literature concerning service quality at private tertiary institutions. This research study examines the relationship between the service quality components: tangibility, understanding, responsiveness, consistency, self-reliance, understanding, and service quality and students contentment.

The various ways of defining service quality have been researched and explained nevertheless, all the various viewpoints are summarised as 'fitness for purpose'. Richard Freeman (1991) states that utilizing this outlook of quality in relation to open and distance-learning materials would lead you to conclude that the product looks right, although it is fake. The product will work when put to the test and it will stand up to a cost benefit analysis. The management of quality is now a key issue for all companies and in the private sectors; it involves all employers and employees in a company.

Quality does not mean luxury; quality should leave no room for subjective opinion as quality means conformance to the requirements set by management of a company. Once the employers and employee understand quality the same way, then quality can be measured and managed (Macdonald, 1993. p.6).

2.2 Service Quality

There are various reasons for implementing service quality in any organization. Several of the positive outcomes would be to increase competitive pressure, and modify insights of the customer and the employers. Another essential basis for service quality would be for the business to survive. Managers must release the true potential of staff to deliver service quality and measure staff on the outcomes (Zammuto *et al*, 1996. p.165).

Many services and procedures exist in relation to customer expectations. All these policies and procedures are related to high service quality requirements. In contrast to the statement above, if any institution fails to satisfy these aspects of service quality, the results will be very detrimental to the institution (Zammuto *et al*, 1996. p.165).

Some of the benefits of maintaining service quality at institutions are:

- Improved product or service.
- Huge rise in production.
- Operational efficiency.
- A constant viable advantage to students
- A motivated workforce.
- Increased profits.
- Market share increase.

(Emeraldinsight, paragraph 2)

- Shortage of management commitment.
- The lack of vision and planning
- Quick fix.
- Cultural changes.
- Change amongst management.
- No proper business indicators to measure.
- Staff not involved in decision-making.

(Emeraldinsight, paragraph 2)

Service quality is a change instrument that takes an institution from their present culture to a new management culture, a culture based on the customer and incessant upgrading. Companies should review whether they need to change and discover if there is an opportunity to progress. Management plays a key role, for if they perceive no reason to change; nothing will happen (Macdonald, 1993. p.18).

The issues of service quality in private institutions are important. They differentiate from the conservative universities because of their exact purpose. One of the leading indicators of service quality in private institutions is the level of fulfilment achieved by students with the service encounters. These are considered exterior customers of the education industry. The concepts of service quality are, therefore, directly applicable to higher education. As such, higher education institutions are increasingly attracting more attention to service quality initiatives mainly due to the social requirement for quality evaluation in education and the competitiveness in private institutions (Linneman *et al*, 1991. p.9).

2.3 Dimensions of Service Quality

The authors Zeithaml, Parasuraman and Berry (1995, p.11) have researched and discovered that the five dimensions are one of the best tools for evaluating service quality. The instrument was named SERVQUAL. If all tertiary institutions were to get the five dimensions right and in order, then there would be great levels of service excellence. However, some dimensions are much more important to some private tertiary institutions, whilst others view all dimensions as being equal.

The SERVQUAL measurement tool enhances the ability of many researchers who want to examine service quality. There are many concerns when dealing with the SERVQUAL model for example; some researchers do not have sufficient knowledge when attempting to utilize the dimensions.

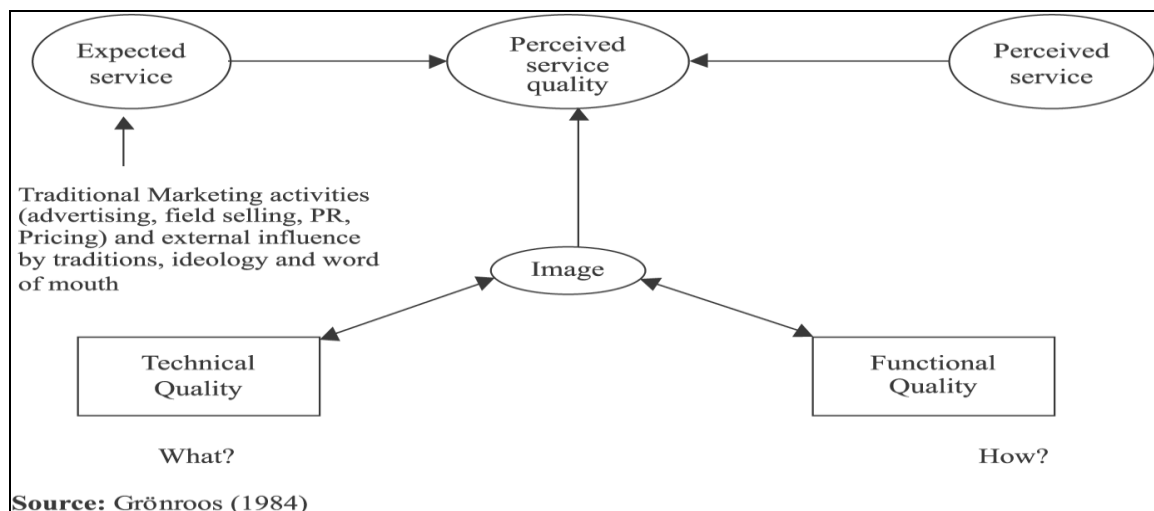
In private tertiary institutions the quality delivered should be specific, clearly defined and applied to the appropriate subject knowledge. Managers and staff should ensure that all requirements are met accordingly and kept to a specific standard. Quality is a subject that is often veiled in vague generalities and covered by indefinite terms such as distinction and perfection (McNealy, 1996. p.1).

One of the major advantages of quality theory is that it offers regular foundations for students who are focusing on studying amongst the quality sectors, which promotes faster and more efficient development of knowledge on service quality. The process of students learning and focusing on the dimensions of service quality is very efficient and precise.

Another major advantage is dealing with the service quality of many operations and the functions of many industries. Service quality and the dimensions of service quality have developed into many areas at the level of tertiary institutions. There is a strong impact on how the various dimensions are being integrated into private tertiary institutions.

The management team and researchers that are involved in dealing with all the dimensions and quality issues that affect customer satisfaction and increased profitability is of great importance. This model provides a lot of assistance and improvements to the service quality aspects in many organizations.

Figure 2.3.1 - Service quality model



Source : (Gronroos, 1984, p.37)

The above service quality model depicts the following three types:

- (1) Technical quality refers to the type of quality which the consumer essentially and realistically achieves. This occurs as an outcome of the various connections linked to the different levels of service quality firms. It is vital that all the service quality aspects are highlighted.
- (2) Functional quality refers to how an institution strives towards achieving the technical quality aspects. The extremely important details are linked to all aspects of service that the students at an institution have recognized.
- (3) Another aspect is that the image is extremely critical to all service organizations. The different criteria are used to create the service quality of the factors such as beliefs, principles, various pricing details and all public relations types.

Parasuraman *et al.* (1985) stated that all service quality functions relate to the various prospects and routines that exist amongst the borders of the service quality dimensions. There have been many developments of service quality elements that are based on constructive examinations.

There are numerous gaps that exist in this model. The five common gaps that exist are namely:

Gap 1:

The discrepancy that exists when customers experience the various prospects with the various assumptions for all the expectations which means that the consumer's expectations are unknown.

Gap 2:

The involvement that occurs is the distinction between all the perceptions and expectations that customers possess varies from all institutions. The service quality has many qualifications when dealing with private tertiary institutions.

Gap 3:

This is the actual delivered service quality that exists between tertiary institutions; that is the performance gap that exists.

Gap 4:

Various distinctions that exist, link service delivery and the interactions between students at a private tertiary institution. Service delivery should be filtered from the time the student enrolls at an institution to the time that they leave.

Gap 5:

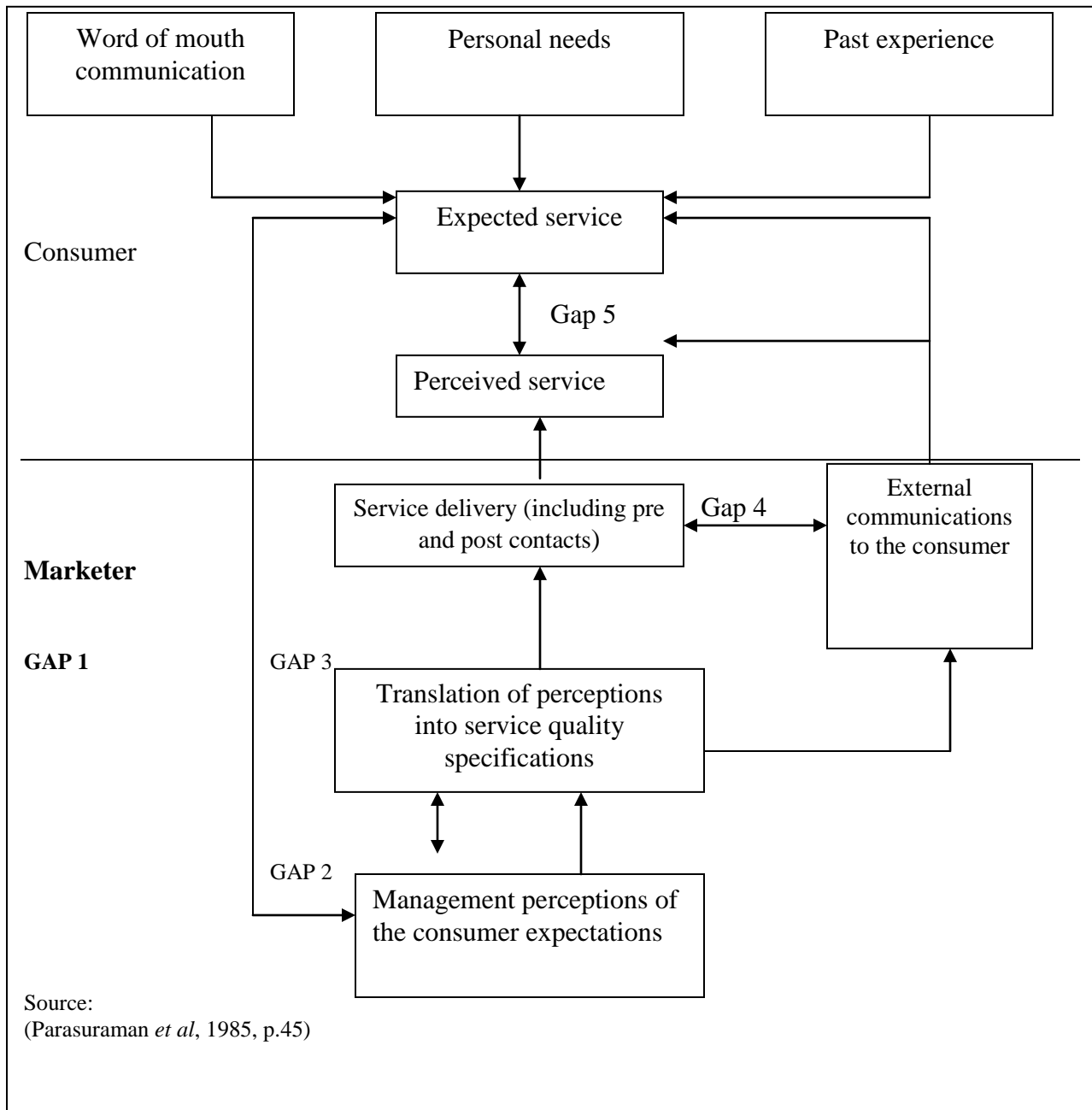
The variations among the student's expectations and the aspects that include all the elements of perceived quality. There is a gap that exists, which will depend on volume and route of the gaps related with the delivery of service quality.

The diagrams on pages 15 and 16 state that if service organizations have 'high quality' then there is a constant level of standards meeting all the needs of customer's expectations. The first step in moving towards the development and implementation of the quality model is the separation of all the various attributes. There are three fundamental attributes that exist, namely the individual's behaviour, the specialized judgments that exist and all the physical amenities.

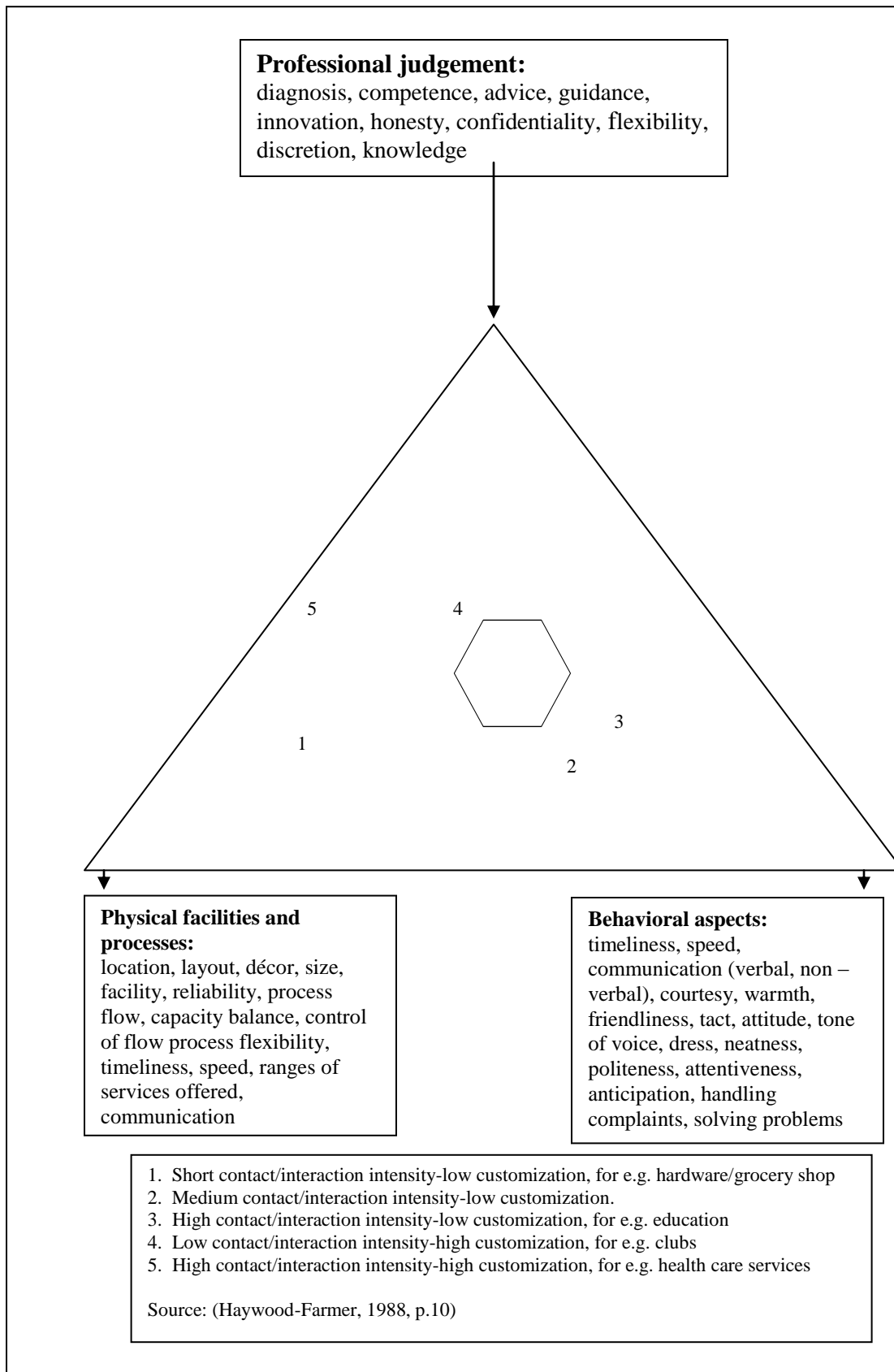
The customers, who are the students at Damelin, continuously judge the five dimensions of service quality delivery. The issue of reliability is judged more frequently since it is most common in satisfying customers' service expectations, whilst assurance, empathy and responsiveness are concerned with exceeding the process dimensions. There are various companies that are providing excellent customer service and this is a process.

This process should entail providing customers with different competence levels, respect, courtesy and an in-depth understanding of all quality expectations. This in return will have a positive outcome on service quality (Berry *et al.*, 1994. p.33).

Figure 2.3.2 - Attribute service quality model



Model 2.3.3 - Attribute service quality model



2.4 Service Quality Dimension – Tangibility

Tangibility is the appearance of physical facilities, equipment, personnel and communication materials (Zeithaml *et al.*, 1990. p.15). Various aspects are available for private tertiary institutions that can enhance the degree and diplomas course material being offered. Institutions should improve on the degrees and other short courses offered to students. Students expect high quality and achievement from an institution. Recruitment of the proper calibre of lecturers is also vital when it comes to delivery on service quality.

One of the most important bases of motivation is providing the best service to students so that their knowledge is enhanced. The material that students study from is very crucial because it will determine their academic record. The labour market is related to dealing with providing more opportunities for employment, which in turn depends on the level of tertiary education offered to the students.

Investment and financial aid are core elements for the education of students. This is due to a shift or movement in the curve of marginal revenue, which enhances the quality and labour of the private tertiary institution.

Higher wages for all graduates is one of the simplest ways to measure the difference between those with or without any tertiary education. Students that gain sufficient work experience whilst studying have an advantage in finding employment faster and their salary might also increase

The primary focus of a private college, for instance, is on the curricula, which is the content of material provided for the students. The module being offered is the central focus since this occurs every semester. In most cases, there are two semesters in the year. Generally, there are four modules offered in each semester.

A limited amount of economic potential and finances could be detrimental to the quality of education being provided. Resources are another major concern for Damelin College, when the total expenditure for students might be too high. The quality of the services offered needs to provide a level of satisfaction that should be user friendly. The entire marketing programme of an institution is centrally focused on satisfying niche markets and clearly defined target markets.

Private tertiary institutions should ensure the following about their brand, since brands are fragile things; they give faith and supply trust. How are fragile things built? The way brands are produced is fascinating, especially when they start becoming successful. Brands are represented by controlled quality of the education. Brands meditate between supply and demand and should ensure that all the students are kept content (Kornberger, 2010. p.53).

The community of private institutions can have an independent approach when dealing with all the different variables for service quality. This could be a major concern for students who have financial aid, as this will affect the quality of education being offered. Primary schooling should have a solid foundation phase for the students; this will enable them to go through a tertiary institution.

There is a great demand for tertiary education since staff require opportunities so that they flourish. The demand for education is great when staff availability and opportunities tend to flourish. The lecture rooms need to be clean, have proper furniture and lecturing material. This will have a tremendous impact on the delivery of customer service and the satisfaction of students.

The disconfirmation of the expectancy theory involves comparing all the issues of service quality, which involves the expectations of all the students. There will be total customer satisfaction if all the service quality issues are in the correct zone. Consumer behaviour plays a vital role in perceiving all the information of the students and dealing accurately

with all the quality issues. The technical quality also has a major impact on the relationships with the college and the students (Ling *et al.*, 2010. p. 5).

In their book, Crawford and Freeman (1996) recognized the following as being the reasons responsible for parents' disinterest in public institutions: lack of discipline, extremely large classes, the learners receiving less individual attention, and a higher dropout rate, among others. The majority of the parents believed that some institutions do not provide a safe, orderly environment and teaching of the basics.

Conversely, balloting and research has been conducted and such data have discovered that the public is merely an opinion and judgment. Private tertiary institutions have advanced and sophisticated academic levels and standards, have a safe and favourable environment and are more likely to inspire morality, honesty and accountability. (Oni, 2011. p.17).

Taking into consideration being equal, excellent tertiary institutions are of excellent quality. The private tertiary institutions have parallel requirements, although private institutions as a whole have reduced student class sizes.

In dealing with the various types of competition, management is often required to recognize service superiority to the diverse students in order to persuade all full-time and part-time students. In the measurement of tertiary institution excellence, most studies have utilized the standard service quality characteristics and attributes of one of the most recognized models, the SERVQUAL model that has been in existence for many years. Private institution education service companies have undergone considerable alterations and become internationally competitive over the various campuses.

Most common SERVQUAL service quality magnitudes offer many advantages of flexibility, accurately and reliably taking into consideration the all-purpose private service tertiary institutions proportions of substance. The effects of all the dimensions of service quality have a specific offering with practical insights.

Various consequences and implications that are present can be brilliant and outstanding due to all the correlated dimensions. The numerous factors that are apparent and can be of great significance and suitable service quality criteria may fluctuate and be diverse by the individuality of every student and their different backgrounds. It should be taken into consideration that the content and analysis of every student record should be kept in its initial format. This will assist in creating an internal and external environment that will ensure optimal functioning of an institution.

2.5 Service Quality Dimension – Responsiveness

Responsiveness is one of the service quality dimensions it is the willingness to assist customers and provide feedback promptly (Business Wikinut, 2010. paragraph 2).

Customer service is handling the student or customer's request whether it is a complaint, question, problem or query. Larger institutions should consider having a queuing system at their customer service centre. By doing this the customer's query will be tracked and service delivery will be provided, and the customer will receive prompt service. Handling of customer's requests should be from their point of view rather than the institution's point of view.

In Western Europe, all the distribution costs that are associated with education need to be recorded in an appropriate format. All employers need to have sufficient knowledge of all the different costs that are incurred (Tamasauskiene & Rudyter, 2007. p17).

Considering the truth that the customer is king, every company wants to increase market shares and profit. Day by day, different types of business formats are coming onto the market (Das et al., 2009. p.11). All the benefits and incentives play a role in superior service quality, which is linked to the students' needs.

Students who are dependent on their lecturers are going to be effective in the working environment where all their knowledge can be put into practice. There need to be

strategies that will enable them to find their own resources; similarly, all students who are denied opportunities to participate in decision making about studying and develop plans for their long-life endeavours (Taylor, 1997. p.7).

Accomplishments of quality require that the standard of performance in private institutions covers a wide range of exclusive actions or quality of education delivered to students. Students expect their education quality needs to contain the design review of their syllabus, subject tests and field criticism investigations. Receiving high levels of service is crucial to students as customers, however understanding, and perceiving how to evaluate the service quality is most difficult.

When discussing the effectiveness of quality the following three principals apply:

1. Service quality tends to be more difficult for the consumer to assess in comparison to physical goods.
2. Service quality of private institutions is solely based on the perceptions of customers concerning the outcome of the lectures being delivered.
3. Service quality will result from comparisons of what the students expect prior to lectures and the service rendered

(Kurtz and Clow, 1998. p.87).

The quality of customer service should be a dominant factor in private colleges. The perceived quality and attitude of students should be acknowledged since the consumer's judgment affects the overall service. All the comparisons that evolve from expectations and perceptions will be included in the daily functioning of the business (Oni, 2011. p. 4).

The specifications of service quality need to conform to all the quality issues, which will improve the continuous standards. Customer research should be in detail so that all the strengths and weaknesses are dealt with. The important details should be included in the agenda for all sources of complaints and various actions. The customer defines quality (Hsu, 2010. p. 2).

There are several reasons that private institutions have excelled at establishing excellent procedures for all their finances. All the capital that is generated from tuition fees depends largely on the fee schedule. However, if there are errors in accounts there is a great impact on the payment of salaries, rent and all the general expenditure, since it is a private institution. Lecturers and course programmes of private intuitions are focused more on preparing and giving personalized tuition if students require it. Lecturers should be thoroughly equipped to enhance the learning of all the students. There should be exceptional concerns about the various groups with inconsistent objectives and goals.

This may likely be a major breakthrough and a revelation to private institutions, namely policies and procedures that specifically at a time the diverse students are considering and anticipating the administering over the private tertiary institutions to their previous owners. The various stakeholders in private tertiary institutions need to be taken into consideration and to make necessary resolutions and decisions on vital and important tertiary educational matter.

- There are no significant and important modifications in the attitudes and perceptions of students and private tertiary institutions;
- The substantial transformation in the discernments of students on quality service delivery of private institutions;
- Private tertiary institutions and the observations of the sophisticated and unqualified of service delivery;

There are no exceptional and substantial alterations and transformations in the low socio-economic status and those of high socio-economic prestige of the service quality delivery (Oni, 2011. p. 21).

The service quality aspects have tremendous force of the various cultures and additional tertiary educational criteria on the perceptions of service quality. The service quality maintains the conception and perceptions of the service customers, who are the students. The service encounters should be showing all different types of behavioural activities (Lee, 2011. p.3).

The different types of monitoring and perceptions should be greatly encouraged. All the values and observations should be conducted with the correct policies and procedures. All the instruments that are being conducted in research need to be precise and accurate. The different encounters involved in customers' expressions are critical. There need to be goals and objectives in place, which will assist in having the right culture in private colleges. The designing and communication for future researchers should be well structured and all in order. The consequential matter and variables confirmed the general extensiveness of the SERVQUAL criteria. In addition, the learning identified the new service quality term of speed. Additionally, the research studies discovered a distinction in relative significance of service quality aspect criteria as perceived by the students (Lee, 2011. p.5).

The measurement of using different types of research is very common and all the details need to be conducted in an appropriate manner. The purpose of service quality is dealing with all the aspects that enhance the research methods (Hsu, 2010. p. 5).

All the objectives and goals of offering desirable endeavours and encounters with all the various service quality agents that the recruitments may be attained by unusual terms and the language barriers that exist which largely relies and depends on the students distinctiveness, customs, and the various details. The students' aspects, which are terms and conditions in service excellence, and can present and accredit researchers with all the valuable insights in scheming and communicative devices that are precise and service quality approaches and policies.

Research ought to engage with a variety and a number of students and situations to have additional approaches and have empirical considerations of relative discrepancies and perceptions of the quality service issues.

Private tertiary institutions should ensure that creating; building and maintaining lasting and strong brands will escalate and generate high levels of importance for the educational courses and subjects. Nevertheless, there is a small percentage of what is known and

unknown to the service brand. One of the most vital and significant agendas and investments for quality service departments and sectors is the venture of service quality that some institutions offer.

Even though it would generate and reassure the small amount of disbeliefs to maintain that service quality plays a critical part and role in building and creating a strong high quality service level brand, to date no research and have acquired an assessed how service quality issues involves the service for branded products and brand equity for educational purposes. The quality brand service equity refers to the gap consequences and effects of brand understanding on student's reactions and responses to the business actions and activities of the brand.

2. 6 Service Quality Dimension – Reliability

Service is a key component of value that drives any company's success. Reliability is the capability of an institution to convey and execute the guaranteed service quality consistently and perfectly (Zeithaml *et al.*, 1990. p.15). To the customer, value is the benefits received for the burdens endured such as price, an inconvenient location, unfriendly employees, or an unattractive service facility. Quality service helps a company maximize benefits and minimize non-price burdens for its customers (Berry *et al.*, 1994. p.35).

Total quality management (TQM) as a management approach of an organization is centred on service quality, based on the participation of all its members and aiming at long-term success. The observation of potential students with respect to the quality of the programmes offered by these private institutions plays a vital role in their success. As students start perceiving an institution as being, high quality students will get attracted to the institution, Consequently, the academic performance of the student body as a whole will improve which will result in better placement for the students as well as improvement in the reputation of the institution, thus improving service quality (Nagadevara *et al.*, 2007. p.207).

According to Lassar *et al.* (2000), perceived service quality is an antecedent to satisfaction, and as such, a proper understanding of the antecedents and determinants of customer satisfaction may result in high value for service organizations, including tertiary education, in a competitive environment (Amran *et al.*, 2011. p. 5543).

A rational attraction is still enhanced by students for the following set of registrations and admissions. This cycle could also work in the reverse direction if service quality declines at an institution, and the reputation of the institution will endure bad publicity. Hence, it is of vital importance to create a positive image in the minds of the students as well as other stakeholders of the institution. Many factors contribute to the image as well as the delivery of high quality education to the students.

Private tertiary institutions have a tremendous impact on the educational and monetary interests of every student's future career. Currently, the structure of tertiary education of urban countries becomes increasingly mass (Tamašauskienė & Rudytė., 2007. p.18). The expansion of private tertiary education is necessary and desirable. A mass system of tertiary education requires that private resources would noticeably supplement public financing. It is necessary to develop a mechanism, attracting private resources in such a way that quality of studies and availability would be safeguarded. Practically, it means a system of income-contingent loans: i.e. loans, where instalments are a certain percentage of the future income of a graduate, until the loan is repaid. Another possible method of attraction is encouragement of partnership between business and institutions of tertiary education (Tamašauskienė & Rudytė., 2007. p.18).

However, the mass system of tertiary education cannot be financed practically only from the funds of the state budget. Countries that are very strong economically also face many financial problems, which hinder the quality of tertiary education that is being offered. The considerations regarding financial advances in private tertiary education, allocation of the diverse expenditure between beneficiaries of private tertiary institutions should be looked at.

Universities that are dependant on grants from the government will suffer. The grants from government are diminishing in real terms from year to year, while at the same time there are increasing and competing demands for the services of institutions. The competition for resources is increasing pressure on education and training institutions to show that they are efficient and give value for money. Increased competition among providers for limited funds leads to further concern that the provision of quality should be seen not to suffer. The effective management of education systems is seen as having a key role in the maintenance of quality (Calder, 1994. p.34).

Having increased fees for studies, resources of universities would increase and it could improve the quality of studies. Competition would increase efficiency of usage of these resources. Fees for studies should be variable, because costs of different qualification degrees in different institutions are very different and therefore students should not pay the same fees in a small regional university as in an acclaimed university.

However, arguments against private provision cite failures inherently popular in the healthcare market and a mismatch between public health orientation and profit maximization. This brief seeks to broadly assess the relative efficiency of private delivery in healthcare. It summarizes empirical evidence, identifies factors that influence efficiency and outlines policy implications. The evidence-base is limited but growing. Findings are mixed which suggest that efficiency gains in private delivery depend on the context.

Reliability is reflected as one of the most essential elements of service quality because institutions must deliver on their promises about delivery, service terms, predicament promise, costs and service results. Consumers want to work with institutions that deliver and keep their promises.

2.7 Service Quality Dimension –Assurance

Assurance is the knowledge and courtesy of employees and their ability to convey trust and confidence (Zeithaml *et al.*, 1990. p.15).

The service quality at private tertiary institutions depends on the proficiency, knowledge and skills of the lecturers, which will in turn influence the quality of education being delivered to the students. Private institutions must live up to their standards when recruiting lecturers. They need to take into account that the lecturers are communicating the complexity of quality. The standards are enhanced by preparing and organizing skilful and effectual modules in the curriculum.

All private tertiary institutions should cater for specialized training for all lecturers. The quality of a private institution depends largely on the brilliance of its staff amongst many other factors. One of the crucial aspects of management's purpose is to recruit and select lecturers who are qualified and competent to lecture students and not simply to read from a textbook or dictate to the students.

In political debates, public financing of tertiary education is justified by arguments of fairness. From an economical point of view, subsidies on tertiary education are justified with reference to shortages of market. In economic literature, positive external effects of tertiary education, limitations imperfect markets of loans for education, risks of investments on tertiary education and absence of possibilities, imperfect information and lack of transparency are identified as possible sources of low private initiatives in obtaining tertiary education (Tamašauskienė & Rudytė, 2007., p.19).

The debate about quality in tertiary institutions is partly about language, power, change and conflict of interests. The language of quality reflects on theory that management uses. A tertiary institution has its own set of language of quality, which sets standards, academic progress of fulfilment and understanding.

All tertiary institutions should have proper controls and procedures in place. A measurable tool for assessments should be implemented to measure service quality at

private institutions. All staff at private tertiary institutions should own the processes of service quality. A key result area for service quality should be included in the performance contracts of each staff member at tertiary institutions. This will create awareness around the importance of service quality in tertiary institutions and motivate staff to deliver on the standards set for service delivery. The results would be of more value to current students, future students and the community. All staff at tertiary level have a job to do to improve service quality, and as you improve quality, your production will grow (Mann, 1985. p.22).

Like most competent services, higher education exposes and holds credence qualities because the students do not have the potential to evaluate objectively the standard of the quality services performed. Some of the criteria of service quality include education as a service directed to the students and the community. Students' involvement in the learning procedure is vital to success.

Tertiary education involves an extensive and official union between the tertiary institution and their students. Students build strong affiliation with the lecturers and staff at the institutions, giving the service providers the ability to develop strong loyalty and service delivery. Teaching at tertiary institutions varies from tutoring sessions, student support, peer tutoring and the normal lectures in the classroom.

The level of relevance and priority of the aspects of service quality particulars and how the different criteria that are used to elude and deliver the educational components that all students require. All levels of management need to have processes to evaluate and identify the critical criteria so that improvements can be made to allow for exceptional service quality.

The quality of the brand equity is essential since all the benefits in quality signals and dimensions include cost decline in fees, requiring and purchasing risk reduction, symbolic power, and so on. However, more importantly, strong brand equity is

significantly associated with behavioural outcomes such as brands and product loyalty, identification, commitment, and resonance (Keller, 2008).

Brand equity examines and proceeds to have two leading and constant approaches, namely the finance and customer base in which students are involved and the details of the educational level, which needs to be adhered to. In the associations and the various arrangements with most prior to the marketing and research on assortment and diversity equity and the study strives to focus on the students based on trademarks equity. In addition, consumer-based brand equity is also relevant to service firms.

2.8 Service Quality Dimension – Empathy

Empathy can be described as caring, individualized attention the company provides its customers (Zeithaml *et al.*, 1990. p.15). All the private tertiary institutions that are not satisfied with the performance of the lecturers need to address the following: the lack of the personal qualities which the students are seeking, and investigating the expected and observed quality levels of lecturers. The three dimensions of lecturing are educational and professional knowledge; dimensions of teaching and professional skills; and dimensions of values and attitudes.

Some of the aspects that lecturers should consider are communicative skills, dependability, personal skills, organizational skills, commitment, inspirational, considerate, lithe, own perceptions, value-based criteria, being knowledgeable, having innovative ideas, patience and a sense of humours (Yousuf *et al.*, 2010. p.2).

From the student's perspective, there is a risk associated with investment in tertiary education. The probability of succeeding in education lies in individual choices, such as how much effort to apply, and on aspects over which the individual has no control, such as ability or the requirements of courses undertaken (Garcia- Peñalosa Wälde, 2000).

Students may or may not be convinced regarding the influence of tertiary education on human capital due to doubt of their own abilities and due to a deficiency in the quality of education provided. Notwithstanding that, the average rate of income of private investment in human capital is rather high. Students may not have sufficient knowledge about the considerable influences of human capital on future incomes and opportunities of employment.

Therefore, poor families facing great risk do not tend to borrow money from private banks for the financing of studies. Risks and uncertainties of lenders and borrowers may be decreased by providing income-contingent loans for studies, whereas return of loans is a function of potential income and constitutes a certain percentage of future income of a graduate. All developed countries subsidize tertiary education more or less. However, private investment plays an increasingly important role, because tertiary education gives not only public but also private benefit to the individuals who have acquired it. Investments in tertiary education give not only private consumer-oriented benefits, related with higher satisfaction at work, and a longer and enriched life, but also investment benefits.

Income-contingent loans would decrease risks and the uncertainties of lenders and borrowers, and subsequently would increase efficiency and fairness, as well as availability of loans to persons from poor families. If students are given loans, this could cover fees for studies and cost of living. Tertiary education would be free of charge during the period of studies and the repayment of the loan, related to future income, would make little difference from the payment of taxes. Income-contingent loans are effective and fair, because they are harmonized with the principles of benefit, ability to pay and social insurance.

Students, who are customers, view compassion and consistency as the vital assumptions of contentment, reliability and responsiveness. The following section describes the current investigation with study methods and results, followed by the conclusion and implication of the study findings.

Students expect to be addressed and attended to with respect and the appropriate attitude. Lecturers need to be very approachable especially when students have important queries. The various ways of transmitting the expected level of tertiary education, that differs from situation to situation and student complaints is to ensure exceptional quality. Lecturers should treat the students with friendly gestures, a smile or saying hello with a willing attitude, which shows approachable behaviour.

Some of the students may prefer being called by their first name, others, by their last name, and still others, no name for the sake of respecting their privacy. It could also mean that customers may view distracted service personnel as inappropriate and offending. For example, customers expect the service staff to focus on the matter of the customer instead of talking to customers or engaging in a phone conversation while helping the customer. It may also mean that the service staff needs training in being sensitive to waiting customers and being professional and punctual with each customer, instead of engaging in unnecessary conversation with other customers.

2.9 Summary of Chapter

This chapter highlights the critical aspects and points in which researchers may assist, promote and have sufficient benefits for quality aspects. From various consistent monitoring of all the students perceptions and quality of education that uses a simple and undeviating processes and techniques. The study provided an encouraging examination of the potential value of a quantitative assessment of service quality as defined by customers. The critical aspects are highlighted and there is a large amount of unprejudiced and neutral sets of closed- ended questions that can be of immense and great support when developing this research. Researchers may assist from precise and exact interpretations of the various aspects of service quality dimensions. Chapter Three will look at Damelin College as a private institution and what they have to offer to students.

Chapter 3

Damelin College

3.1 Introduction

Chapter Three focuses on background information on Damelin College. The different courses that are offered are also mentioned.

Quality service and quality education play a vital role in Damelin College. At Damelin College, you will find that the emphasis is on your personal development from both an academic and a social perspective. Damelin's company mission is to offer modules in numerous degrees, which also enhances the development of skills. Damelin strives to meet the limited constraints and deliver high service quality. The quality of Damelin College depends largely on the excellence of its staff, amongst many other factors. All private tertiary institutions strive to deliver their overall best when it comes to service quality. Damelin College is still striving to be one of the pre-eminent private tertiary institutions.

3.2 Damelin's Mission Statement

Damelin College offers programmes of high quality that are recognised by the business sector and that provide learners with opportunities for obtaining qualifications and advancing their careers. Damelin College provides courses that are based on academic validation and quality assurance. These courses are developed to meet agreed standards within a national framework, to ensure that new entrants into the labour market are adequately trained, developed and skilled, as well as to acknowledge and enhance the skills of the current workforce (Damelin, paragraph 23).

3.3 Accredited Courses and Lecture Based Courses

Damelin (Pty) Ltd has various programme offerings and courses that are all accredited by the following:

- Council on Higher Education (CHE);
- Higher Education Quality Committee (HEQC); and
- Registered with the Department of Higher Education and Training (DHET) as a Private Education Institution under the Higher Education Act 1997; and a private FET College in terms of the Further Education and Training Act of 2006.

(Damelin, paragraph 25)

The Educor group, together with its brand strategies and competitive edge, gives a large number of advantages and opportunities to all Damelin's target markets. Damelin falls under the Educor group.



(Damelin, paragraph 3)

Lecture based studies

Damelin full time:

1. Higher Education Courses (HE)

- Diploma in Marketing

- Diploma in Business Management
- Diploma in Financial Accounting
- Diploma in Information Technology
- Diploma in Public Administration
- Diploma in Public Relations
- Diploma in Human Resource Management
- Diploma in Office Management
- Diploma in Photography
- Diploma in Sound Technology
- Diploma in Journalism and Media Studies

3.4 Further Education & Training courses (FET)

National Diploma: Technical Financial Accounting (ICB)

National Diploma: Financial Accounting (ICB)

Further Education and Training Certificate: Human Resource Management

Further Education and Training Certificate: Project Management

Further Education and Training Certificate: Marketing

Further Education and Training Certificate: Bookkeeping (ICB)

The two links below can be used to access information about Damelin.

[live@edu](#)

<http://www.damelin.com>

3.5 Degrees

Bachelor of Commerce Degree: Accounting - New NQF Level 7

Bachelor of Commerce Degree: Information Management - New NQF Level 7

Bachelor of Commerce Degree: Marketing and Business Management - New NQF Level 7

3.6 Part - time courses

Part-time courses at Damelin allow for studying to occur whilst working which makes it very flexible. Saturday classes are very appropriate for many individuals who have a very heavy work load in their jobs.

These are some of the most common part-time courses offered at Damelin. These are short programmes and students are issued a certificate if they pass the examination.

Bookkeeping and Accounting

Beauty Therapy

Business Administration

Child Care

Computer Programming

Computer User

Credit Management

Customer Management

Education and Training

Event Management

HR

IT Security and Auditing

IT Support

Management

Marketing

Damelin Colleges are situated centrally in different towns, which allows for public transport for the students. Damelin Colleges are well equipped with the latest technology available for use by students and staff. The colour scheme of the interior and exterior of the building is blue and white and the additional furnishing of the colleges give a professional image of the company. The staff of Damelin are the window of the company with their professional approach to helping students achieve their goals.

This privatization of Damelin College is not a result of shifting ideas, except for the final conversion to the education processes between elite from private and other institutions in Pietermaritzburg and globally. The lecturers' recruitment is generally privately managed by these tertiary institutions and has been the central focus for Damelin College. The students at Damelin communicate closely with their lecturers both in and out of class and the students themselves attempt to involve everyone in campus activities.

Damelin College is a private tertiary institution that has a tremendous impact on the educational interests of students. Since Damelin is a private tertiary institution, the fees are extremely high which covers all the expenditure for Damelin, except for textbooks, however; each student gets a study guide with all eight modules for both semesters. As a private tertiary institution and does not offer loans to students nor receive public financing. Students at Damelin are at an advantage because the institution provides the

learning material for their course modules and the examination, which are included in their fees. They are at liberty to purchase additional course material if they choose to do so.

3.7 Summary of Chapter Three

Chapter Three summarises the environment and dedication of the organization, all the brands that are offered by Damelin, and all the skills and improvements that involve the reliability of all the entrepreneur values. Most countries acknowledge South African credentials and qualifications that are approved by the South African Qualifications Authority (SAQA). It is then compared and contrasted to the precise levels within the other countries' systems of education. All of the courses offered by Damelin College are registered with SAQA.

The quality of tertiary education in private institutions mostly depends on the expertise, knowledge and skills of the lecturers, which in turn influences the quality of education being delivered to students (Yousuf *et al.*, 2010. p.2).

All private institutions that are not content with the performance of their lecturers need to address the following: the lack of personal qualities, which the students are seeking, and investigating the expected and observed quality levels of lecturers. (Yousuf *et al.*, 2010. p.2).

Chapter Four covers the research methodology used in this study.

Chapter 4

Research Methodology

4.1 Introduction

Chapter Four focuses on the research methodology. The research objectives, research design, sampling methods, questionnaire design, data collection, validity, reliability and ethical issues will be discussed in this chapter.

Research methodology is the system used to collect data for research studies. Some of the different approaches to research are qualitative, quantitative, mixed and significant action orientated. The research approach for this study is the quantitative approach.

A quantitative method utilizing a questionnaire was selected to collect data from a random sample. Ethical considerations that are linked with performing research are discussed and the important issues when collecting data from respondents at Damelin College. The purpose of this questionnaire is to collect students' opinions of the service quality at the private institution, Damelin. Questionnaires are an arduous method, as they need to be tested and validated and put through a reliability test before being used for research. Questionnaires must be readable and understandable. Effective research must be conducted, analysing the data and then presenting the results, which requires expertise.

While conducting my preliminary research at Damelin, I was a non-participant observer. I observed staff and students without their knowledge and without interacting with them. I made mental notes during my observation, which I later recorded and did further researched on the subject before concluding my observations.

One of the disadvantages whilst conducting this study was the cultural and language barrier. I chose to be a non-participant observer because once a person knows that you

are observing them, they behave differently and try to do things the right way (Holly, 2012).

4.2 Research Objectives

1. Measuring the impact of service quality in private tertiary institutions.
2. To undertake an empirical analyses of the linkage between private tertiary institutions.
3. To investigate what aspects contribute to choosing the private institution in which to study.
4. To determine how service quality influences where to study.

4.3 Research Design

The quality of the data collected through questionnaires differs. The relevance, flexibility and sensitivity of the questions and the level of response, which can be expected using self-completion questionnaires, can give reason for concern. With any research, the quality of data collected will reflect the care taken during the planning and execution of the questionnaire. Questionnaires need to be constructed and designed carefully to make it easier for the respondents to understand what is required from them when completing the questionnaires (Calder, 1994. p.98).

The researcher with a well-structured questionnaire, which is logically sequenced, with clear instructions will get high quality responses from their sample group. The researcher must also allow space on the feedback form for the students to give a more detailed report about their experience. Students feel strongly about their knowledge of the course and the institution that they attend; the invitation to complete a questionnaire does not necessarily inhibit them from sending in a more detailed feedback.

4.3.1 Sampling Methods

As conducting a study with the entire population is impossible, a researcher needs to design the sample in such a way that the sample taken represents the entire population. A questionnaire was used as a data collection tool and primary data will be collected from students and staff members from Damelin College at the Pietermaritzburg campus. There are only closed questions included in the questionnaire. The population size of Damelin is estimated to be about 260, which includes students and staff members.

In the study, two hundred respondents were randomly selected at Damelin College to be included in the sample. The data collected from consumers was analysed using SPSS. The findings are presented in tables and graphs displaying the analysis of the service quality of the private institution, Damelin.

One private tertiary institution was primarily selected in order to conduct the study, as the study is interested in assessing the perception of service quality provided by that institution from the students' perspective. The survey was conducted with 200 respondents, which includes one hundred and ninety students and ten staff members. In view of the fact that the study is dealing with a large group of students at Damelin College, the research espoused a stratified sampling method, as this will give a clearer, estimate.

Researchers use samples to attain specific data about a population. Using the sampling method enables the researcher to conclude the population in totality and is a very useful method to employ. Sampling effectiveness does not always warrant its accuracy. A researcher fails to obtain information from a sample size. Some sample members may refuse to respond; these are the realistic errors in sample estimates caused by non-response prejudice. Various methods were used in an effort to capitalize on the responses received from the respondents (Cooper, 1983. p.36).

4.3.2 Questionnaire Design and Data Collection

Students and staff from the private institution Damelin were asked to fill in a questionnaire, which contained closed ended questions. A closed or pre-coded question is one which offers the respondent a range of answers to choose from, either verbally or from a card (Welman *et al.*, 2005. p.175). The questionnaires were coded and the responses were analysed using SPSS software.

The rate which students can judiciously be approached to give detailed feedback is limited. Numerous requests deter the response rate and the quality of information. It would also be an unfair demand on the time of the student. The data collection feedback gives some insight into the problems within the institution. The means of collecting data can be equally diverse, and depend to a considerable extent on the frequency and the duration of completing the questionnaire. Appraisal on service quality should be an easy, ongoing process and monitored on a regularly basis. Some of the questions in the questionnaire include both facts and opinions.

When a questionnaire is conducted, it should be the prelude of a procedure of thought and discussion, taking into consideration all the potential techniques. Simple questions should be asked in the beginning, whilst probing and emotional questions should be toward the end. Questionnaire designs needs to be carefully constructed and must relate to the objectives of the study. (Welman *et al.*, 2005. p.176).

Parasuraman *et al.*, (1985) and Hittman (1993) suggest further that the SERVQUAL model would seem rational to use as it not only evaluates the teaching component of a tertiary institution, but also includes aspects of the total service environment as experienced by the student. The following points need to be carefully considered after the questionnaires have been completed:

- If it is linked to quality control or any other aspect, should questionnaires consisting of non-response (incomplete) questions be rejected?

- Regarding resources, what are the implications of excluding any incomplete questionnaires?
- In terms of inclusivity, is there an ethical duty on the researcher to include questionnaires even when certain items have not been answered?
- If the researcher does decide to include incomplete questionnaires in the study, what proportion of non-responses is acceptable? (Denscombe. 2009. p.281).

Questionnaires offer opportunities to ask questions that can have responses, which contain personal feelings and experiences, and which cannot be found in textbooks. Nonetheless, questionnaires cannot give the full essence concerning intense feelings about certain issues. Usually, however, questionnaires tailored to the particular case are used to hone in on issues and answers that merit further inquiry and to develop information in the presence of any bias (Hurney *et al.*, 2008. p.372).

In this study more than 85% of the people who received a questionnaire in the mail sent it back completed. Studies of people filling in questionnaires that were conducted in 1971 and 1972 in the hope that questionnaire improvements could reduce respondent burden, provide better quality, reduce fail-edit-rates and low incomplete returns (Rohwell *et al.*, 1979, p.401). Questionnaires in general are a very useful tool allowing for various assumptions and views but this can be very time consuming and consequently, questionnaires must be realistic, unambiguous, cogent and comprehensive which is accomplished in this study.

4.4 Validity

Validity determines if the correct instrument was used to evaluate the research and whether it was valid or not. The quantitative research method was chosen. Thus, the researcher's quantitative research, the data questionnaires completed by students and staff

at Damelin College play a part in the validity of the research. Validity of the instrument was tested using SPSS, the results of which are discussed in the presentation of results.

Tertiary education is aware of all the processes of validation. There is confusion as to the difference between validation and evaluation. Validation is a more limited process than evaluations. It acts like a checking mechanism, by checking practices, processes and standards (Thackwray, 1997. p.6).

4.5 Reliability

All the constructs were tested for the consistency of reliability of the items within the constructs by using the alpha reliability analysis. The results indicated that the participant group was well above the recommended range so therefore the questionnaire was reliable for the group. The Krejche sampling method was used to calculate the sample of 200 respondents out of the total population of 260. Reliability analysis simply lists the selected variables and gives descriptive statistics.

Cronbach's alpha is the most common measure of internal consistency ("reliability"). It is most frequently used when you have several Likert questions in a survey/questionnaire that form a scale and you wish to determine if the balance is reliable. Unidimensionality alone is not sufficient to ensure the usefulness of a scale. The reliability of the composite score should be assessed after unidimensionality has been acceptably established (Abdullah, 1993. p.41).

4.6 Ethical Issues

Ethics is described as a branch of philosophy dealing with what is good and bad and with moral duty and obligations; the principles of moral conduct governing an individual or group (Hoffman *et al.*, 2001.p.107).

The respondents were informed about the intention of my study. Participation in this research was voluntary. By completing this questionnaire, students and staff were agreeing to participate in this research. A lot of research was done before designing the

questionnaire for my study. I had to respect the time and space of the students and staff members when discussing the questionnaires with them. The students and staff are the respondents in this study, they were guaranteed the right of privacy, and I had to respect their decision. I obtained a signed, stamped consent letter from the management at Damelin College giving me permission to conduct the research. The questionnaire took approximately five minutes to complete.

Honesty is a partner of truthfulness, integrity and trustworthiness. Dishonesty in service quality and customer service includes promising to do something for the customer but having no intention of delivering on the promise, or stating that a service has been performed when, in fact, it has not. Fairness is an outcome of just treatment, equity and impartiality. Clients should be treated equitably and deals based on favouritism should be avoided. In addition, service discrimination issues should be addressed. Ethical issues also arise through the communication that the service organization releases to the community. Ethical misconduct stemming from communication may include making false claims about the company's services (Hoffman *et al.*, 2001. p. 121).

Ethical reasoning is a person's rational analysis of what they think should be done in relation to an incident or issue (Snell, 1993). If conscience defines the problem, then ethical reasoning identifies the solution. It is the actions or inactions that the person thinks, because of their values and analysis, they should take. Cynicism emerges when ethical duty turns bitter. In the category of ethical awareness a person tries to do what their conscience tells them is right.

Ethical negotiation is the process followed when someone is seeking to protect their self-interests by remaining ethically neutral, but find they are caught between powerful groups with different views and values. It is a search for compromise between differing positions. It is not concerned with the rightness of a decision but with the correctness of the process used to arrive at this decision. Responding to opinion becomes more important than doing the right thing (Fisher *et al.*, 2003. p. 231).

4.7 Summary of Chapter

In summary, Chapter Four highlights the methodology used to collect data and sort the data, which is important to this study. Study approaches, research design, data collection and ethical issues were discussed.

The next chapter entails the presentation of the results, the data analysis and the inferential statistics for this study.

Chapter Five

Data Analysis and Presentation of Findings

5. Introduction

Chapter Four described the research methods of this study. Chapter Five highlights the results of the frequency statistics resulting from analysis of the questionnaire survey in graphical form and in tables, and the statistical breakdown of the questionnaires found in the previous section correlated to the information gathered. The SPSS system was used to analyse the feedback.

For this study, the questionnaire is the engine of the progression. It serves as the link between the objectives on one end and the analysis and conclusions on the other (McDaniel *et al.*, 2010. p.369).

Responses to the questionnaire questions entails a bit of thinking. Responses to the questionnaire include what students will say, how they express themselves and how they conduct themselves. It is imperative to reflect in advance on this segment when you are constructing, numbering and coding the questions, with each response as a discrete item, separately numbered, as this certainly makes automated analysis and categorization much easier (McDaniel *et al.*, 2010. p.369).

Tables and charts are used to convey the information in a concise manner as they utilize visual impact to best effect. Their success hinges on how well they achieve this. As far as tables and charts are concerned, simplicity is a virtue. One of the main dispositions of tables is their litness and charts are an effective way of presenting frequencies (Denscombe, 2007. p.272).

The researcher's level of understanding of how they want to present the data needs to be broadened. This will assist the researcher with the planning of the questionnaire. It is

vital to think ahead and plan through to the understanding stage before actually constructing the questionnaire.

Questionnaire results are often utilized to analyse scores for individual questions. For example, the questionnaire may ask students to rate their lecturer on a five point scale, with 5 denoting excellent, 4 good, 3 average, 2 poor and 1 very poor. The mean score is then used as an index of the overall quality of a lecturer with high scores indicating good quality. This is not a very useful or proper way as it assumes that you are working on an evenly spaced scale.

The results of this study will be presented as descriptive and inferential statistics. Descriptive statistics are the expression given to the analysis of data that describe data in an important way such that, for example, samples might materialize from the data.

5.1 Presentation of Results and Data Analysis

5.1 The registration process is done properly for students enrolled at Damelin.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	186	93.0	93.0	93.0
	No	14	7.0	7.0	100.0
	Total	200	100.0	100.0	

Table 5.1: Research is done on registration.



Figure 5.1: Pie chart reflecting proper processes of student registration at Damelin

93% of students at Damelin agreed that the registration processes were done properly and the other 7% of the students disagreed on the registration processes.

5.2 Damelin is perceived to perform service right the first time.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	148	74.0	74.0	74.0
	No	52	26.0	26.0	100.0
	Total	200	100.0	100.0	

Table 5.2: Performing proper service right the first time.

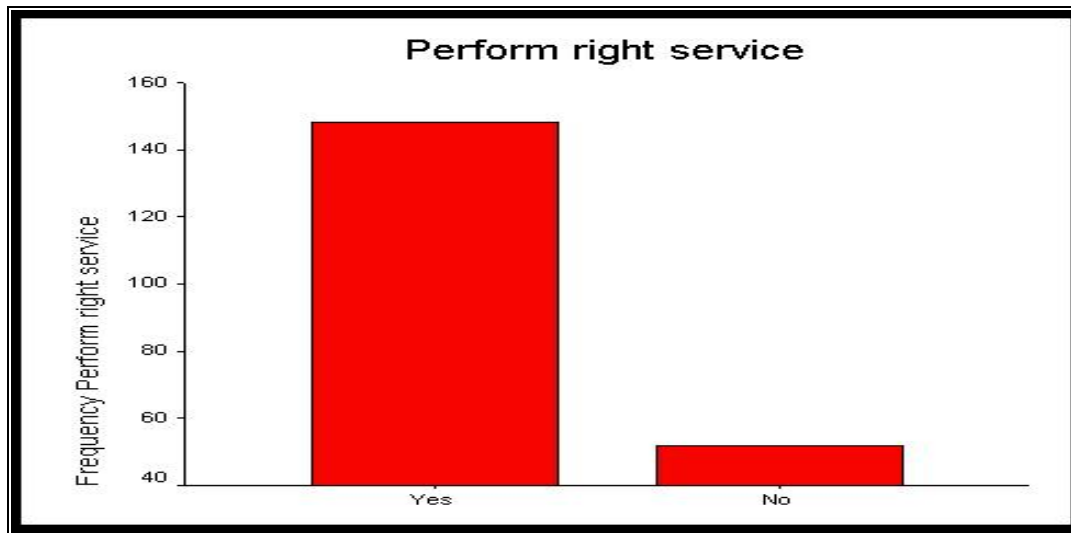


Figure 5.2: Bar graph of service quality performance.

Figure 5.2 indicates that 26% of the respondents responded that the service quality at Damelin was of a poor standard, whereas the other 74% of respondents responded that Damelin performed quality service the first time.

5.3 The equipment at Damelin is up to standard.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	112	56.0	56.0	56.0
	No	86	43.0	43.0	99.0
		2	1.0	1.0	100.0
	Total	200	100.0	100.0	

Table 5.3: Quality of equipment at Damelin

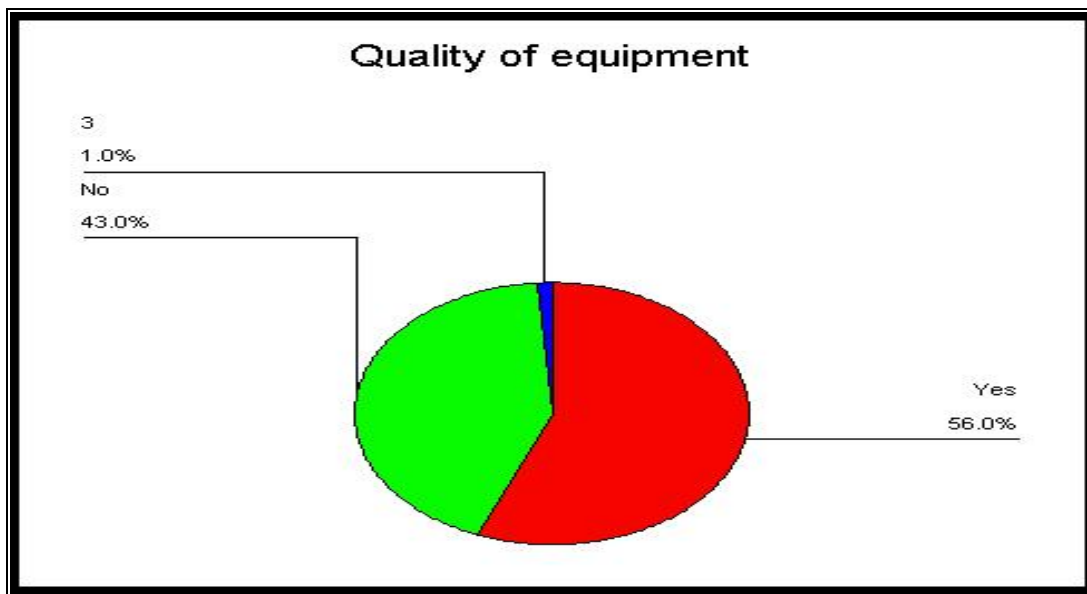


Figure 5.3: Pie chart reflecting the quality of equipment at Damelin

56% of the students and staff agreed that Damelin has quality equipment, 43% of students and staff disagreed and 1% preferred not to respond.

5.4 Damelin should strive to meet students' needs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	123	61.5	65.5	61.5
	No	76	38.0	34.5	99.5
		1	.5	0.0	100.0
Total		200	100.0	100.0	

Table 5.4: Students' needs met

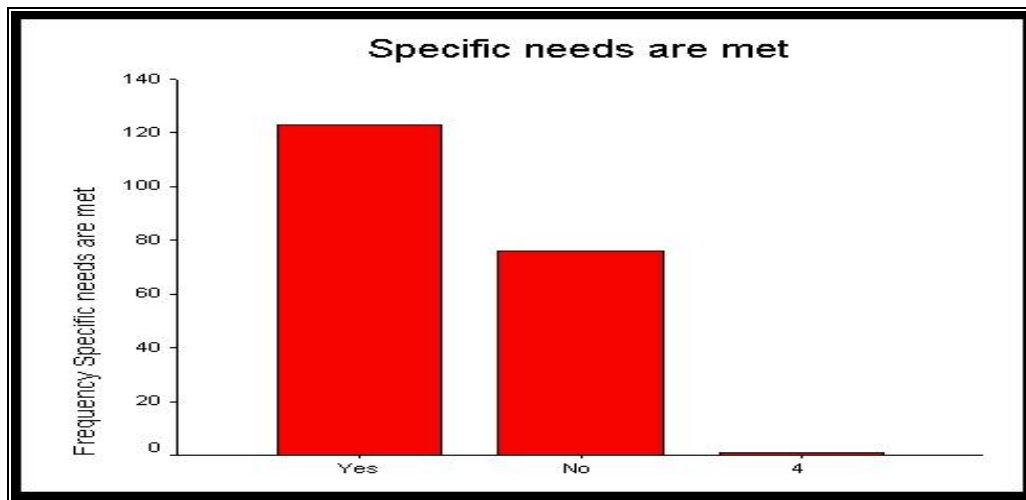


Figure 5.4: Bar graph of students' needs that are met at Damelin.

Respondents were asked to point out if their student needs were met at Damelin -38.5% of the respondents disagreed and 61.5% of the respondents agreed that their student needs are met at Damelin.

5.5 Accuracy of Damelin's records and data

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	155	77.5	77.5	77.5
	No	45	22.5	22.5	100.0
	Total	200	100.0	100.0	

Table 5.5: The research done on the accuracy of records and data at Damelin.

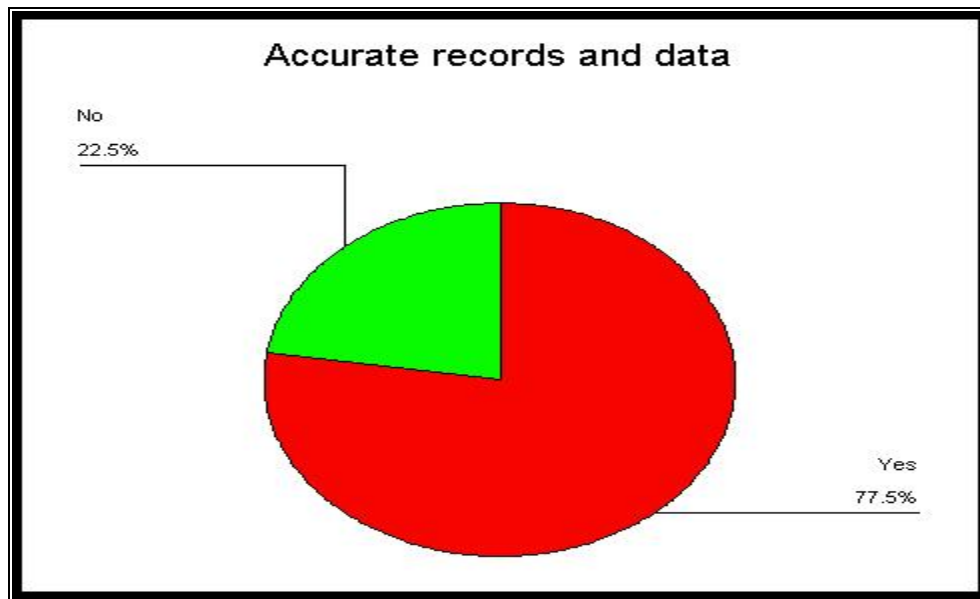


Figure 5.5: Chart of the accuracy of data and records kept at Damelin.

Responses for this question reveal that the majority of respondents (77.5%) agreed that Damelin's data and records are accurate, while 22.5% of students disagreed with this question.

5.6 Damelin College should be recommended to other people who want to study.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	.5	.5	.5
Yes	156	78.0	78.0	78.5
No	42	21.0	21.0	99.5
	1	.5	.5	100.0
Total	200	100.0	100.0	

Table 5.6: Students who will recommend Damelin to others who want to study.

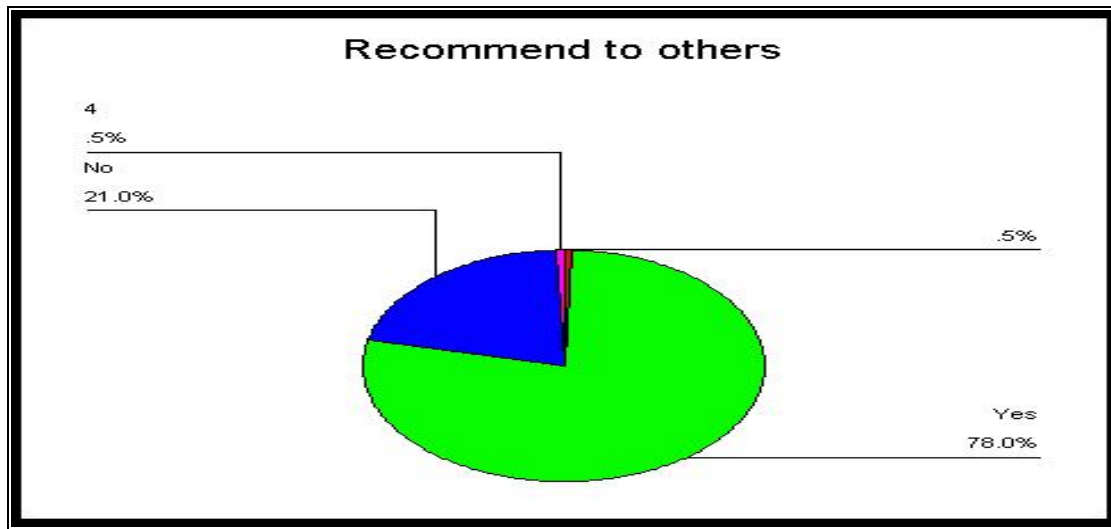


Figure 5.6: Pie chart of percentage of students who will refer Damelin to other prospective students.

78% of the students and staff from Damelin agreed that they will recommend Damelin to other prospective students. The other 21% of students and staff said they would not recommend Damelin to others. 1% preferred not to answer the question.

5.7 Damelin should determine the admission of students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	158	79.0	79.0	79.0
No	38	19.0	19.0	98.0
	3	1.5	1.5	99.5
	1	.5	.5	100.0
Total	200	100.0	100.0	

Table 5.7: Admission of students

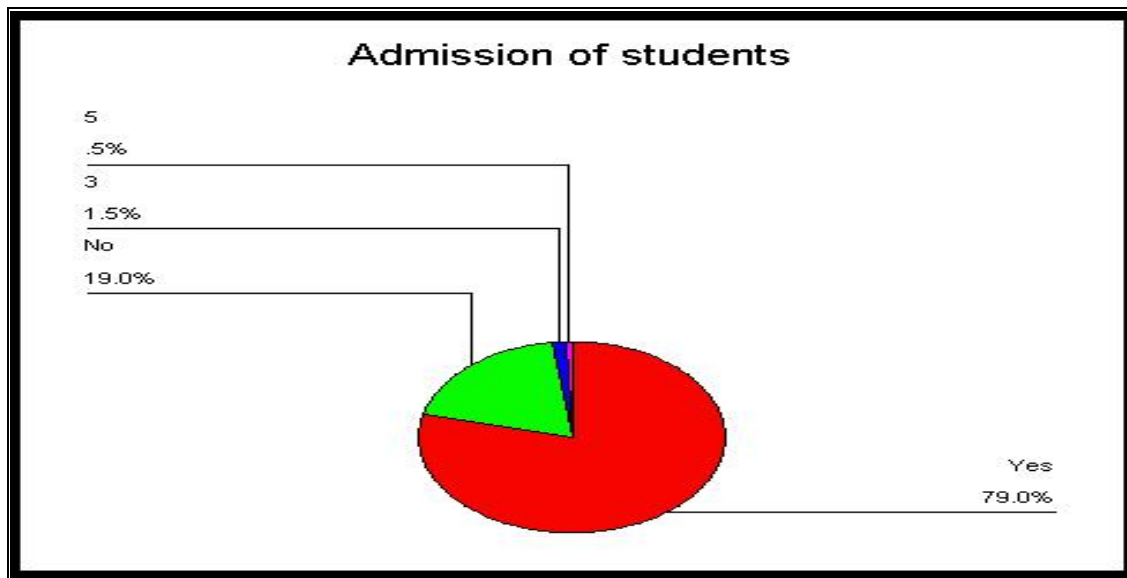


Figure 5.7: Pie chart reflecting Damelin's involvement in the admission of students.

79% of students and staff agreed that Damelin is involved in the admission process of the students. 19% of the respondents disagreed. 2% of the respondents did not answer the question.

5.8 Dimension 1 – Tangibles

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	.5	.5	.5
Least important	23	11.5	11.5	12.0
Important	36	18.0	18.0	30.0
Neutral	71	35.5	35.5	65.5
Very important	43	21.5	21.5	87.0
Most important	26	13.0	13.0	100.0
Total	200	100.0	100.0	

Table 5.8: Service Quality Dimension – Tangibles

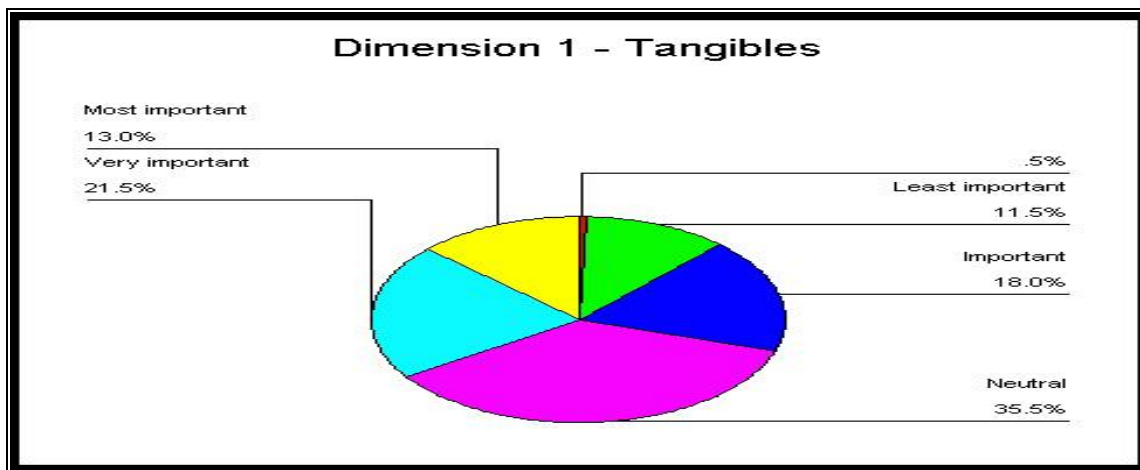


Figure 5.8: Pie chart reflecting how respondents rate one of the service quality dimensions.

The pie chart reflects the research done on students and staff at Damelin College regarding the service quality dimension, Tangibles: 35.5% of the respondents remained neutral; 21.5% of the respondents responded that tangibility was a very important service quality dimension; 13% responded that tangibility was the most important service quality dimension; 18% of the respondents responded that tangibility was important; while 11.5% said that tangibility was the least important service quality dimension, and 0.5% did not answer the question.

5.9 Dimension 2 – Reliability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Least important	15	7.5	7.5	7.5
	Important	26	13.0	13.0	20.5
	Neutral	64	32.0	32.0	52.5
	Very important	61	30.5	30.5	83.0
	Most important	34	17.0	17.0	100.0
	Total	200	100.0	100.0	

Table 5.9: Service Quality Dimension – Reliability

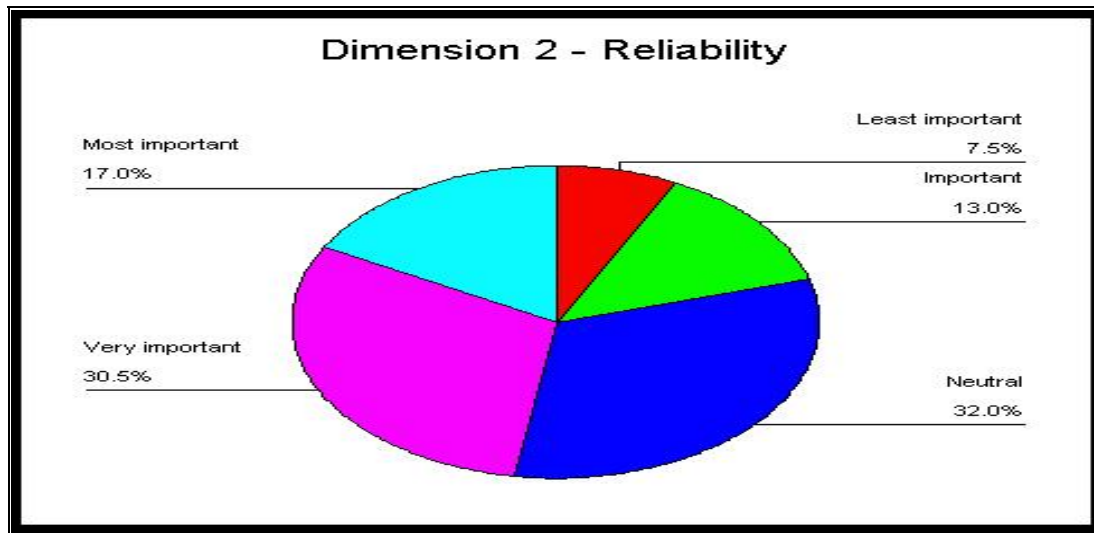


Figure: 5.9: Pie chart reflecting how respondents rate the service quality dimensions.

The pie chart shows the research done on students and staff at Damelin College regarding the service quality dimension, Reliability: 32% of the respondents remained neutral; 30.5% of them responded that reliability was a very important service quality dimension; 17% responded that reliability was the most important service quality dimension; 13% of the respondents responded that reliability was important; while 7.5% said that reliability was the least important service quality dimension.

5.10 Dimension 3 – Responsiveness

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Least important	17	8.5	8.5	8.5
Important	35	17.5	17.5	26.0
Neutral	45	22.5	22.5	48.5
Very important	60	30.0	30.0	78.5
Most important	43	21.5	21.5	100.0
Total	200	100.0	100.0	

Table 5.10: Service Quality Dimension – Responsiveness

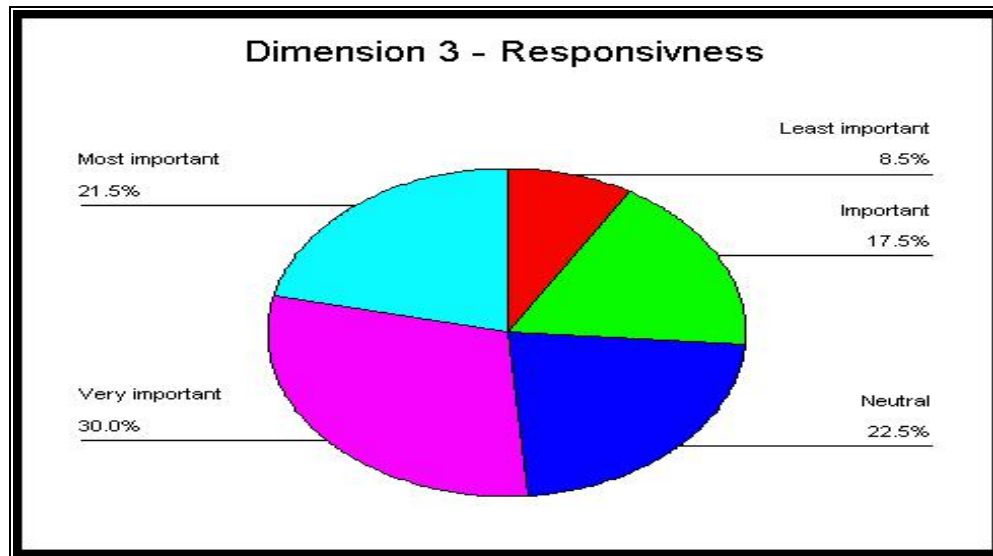


Figure 5.10: Pie chart reflecting how students rate the service quality dimensions.

The pie chart shows the research done on students and staff at Damelin College regarding the service quality dimension - Responsiveness: 22.5% of the respondents remained neutral; 30% responded that responsiveness was a very important service quality dimension; 21.5% responded that responsiveness was the most important service quality dimension; 17.5% responded that responsiveness was important; while 8.5% said that responsiveness was the least important service quality dimension.

5.11 Dimension 4 – Assurance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Least important	27	13.5	13.5	13.5
	Important	28	14.0	14.0	27.5
	Neutral	52	26.0	26.0	53.5
	Very important	56	28.0	28.0	81.5
	Most important	37	18.5	18.5	100.0
	Total	200	100.0	100.0	

Table 5.11: Service Quality Dimension – Assurance

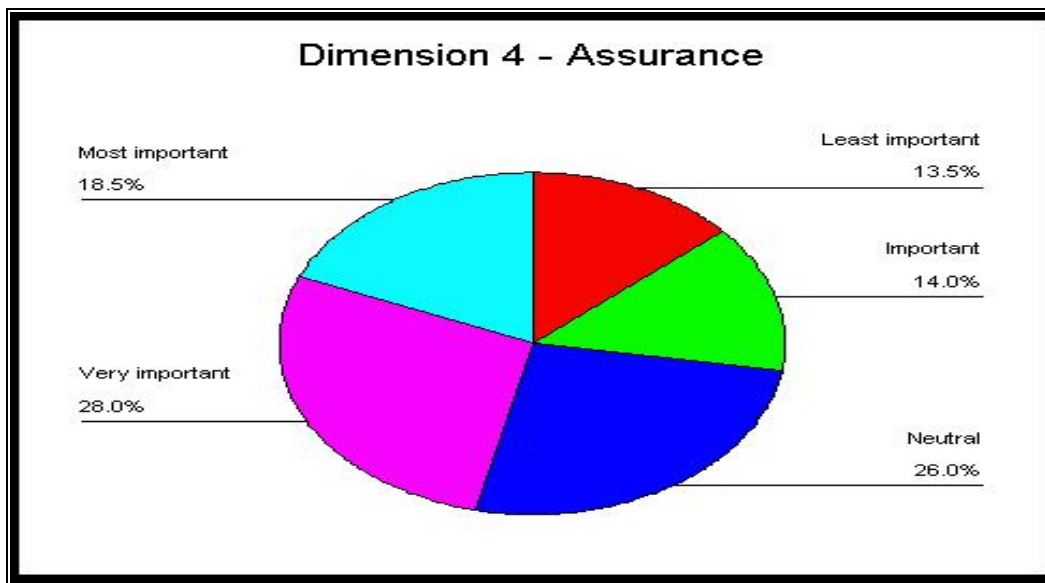


Figure 5.11: Pie chart reflecting how students rate the service quality dimensions.

The pie chart reflects the research done on students at Damelin College regarding the service quality dimension, Assurance: 26% of the students remained neutral; 28% responded that assurance was a very important service quality dimension; 18.5% responded that assurance was the most important service quality dimension; 14% responded that assurance was important; while 13.5% said that assurance was the least important service quality dimension.

5.12 Dimension 5 – Empathy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Least important	17	8.5	8.5	8.5
	Important	26	13.0	13.0	21.5
	Neutral	45	22.5	22.5	44.0
	Very important	55	27.5	27.5	71.5
	Most important	57	28.5	28.5	100.0
	Total	200	100.0	100.0	

Table 5.12: Service Quality Dimension – Empathy

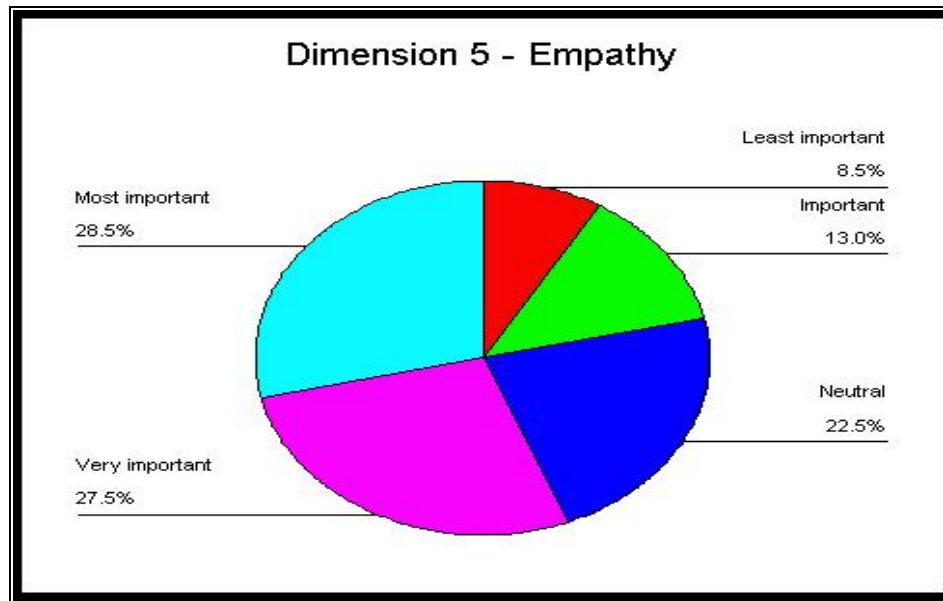


Figure 5.12: Pie chart reflecting how students rate the service quality dimensions.

The pie chart shows the research done on students and staff at Damelin College regarding the service quality dimension; Empathy: 22.5% remained neutral; 27.5% responded that empathy was a very important service quality dimension; 28.5% responded that empathy was the most important service quality dimension; 13% responded that empathy was important; while 8.5% said that empathy was the least important service quality dimension.

5.13 Damelin has a motivated workforce

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	.5	.5	.5
Strongly agree	47	23.5	23.5	24.0
Agree	89	44.5	44.5	68.5
Neutral	46	23.0	23.0	91.5
Disagree	9	4.5	4.5	96.0
Strongly disagree	8	4.0	4.0	100.0
Total	200	100.0	100.0	

Table 5.13: Motivated workforce at Damelin

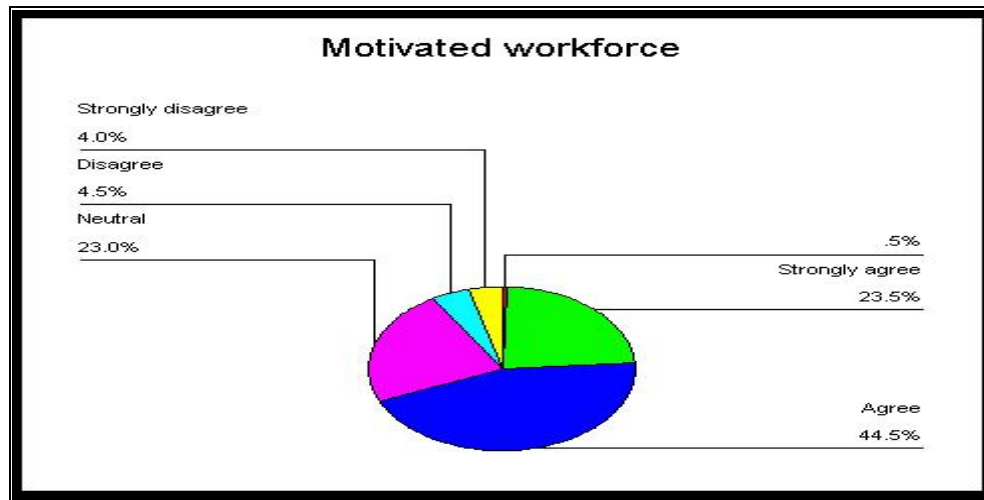


Figure 5.13: Pie chart reflecting motivated workforce at Damelin.

23.5% of the students and staff at Damelin strongly agreed that there are motivated at Damelin, whereas 44.5% of the students and staff agreed that the staff of Damelin are motivated; 23% remained neutral; 4.5% disagreed and 4% strongly disagreed that there is a motivated workforce at Damelin; 0.5% preferred not to respond to this question.

5.14 Service quality is one of the aspects that influence where to study.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	39	19.5	19.5	19.5
	Agree	72	36.0	36.0	55.5
	Neutral	53	26.5	26.5	82.0
	Disagree	30	15.0	15.0	97.0
	Strongly disagree	6	3.0	3.0	100.0
	Total	200	100.0	100.0	

Table 5.14: Service quality influences students where to study.

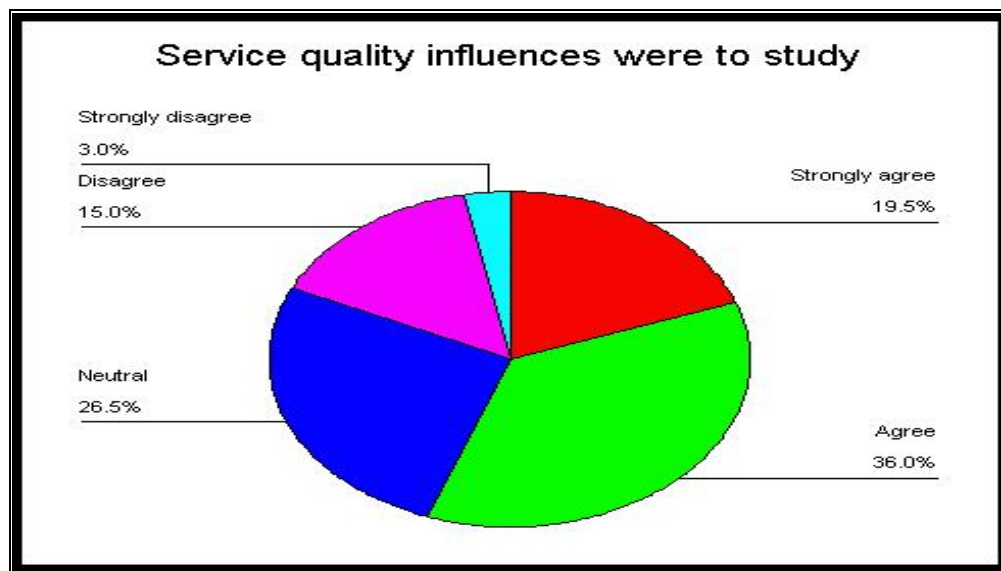


Figure 5.14: Pie chart reflecting how service quality influences a person where to study.

19.5% of the respondents strongly agreed that service quality influences a person as to where to study; 36% of the respondents agreed that service quality has an influence; 26.5% of the respondents from Damelin remained neutral; whereas 15% of the respondents disagreed and 3% strongly disagreed that service quality influences a person as to where to study.

5.15 Damelin has the student's best interests at heart.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1.0	1.0	1.0
Strongly agree	42	21.0	21.0	22.0
Agree	67	33.5	33.5	55.5
Neutral	70	35.0	35.0	90.5
Disagree	12	6.0	6.0	96.5
Strongly disagree	7	3.5	3.5	100.0
Total	200	100.0	100.0	

Table 5.15: Does Damelin College have your best interests at heart?

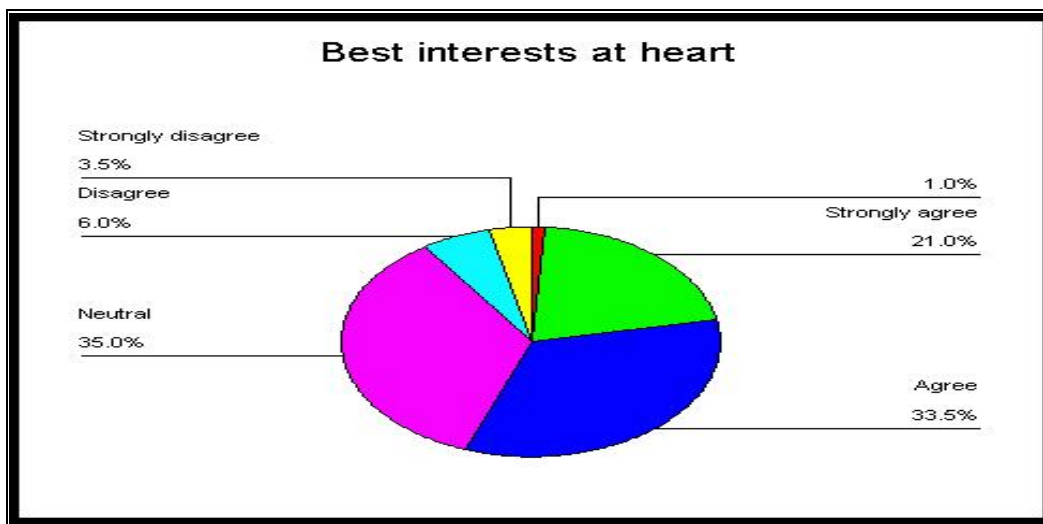


Figure 5.15: Pie chart reflecting if respondents feel Damelin has the students and staff's best interests at heart.

21% of the students and staff strongly agreed that Damelin has the students' best interests at heart, 33.5% also agreed that Damelin has the student's best interests at heart. 35% of the respondents responded on a neutral basis; 6% disagreed that Damelin has the student's best interests at heart and 3.5% strongly disagreed. 1% of the respondents did not respond to the question.

5.16 The appearance of Damelin's materials (pamphlets, statements, etc)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	.5	.5	.5
Strongly agree	44	22.0	22.0	22.5
Agree	70	35.0	35.0	57.5
Neutral	70	35.0	35.0	92.5
Disagree	12	6.0	6.0	98.5
Strongly disagree	3	1.5	1.5	100.0
Total	200	100.0	100.0	

Table 5.16: Appearance of Damelin's marketing material.

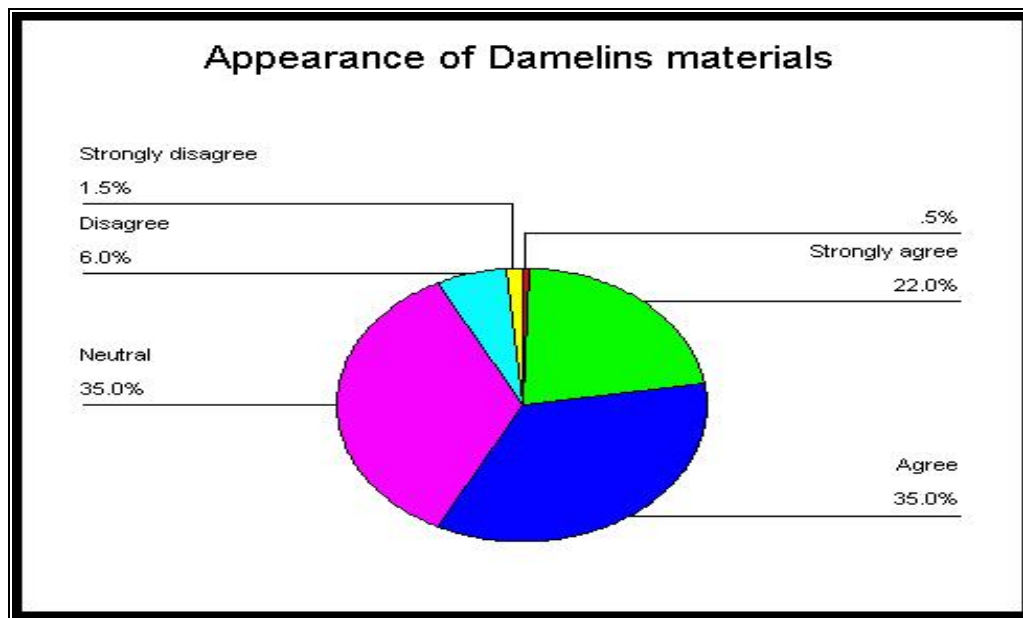


Figure 5.16: Pie chart showing the research done on Damelin's marketing material

22% of the students and staff at Damelin strongly agreed that Damelin's marketing material is up to standard; 35% agreed with this statement; 35% of them remained neutral; 6% of the students and staff disagreed with the appearance of marketing material at Damelin and 1.5% strongly disagreed and 0.5% did not respond.

5.17 The ability of our employees to understand our learning requirements.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	45	22.5	22.5	22.5
Agree	98	49.0	49.0	71.5
Neutral	48	24.0	24.0	95.5
Disagree	7	3.5	3.5	99.0
Strongly disagree	2	1.0	1.0	100.0
Total	200	100.0	100.0	

Table 5.17: Damelin's understanding of the students' learning requirements

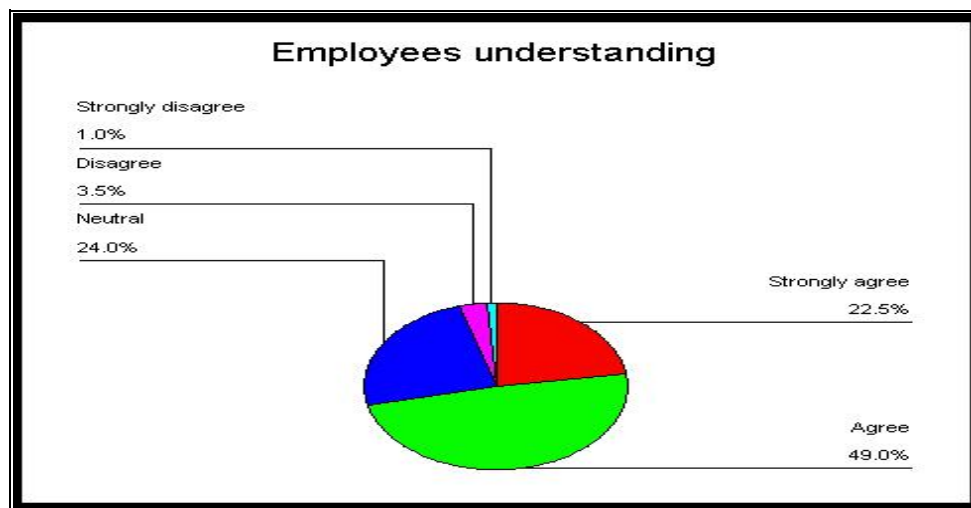


Figure 5.17: Pie graph, research done on Damelin College about understanding the student's learning requirements.

22.5% of the students strongly agreed that Damelin has the ability to understand the student's requirements; 49% also agreed on this question; 24% of the respondents remained neutral; whereas 3.5% felt that Damelin does not have the ability to understand the students' learning requirements and 1% strongly disagreed.

5. 18 Lecturers should be approachable when students require further information.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	.5	.5	.5
Strongly agree	97	48.5	48.5	49.0
Agree	81	40.5	40.5	89.5
Neutral	18	9.0	9.0	98.5
Disagree	2	1.0	1.0	99.5
Strongly disagree	1	.5	.5	100.0
Total	200	100.0	100.0	

Table 5.18: Are the lecturers approachable when students need clarity or assistance?

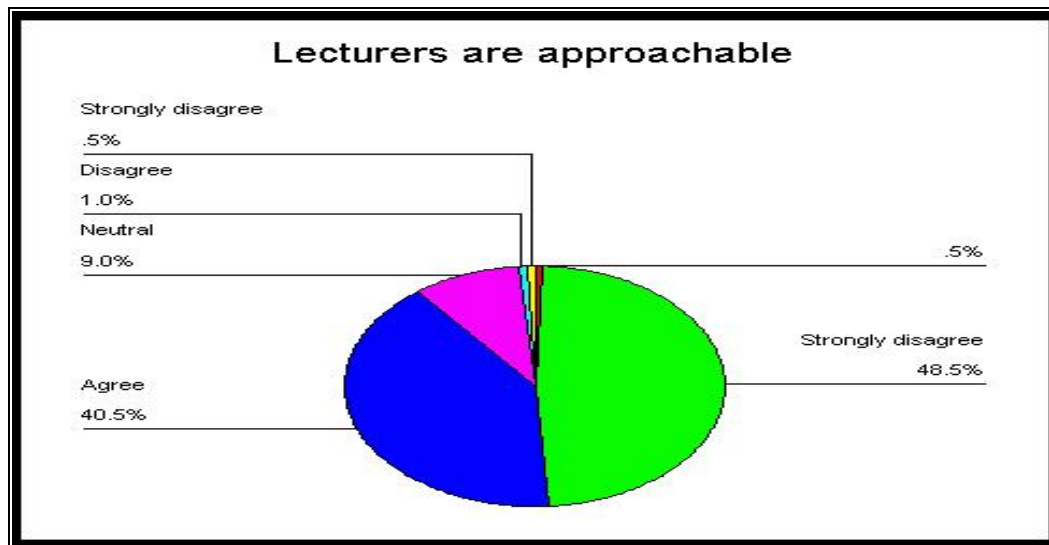


Figure 5.18: Pie chart showing students' attitude to the approachability of lecturers at Damelin College.

49% of the respondents at Damelin strongly agreed that the lecturers at Damelin College are approachable; 40.5% agreed that the lecturers at Damelin are approachable; 9% remained neutral; 1% of the respondents disagreed and 0.5% of the respondents strongly disagreed and preferred not to answer the question.

5.19 Lecturers should use texts and readings that are relevant to student success in the course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1.0	1.0	1.0
Strongly agree	78	39.0	39.0	40.0
Agree	88	44.0	44.0	84.0
Neutral	25	12.5	12.5	96.5
Disagree	5	2.5	2.5	99.0
Strongly disagree	2	1.0	1.0	100.0
Total	200	100.0	100.0	

Table 5.19: Texts and Readings used by Lecturers.

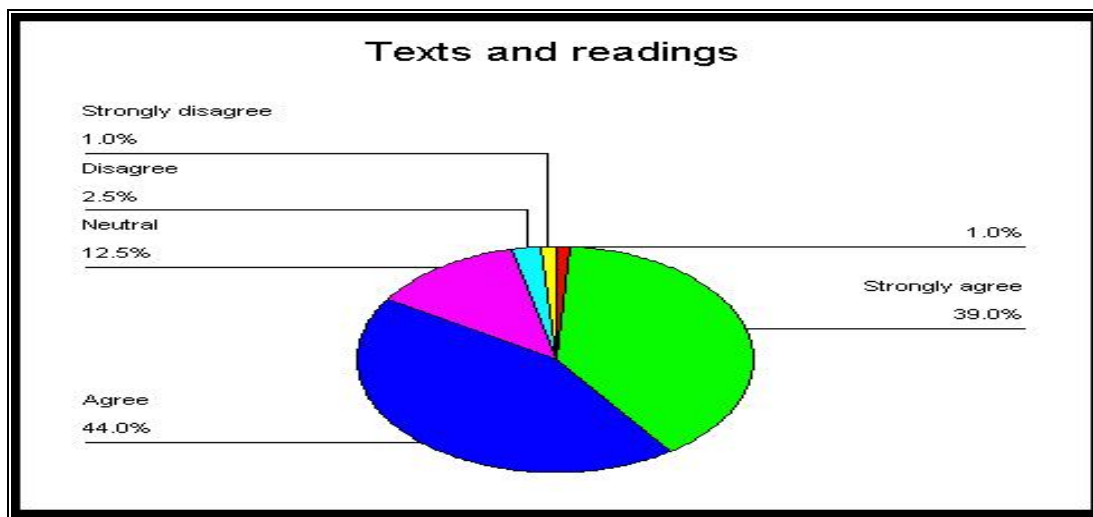


Figure 5.19: Pie chart showing if lecturers are using relevant text and readings

Research done shows that 39% of the respondents strongly agreed that lecturers at Damelin use texts and readings that are relevant to student success in the course; 44% agreed; 12.5% remained neutral; 2.5% disagreed; 1% strongly disagreed, and 1% did not respond to the question.

5.20 Lecturers should grade and return tests and projects by the time they promise to do so

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	52	26.0	26.0	26.0
Agree	80	40.0	40.0	66.0
Neutral	45	22.5	22.5	88.5
Disagree	17	8.5	8.5	97.0
Strongly disagree	6	3.0	3.0	100.0
Total	200	100.0	100.0	

Table 5.20: Grading of tests and projects done on time by lecturers.

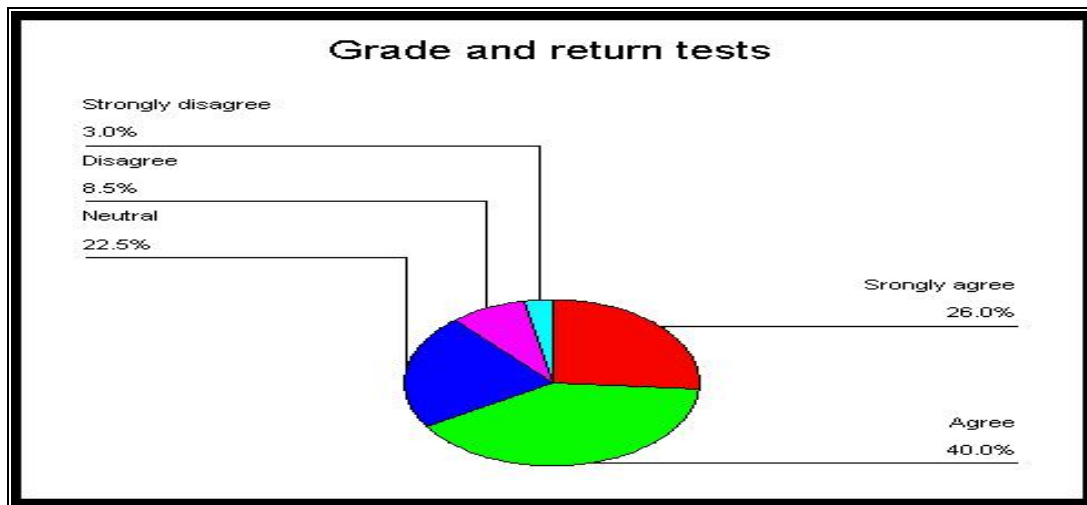


Figure 5.20: Pie chart reflecting if lecturers are grading tests and projects on time.

26% of the respondents at Damelin strongly agreed that lecturers grade tests and projects on time as promised; 40% agreed with this; 22.5% remained neutral; 8.5% of the students disagreed; and 3% strongly disagreed that their grading of tests and projects are done on time.

5.21 The institution needs to keep accurate records of students' scores and attendance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	52	26.0	26.0	26.0
Agree	85	42.5	42.5	68.5
Neutral	48	24.0	24.0	92.5
Disagree	11	5.5	5.5	98.0
Strongly disagree	4	2.0	2.0	100.0
Total	200	100.0	100.0	

Table 5.21: Accurate records of students' results and attendance

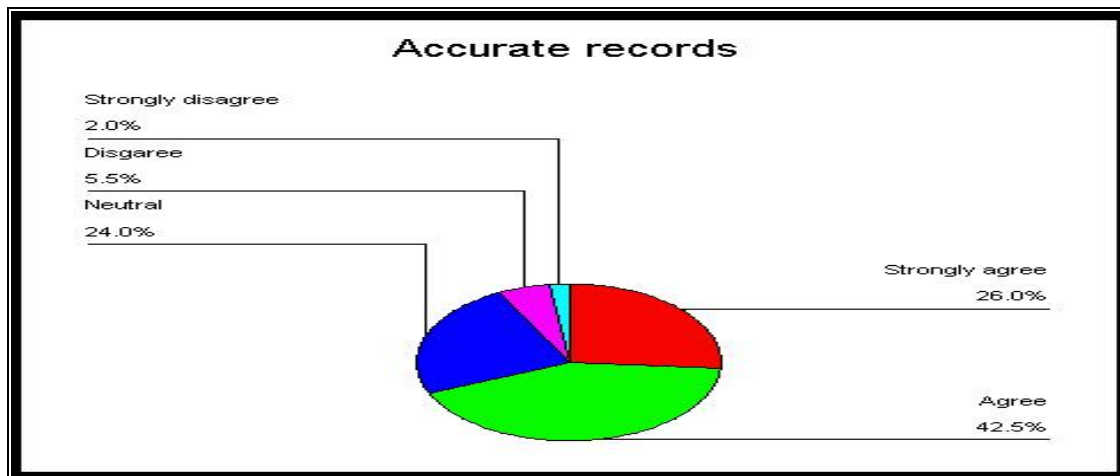


Figure 5.21: Pie graph showing the accuracy of student's results and records at Damelin.

26% of the respondents strongly agreed that the student results and records are kept accurately at Damelin; 42.5% of the respondents agreed with this question; 24% of the respondents were neutral; 5.5% of respondents disagreed that Damelin record- keeping is up to standard; and 2% of the respondents strongly disagreed.

5.22 Parents influence is one of the deciding factors in where their children should study

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	46	23.0	23.0	23.0
Agree	50	25.0	25.0	48.0
Neutral	55	27.5	27.5	75.5
Disagree	24	12.0	12.0	87.5
Strongly disagree	25	12.5	12.5	100.0
Total	200	100.0	100.0	

Table 5.22: Influence of parents on which college to choose.

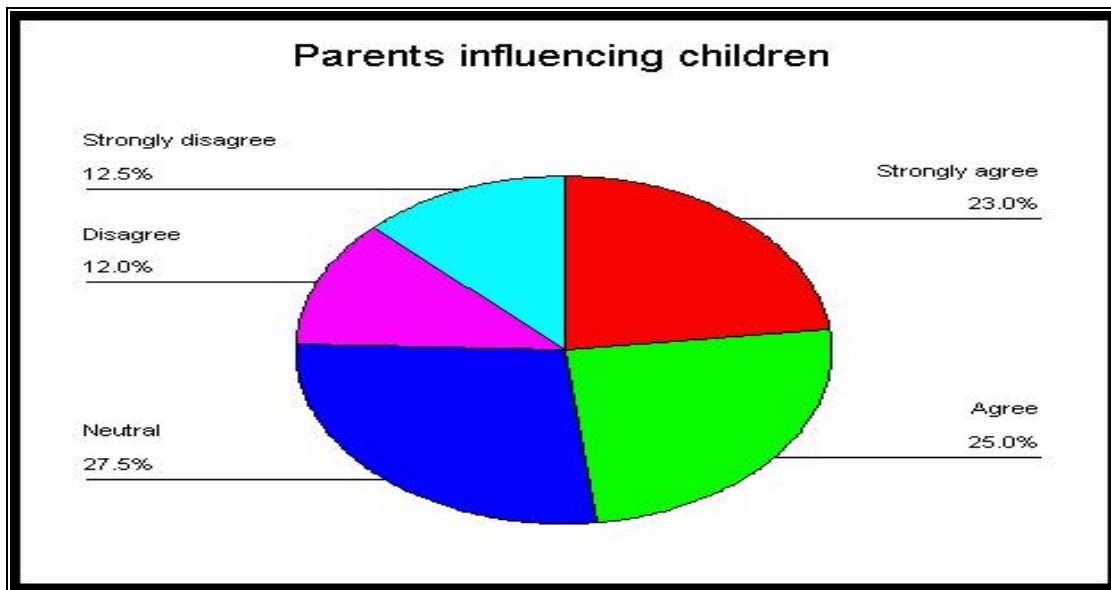


Figure 5.22: Parents influencing their children as to where to study

23% of the respondents strongly agreed that parents influence their children where to study; 25% agreed; 27.5% remained neutral; 12% disagreed that their parents influence their children where to study and 12.5% strongly disagreed.

5.23 Factors that determine at which institution to study

Location of institution

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	.5	.5	.5
Not at all	33	16.5	16.5	17.0
Perhaps	46	23.0	23.0	40.0
To some extent	43	21.5	21.5	61.5
Definitely	44	22.0	22.0	83.5
Most definitely	33	16.5	16.5	100.0
Total	200	100.0	100.0	

Table: 5.23: Factor: Location of institution

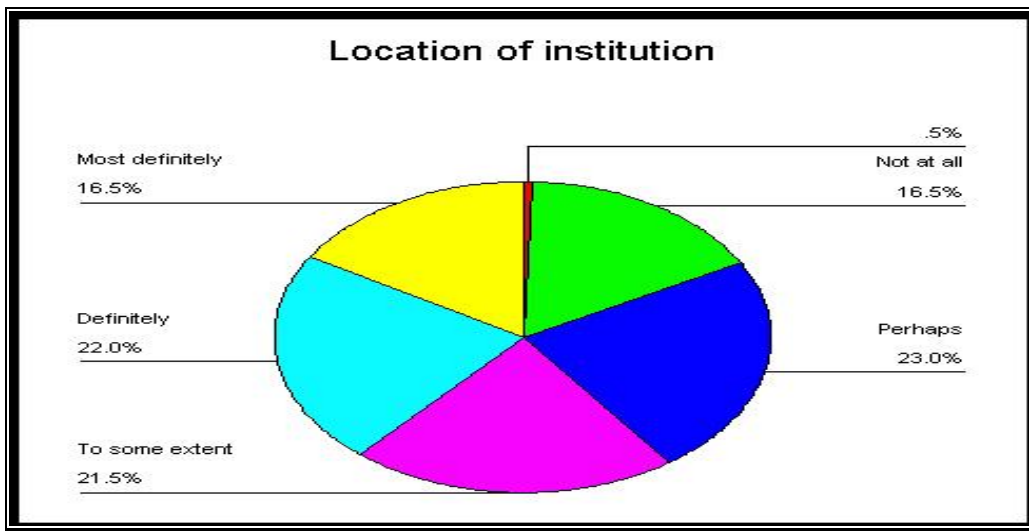


Figure 5.23: Pie chart – Factors determining at which institution to study - the location

16.5% of the respondents answered most definitely regarding the location of the institution; 22% responded definitely; 21.5% said to some extent; 23% of students said perhaps; 16.5% said not at all and 0.5% did not answer the question. The majority of the respondents answered that the location of the institution is important, as it will determine how far they will have to travel.

5.24 Factors determining at which institution to study

Parents influence

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	.5	.5	.5
Not at all	44	22.0	22.0	22.5
Perhaps	42	21.0	21.0	43.5
To some extent	50	25.0	25.0	68.5
Definitely	35	17.5	17.5	86.0
Most definitely	28	14.0	14.0	100.0
Total	200	100.0	100.0	

Table 5.24: Factor – Parents influence

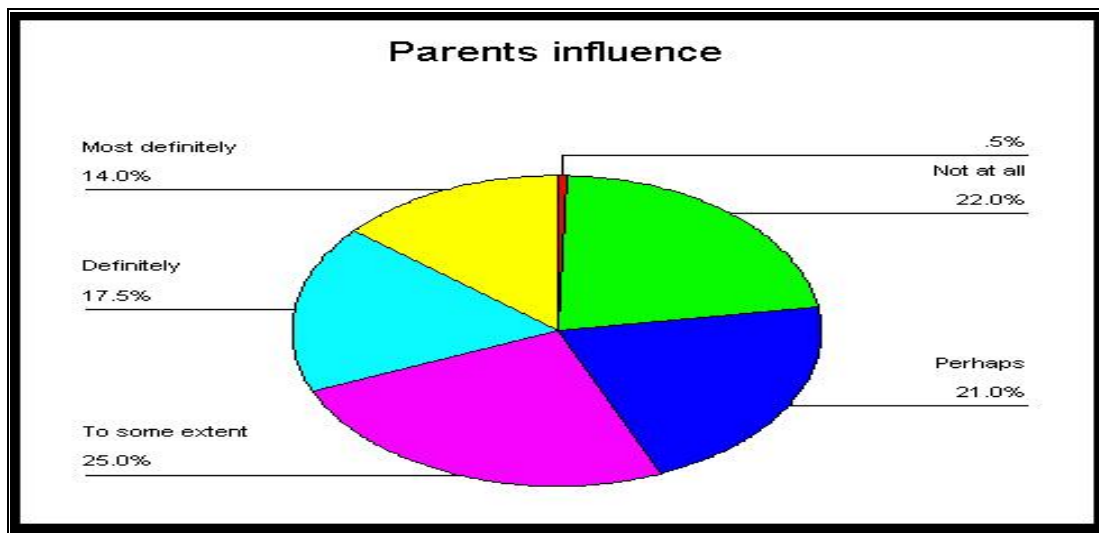


Figure 5.24: Pie chart – Factors determining the influence parents have when choosing a college for their children.

14% of the respondents most definitely agreed that parents influence their children where to study; 17.5% definitely agreed; 25% agreed to some extent; 21% responded with perhaps; 22% responded not at all; and 0.5% did not answer the question.

5.25 Factors determining at which institution to study

The institution size

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	.5	.5	.5
Not at all	51	25.5	25.5	26.0
Perhaps	40	20.0	20.0	46.0
To some extent	46	23.0	23.0	69.0
Definitely	35	17.5	17.5	86.5
Most definitely	27	13.5	13.5	100.0
Total	200	100.0	100.0	

Table 5.25: Factor – The size of the institution.

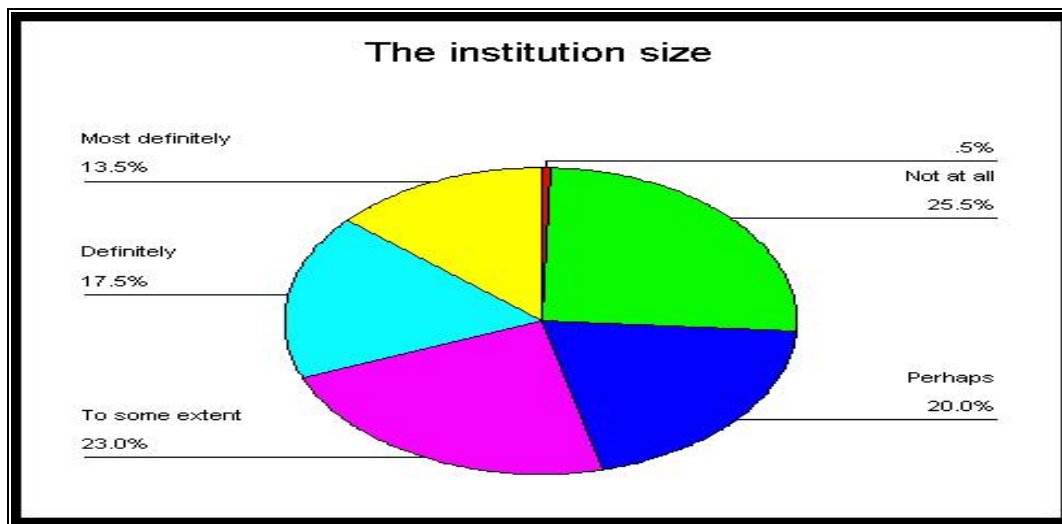


Figure 5.25: Pie chart – Factor - size of the institution.

Students were asked whether they were influenced by the size of the institution they chose to study at. 13.5% most definitely agreed that the institution size does matter; 17.5% responded definitely; 23% agreed to some extent; 20% responded perhaps; 25.5% said not at all and 0.5% did not answer the question.

5.26 Factors determining at which institution to study

The reputation of the institution

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	.5	.5	.5
Not at all	17	8.5	8.5	9.0
Perhaps	20	10.0	10.0	19.0
To some extent	50	25.0	25.0	44.0
Definitely	53	26.5	26.5	70.5
Most definitely	59	29.5	29.5	100.0
Total	200	100.0	100.0	

Table 5.26: Factor – The reputation of the institution.

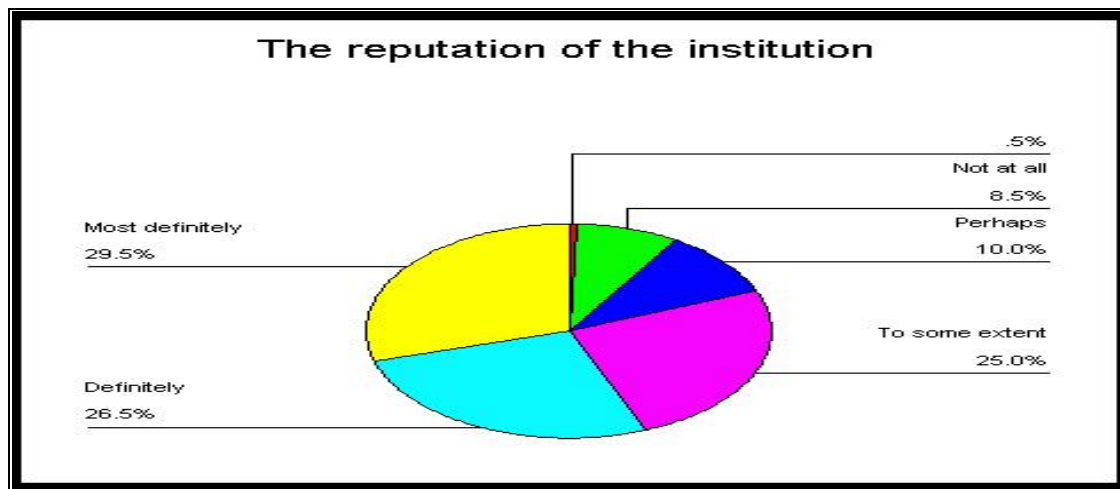


Figure 5.26: Pie chart – Factor - the reputation of the institution.

Respondents answers regarding the reputation of the institution were as follows: 29.5% replied that the reputation of the institution matters; 26.5% said definitely; 25% replied to some extent; 10% said perhaps; 8.5% replied not at all; and 0.5% did not respond.

5.27 Factors determining at which institution to study

The fees structure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	39	19.5	19.5	19.5
	Perhaps	20	10.0	10.0	29.5
	To some extent	40	20.0	20.0	49.5
	Definitely	35	17.5	17.5	67.0
	Most definitely	66	33.0	33.0	100.0
	Total	200	100.0	100.0	

Table 5.27: Factor – The fees structure.

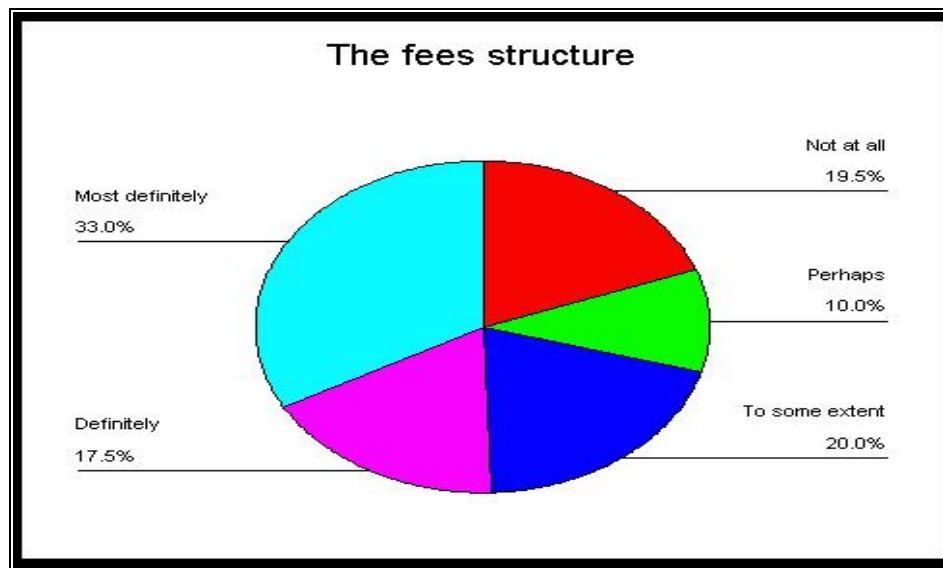


Figure 5.27: Pie chart – Factor - the fees structure.

33% of the respondents answered that the fees structure determines where they would study; 17.5% responded that the fees structure definitely affects them and determines where they would study; 20% responded to some extent; 10% said perhaps; 19.5% responded that the fees structure does not affect them in any way.

5.28 Factors determining at which institution to study.

The student's academic history

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	20	10.0	10.0	10.0
	Perhaps	36	18.0	18.0	28.0
	To some extent	34	17.0	17.0	45.0
	Definitely	62	31.0	31.0	76.0
	Most definitely	48	24.0	24.0	100.0
	Total	200	100.0	100.0	

Table 5.28: Factor – The student's academic history.

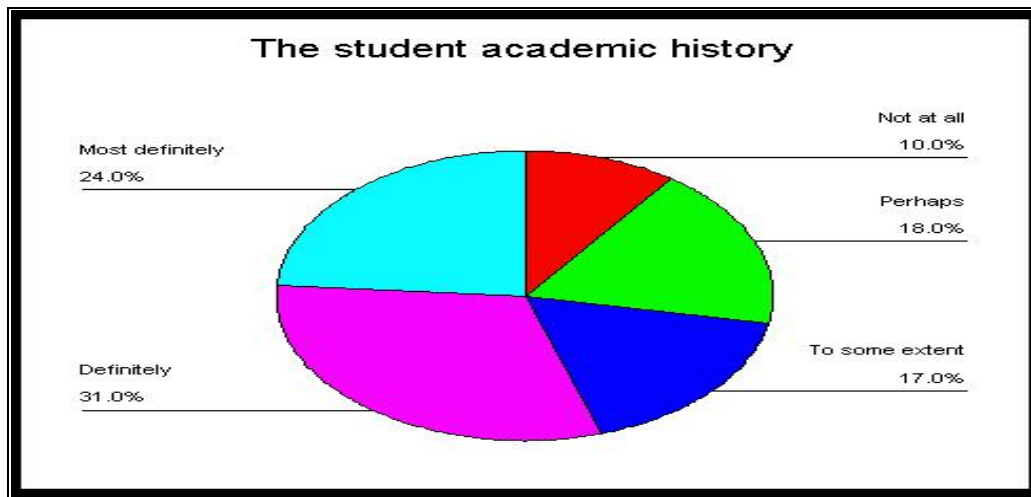


Figure 5.28: Pie chart – Factor - the student's academic history.

Students were asked if their student academic history determined where they would study. 24% of the students agreed most definitely that their academic history affects which institution to study at; 31% said definitely; 17% of the students said to some extent; 18% of the students said perhaps; and 10% of the students said not at all.

5.29 Factors determining at which institution to study

Peer pressure

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not at all	85	42.5	42.5	42.5
Perhaps	36	18.0	18.0	60.5
To some extent	42	21.0	21.0	81.5
Definitely	21	10.5	10.5	92.0
Most definitely	16	8.0	8.0	100.0
Total	200	100.0	100.0	

Table 5.29: Factor – Peer pressure

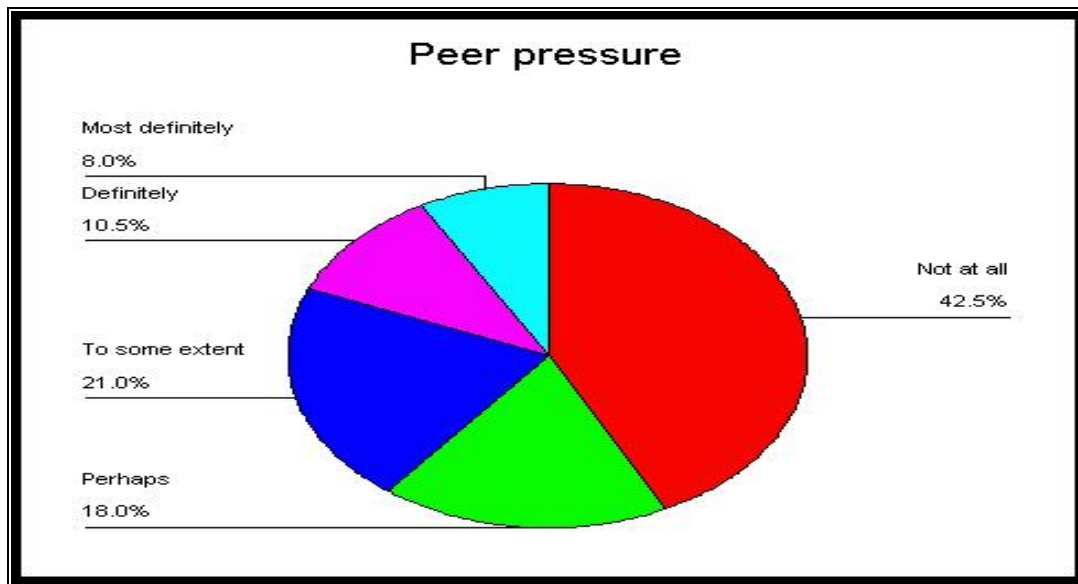


Figure 5.29: Pie chart – Factors - peer pressure.

Students were asked if peer pressure determined where they would study. 8% of the students replied most definitely; 10.5% replied definitely; 21% of the students replied to some extent; 18% replied perhaps; and the majority of the students (42.5%) replied not at all.

5.30 Factors determining at which institution to study

Affordability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	29	14.5	14.5	14.5
	Perhaps	30	15.0	15.0	29.5
	To some extent	31	15.5	15.5	45.0
	Definitely	40	20.0	20.0	65.0
	Most definitely	70	35.0	35.0	100.0
	Total	200	100.0	100.0	

Table 5.30: Factor – Affordability

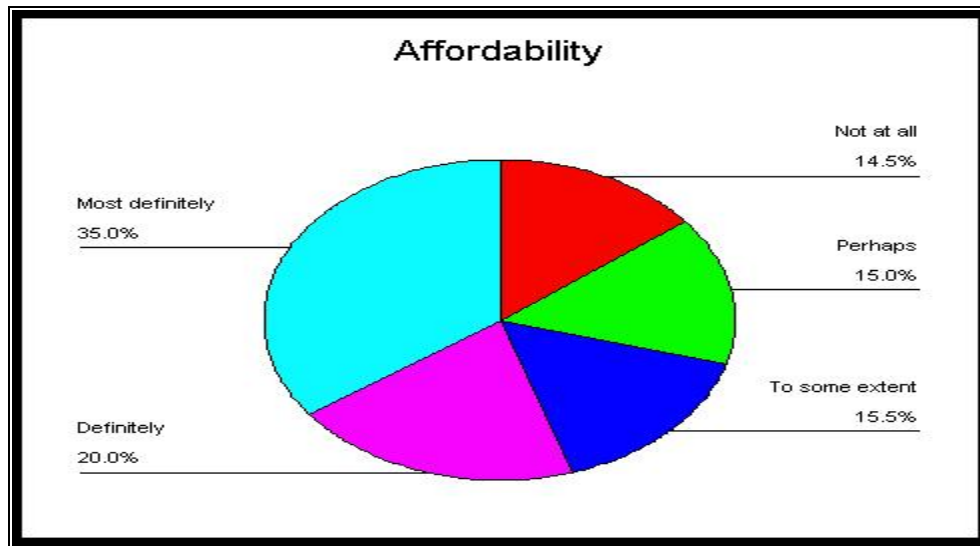


Figure 5.30: Pie chart – Factor - affordability

35% most definitely agreed that affordability determined which institution to study at; 20% of the students responded definitely; 15.5% answered that affordability determines where they will study; 15% said perhaps; and 14.5% responded not at all.

5.31 Factors determining at which institution to study

No points criteria

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	.5	.5	.5
Not at all	22	11.0	11.0	11.5
Perhaps	49	24.5	24.5	36.0
To some extent	54	27.0	27.0	63.0
Definitely	34	17.0	17.0	80.0
Most definitely	40	20.0	20.0	100.0
Total	200	100.0	100.0	

Table 5.31: Factor – No point criteria

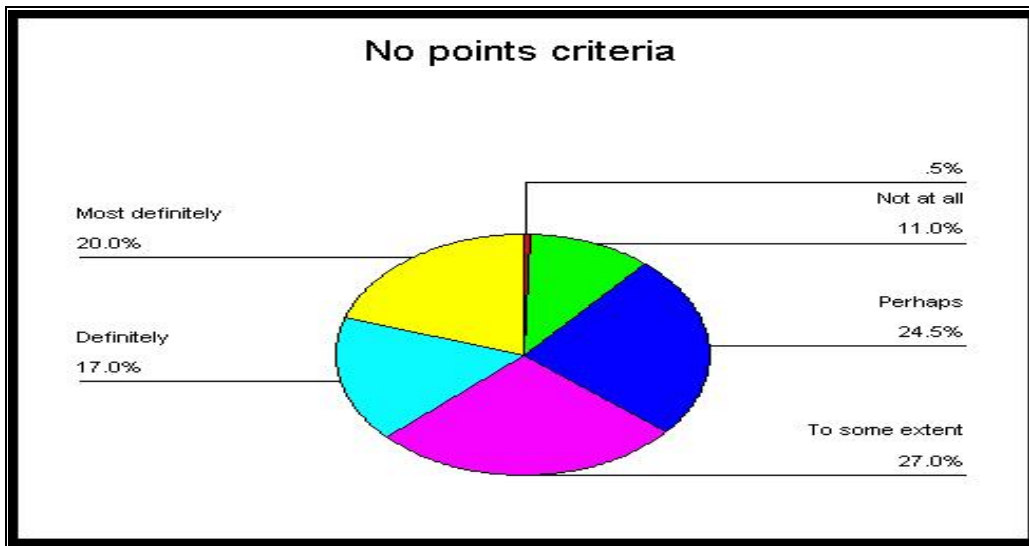


Figure 5.31: Pie chart – Factor - no point criteria

To study at a private institution one does not need a point criteria to qualify. 20% of the respondents said most definitely; 17% said definitely; 27% said to some extent; 24.5% said perhaps; 11% said not at all and; 0.5% chose not to answer the question.

5.32 Factors determining at which institution to study

Service quality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	15	7.5	7.5	7.5
	Perhaps	23	11.5	11.5	19.0
	To some extent	41	20.5	20.5	39.5
	Definitely	65	32.5	32.5	72.0
	Most definitely	56	28.0	28.0	100.0
	Total	200	100.0	100.0	

Table 5.32: Factor – Service quality

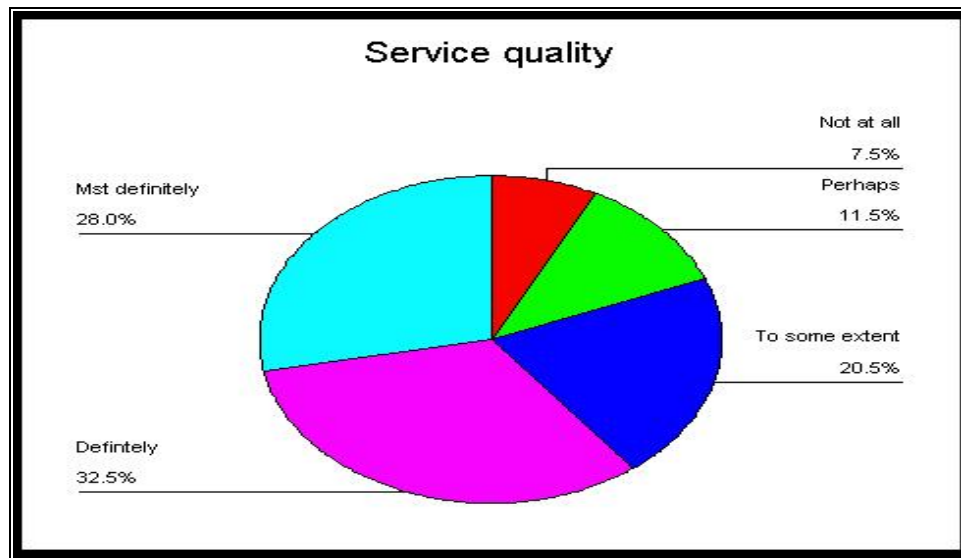


Figure 5.32: Pie chart – Factor - service quality.

Service quality is the most important factor at any institution and students and staff were asked to give their views. 28% of the respondents said most definitely; 32.5% said definitely; 20.5% said to some extent; 11.5% of the respondents said perhaps; and 7.5% replied not at all.

5.33 Factors determining at which institution to study

Word of mouth

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not at all	23	11.5	11.5	11.5
Perhaps	46	23.0	23.0	34.5
To some extent	66	33.0	33.0	67.5
Definitely	38	19.0	19.0	86.5
Most definitely	27	13.5	13.5	100.0
Total	200	100.0	100.0	

Table 5.33: Factor – Word of Mouth

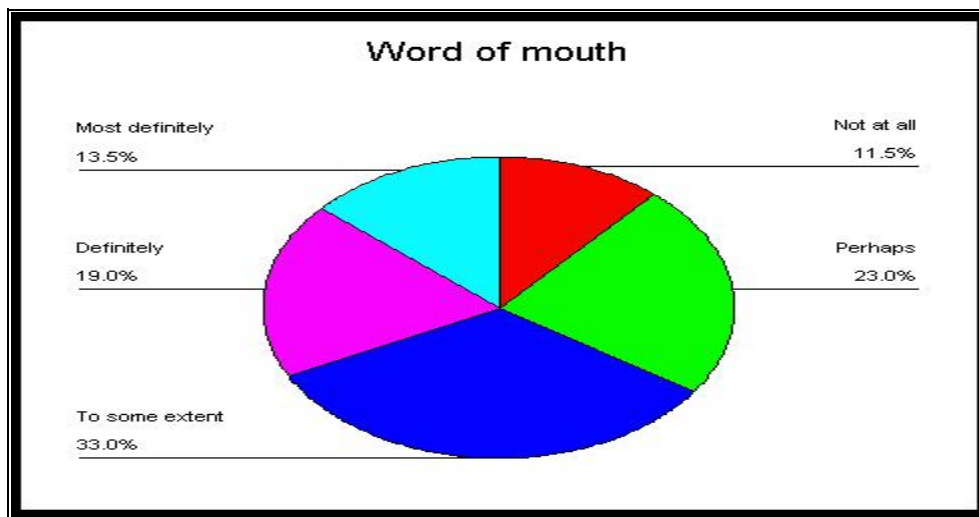


Figure 5.33: Pie chart – Factor - word of mouth

13.5% most definitely agreed that word of mouth determines where one should study; 19% said definitely; 33% said that word of mouth influences students to some extent; 23% responded with perhaps; and 11.5% said not at all.

5.34 Factors determining at which institution to study

Advertisements

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not at all	18	9.0	9.0	9.0
Perhaps	43	21.5	21.5	30.5
To some extent	48	24.0	24.0	54.5
Definitely	54	27.0	27.0	81.5
Most definitely	37	18.5	18.5	100.0
Total	200	100.0	100.0	

Table 5.34: Factor – Advertisements

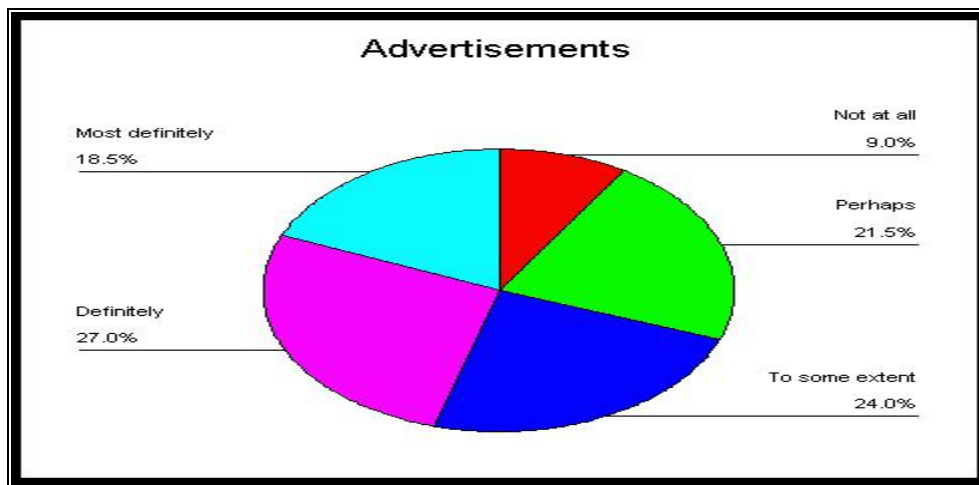


Figure 5.34: Pie chart – Factor - Advertisements

Advertising is one of the ways to attract prospective students. 18.5% of the students and staff replied most definitely; 27% of the students and staff replied definitely; 24% of the students and staff said to some extent; 21.5% of the students and staff said perhaps; and 9% said not at all.

5.35 Factors determining at which institution to study

Modules offered

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	11	5.5	5.5	5.5
	Perhaps	33	16.5	16.5	22.0
	To some extent	30	15.0	15.0	37.0
	Definitely	58	29.0	29.0	66.0
	Most definitely	68	34.0	34.0	100.0
	Total	200	100.0	100.0	

Table 5.35: Factor – Modules offered

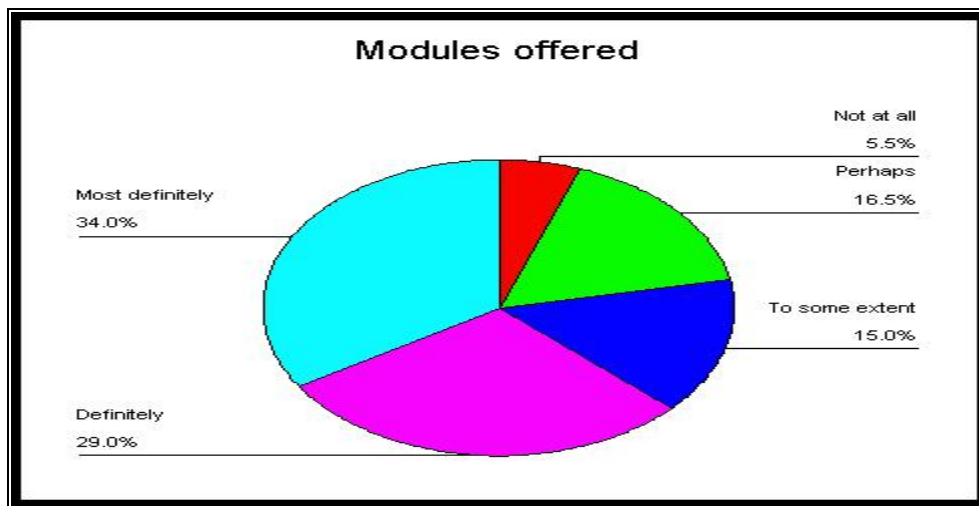


Figure 5.35: Pie chart – Factor - Modules offered

34% of the students agreed that the modules offered would determine their choice of a private institution; 29% of the students said definitely; 15% of the students said to some extent; 16.5% of the students said perhaps; and 5.5% of the students said not at all.

5.36 Inferential Statistics

Whilst we use graphic statistics, it is useful to assess our compilation of data using an amalgamation of descriptions i.e. tables, graphical descriptions, graphs, charts, and discussion of the results. Inferential statistics relate to quantitative research and descriptive statistics are more experimental research. These tests are not designed to prove or disprove the hypotheses; the one aim is to reflect that it leads to minute possibility of incidence. Variables that are close are more reliable and variables that are distant are less reliable. The joint category plot is a single plot of the centroid, which coordinates each selected variable.

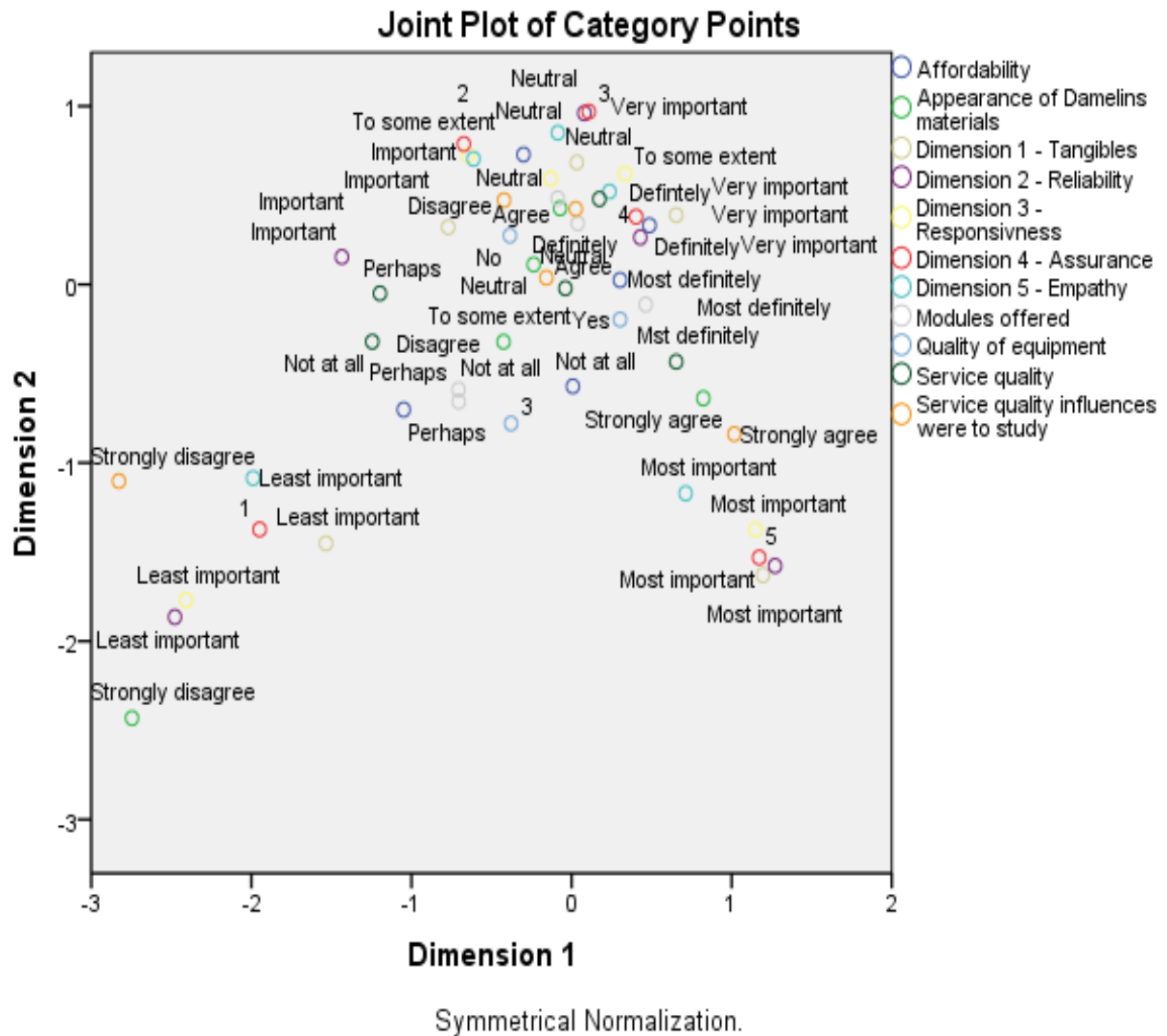
Descriptive statistics is the expression given to the analysis of data that describe data in an important way such that, for example, samples might materialize from the data.

5.3.6.1 Model 1 - Multiple Correspondence Analysis.

Multiple correspondence analyses evaluate nominal data by allocating numerical values to the cases. SPSS produces many different tables. The first important table is the reliability statistics table that provides the actual value for Cronbach's alpha, as shown below:

Cronbach's alpha is 0.732, which indicates a high level of internal consistency for our scale with this specific sample.

Model Summary			
Dimension	Cronbach's Alpha	Variance Accounted For	
		Total (Eigenvalue)	Inertia
1	.732	3.036	.253
2	.720	2.942	.245
Total		5.978	.498
Mean	.726 ^a	2.989	.249
a. Mean Cronbach's Alpha is based on the mean Eigenvalue.			



Independent variables

- Affordability

This variable has an impact on the dependant variable, which is service quality. It is evenly distributed according to all the other variables.

- Appearance of Damelin materials

This variable is further from the other variables, which suggests that there is no strong reliability. However, this variable has an impact on the dependant variable.

- Dimension 1: Tangibles

Tangibles are far from other variables showing there is no strong reliability.

- Dimension 2: Reliability

This is further from all the other variables, which suggests that there is no strong reliability. However, this variable has an impact on the dependant variable.

- Dimension 3: Responsiveness

The variable is far out and there is no strong reliability.

- Dimension 4: Assurance

The variable is split all over and there is no strong reliability.

- Dimension 5: Empathy

The variable is split all over and there is no strong reliability.

- Modules offered:

This variable has an impact on the dependant variable, which is service quality. It is evenly distributed according to all the other variables. Variables are close, showing strong reliability.

- Quality of Equipment

This variable has an impact on the dependant variable, which is service quality. The variables are close and have a strong reliability.

- Service Quality

The service quality variable has an impact on the dependant variable, which is service quality. The variables are close and have a strong reliability.

- Service quality influences where to study

This variable has an impact on the dependant variable, which is service quality. The variables are close and have a strong reliability.

5.3.6.2 Model 2 – Multiple Regression (Anova)

Highly significant relationship between independent variables.

Anova = regression relationships of both the analysis of variance and the independent and dependant variables.

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	51.993	5	10.399	12.059	.000 ^a
	Residual	164.698	191	.862		
	Total	216.690	196			
a. Predictors: (Constant), Grade and return tests, Accurate records and data, Motivated workforce, Texts and readings, Employees understanding						
b. Dependent Variable: Service quality influences were to study						

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.497	.289		1.717	.088	-.074	1.067
	Motivated workforce	.277	.073	.261	3.804	.000	.133	.421
	Accurate records and data	.251	.162	.100	1.547	.123	-.069	.572
	Employees understanding	.204	.094	.161	2.167	.031	.018	.390
	Texts and readings	.160	.086	.125	1.852	.066	-.010	.330
	Grade and return tests	.140	.068	.137	2.049	.042	.005	.274
a. Dependent Variable: Service quality influences were to study								

Outcome of Coefficients^a

The outcome is highly significant; all variables included impact on the dependant variables. The significant level testing is 95.0 % Confidence. Its value has impact. The most significant impact on service quality is a motivated workforce, employees understanding and grade and return tests.

5.7 Summary of Chapter Five

The responses accumulated from the students at Damelin College using primary data is presented in this chapter. A complete analysis of each of the questions on the questionnaire was concluded. The models, multiple correspondence analysis, Anova and coefficient tables were used in this study. The researcher did a descriptive analysis to enlighten and create an understanding of the results and how the students at Damelin College responded to the questionnaires. Chapter six will feature the discussion of the results in order to attest the objectives for this study.

CHAPTER 6

Discussion of Results

6.1 Introduction

Chapter Five shows us the outcome of the frequency information that originated from the analysis of the questionnaire survey in tables and graphical form. One hundred and ninety students and ten staff members from Damelin College completed the questionnaires. Discussions in Chapter Six summarises the research study and put forward proposals for upcoming research projects.

6.2 Research Objective One

6.2.1 Measuring the impact of Service Quality in private tertiary institutions.

The literature in chapter 2.1, 2.2 and 2.3 discusses how to measure the impact of service quality in private tertiary institutions. There is a powerful affirmation from Milakovich (1995) that demanding clients want to be treated as valued clients at inception, thus continued improved service quality is becoming a top priority in the majority of organizations. Institutions must not only deliver service quality, but must also maintain a sustained commitment in following up on service quality delivered at institutions.

The statistics on how to measure the impact of service quality in private tertiary institutions are found in questions 5.8; 5.9; 5.10; 5.11 and 5.12. Respondents from Damelin College were asked to rate the different service quality dimensions at their institution.

Question 5.8 was the dimension ‘Tangibles’, results of this question are presented in Table 5.8 and Graph 5.8. 13% of the students and staff responded that tangibility was a most important service quality dimension. 21.5% of the students and staff said it was very

important; 35.5% of the students and staff remained neutral; while 18% said it was important and 11.5% said it was less important; and 5% did not answer the question.

Tangibility is a fundamental service quality dimension and has other predilections. This result from the students at Damelin illuminates how students from the same institution perceive dissimilar outcomes.

Question 5.9 was the dimension 'Reliability', results of this question are presented in Table 5.9 and Graph 5.9. From the literature review, Chapter 2, Section 2.5, service is a key component of value that drives any company's success. To the customer, value is the benefit received for the burdens endured such as price, an inconvenient location, unfriendly employees, or an unattractive service facility. Quality service helps a company maximize benefits and minimize non-price burdens for its customers.

The outcome from this question reveals that 92.5% of the respondents agreed that reliability is an important service quality dimension. The other 7.5% of the respondents tended to disagree stating that reliability is not an important service quality dimension.

The next service quality dimension was 'Responsiveness', which was reflected in Question 5.10.

The literature review, Chapter 2, Section 2.4 refers to students that are dependent on their lecturers being effective in the working situation where all their knowledge can be put into practice. There need to be strategies that will enable them to find their own sources. This also applies to all students that are denied opportunities to involve themselves in decision making about studying and building up plans for their long-life ventures (Taylor, 1997.p.7). The outcome from Table 5.10 and Graph 5.10 on the question of responsiveness shows us that 91.5% of the students and staff agreed that responsiveness, is a vital service quality dimension; the other 8.5% of the students and staff disagreed by stating that responsiveness was the least important service quality dimension.

Question 5.11 was the dimension ‘Assurance’, results of which are presented in Table 5.11 and Graph 5.11.

A key result area for service quality should be included in the performance contracts for each staff member at tertiary institutions. This will create awareness around the importance of service quality in tertiary institutions and motivate staff to deliver on the standards set for service delivery. The result would mean better value to current students, future students and the community. All staff at tertiary institutions have a job to do to improve service quality, and as you improve quality, your production will grow (Mann, 1985. p.22).

The result from Question 5.11 discloses that 86.5% of the students and staff agreed that assurance is a strong service quality dimension; while 13.5% said that assurance was the least important service quality dimension.

In Question 5.12, respondents were asked to indicate if empathy was an important service quality dimension. The role of private institutions is constantly varying so that no teacher training can probably manage with the fast changing expectations of all private tertiary institutions, being: positive, dependable, committed, inspirational, considerate, lithe, knowledgeable, patient and having: communicative skills, personal skills, organizational skills, ones own perceptions, value based criteria, innovative ideas, and a sense of humour (Yousuf *et al.*, 2010. p.2)

The results from Table 5.12 and Graph 5.12 show us that 8.5% of the respondents responded that empathy was the least important service quality dimension. The majority of 91.5% agreed that empathy is indeed the most crucial part of service quality.

From the results of the five different service quality dimensions, one can conclude that all the different dimensions are important to enable an institution to adhere to standards of service quality.

6.3 Research Objective Two

6.3.1 To undertake an empirical analysis of the linkage of private tertiary institutions

The statistical results reflect in detail in Questions 5.1; 5.2; 5.3; 5.4; 5.5; 5.6 and 5.7.

Question 5.1 required students to respond if the processes were done correctly when they enrolled at Damelin College. Institutions and service providers must not only deliver preliminary product and service quality at first encounter with a student, but must also sustain a prolonged obligation to excellence in doing follow up services with concerned parties (Milakovich, 1995. p.12).

The results from Graph 5.1 and Table 5.1 are as follows: 93% of students at Damelin agree that the registration processes were done properly when they enrolled at Damelin and the other 7% of the students opposed the registration processes.

Question 5.2 required the students to respond if Damelin College gives good service from the start. Quality service delivery in private institutions and universities should always be about the quality of the students' progress and their exposure rather than about their levels of efficiency. It is the quality of the staff and management, together with the quality of service at that specific institution that will enable the student to produce excellent academic results (Brennan *et al.*, 1997, p.58).

The outcome, from this question, revealed that 90% of the students responded that Damelin College performed service right the first time and the other 10% of the students disagreed and responded that the service at Damelin College was of a very poor standard.

Question 5.3 asked the students from Damelin if the quality of the equipment at Damelin was up to standard.

From the literature review, Chapter Two, Section 2.3, Damelin Colleges are well equipped with the latest technology for use by the students and staff. The colour scheme of the interior and exterior of the building is blue and white and the additional furnishing of the colleges marks a professional image for the company. The members of staff of Damelin are the window of the company with their professional approach to helping students achieve their goals.

The outcome for Question 5.3 reveals that 56% of the students from Damelin College agree that Damelin has quality equipment that they can utilize during their study period there. The other 44% were not happy with the quality of the equipment at Damelin.

Question 5.4 asked students at Damelin College whether their needs as students were met at Damelin College.

From the literature review; Chapter 2; Section 2.4 states that high quality is about communication and impediments; that institutions make sure that the students' needs are met at all times; this conversely should be met through collaboration. In private tertiary institutions the quality delivered should be specific, clearly defined and applied to the appropriate subject knowledge. Managers and staff should ensure that all requirements are met accordingly and kept to a specific standard. Quality is a subject that is often veiled in vague generalities and shrouded by indefinite terms such as excellence and perfection (McNealy, 1996. p.1).

When the respondents were asked to point out if their student needs were met at Damelin, 38.5% said no and 61.5% agreed that their student needs are met at Damelin College.

In Question 5.5 students from Damelin were asked if the records and data were accurate at Damelin. The majority agreed that the records and data are accurate at Damelin. Keeping proper control of data and records is vital in any organization, without which, managers must be prepared for many legal battles should a query arise.

The outcome of this question shows us that 77.5% of the students agreed that the records and data at Damelin are accurate and 22.5% of the students disagreed.

In question 5.6, the students were asked whether they would refer Damelin to future students.

The reputation of Damelin speaks for itself as students are happy with the service and they are the ones who will advertise the institution to future students. The outcome of Question 5.6 reveals that 78% of the students would definitely refer Damelin to future students. The other 22% were not happy with the service they received and would not refer Damelin to other future students.

Question 5.7 asked students to rate if Damelin determines the admission of students.

Damelin recruits students who meet the criteria, and students choose to study the courses offered at Damelin. The marketing team at Damelin goes to schools and presents the different types of courses that they offer. Damelin does have the final input when admitting students to their institution. The outcome of this question reveals that 79% of the students positively agreed that Damelin is involved in the admission of their students and 21% of the students disagreed.

6.4 Research Objective Three

6.4.1 To investigate what aspects contribute to choosing a private institution in which to study

The statistical results reflect in detail in Questions 5.13; 5.14; 5.15; 5.16; 5.17; 5.18; 5.19; 5.20; 5.21 and 5.22.

Institutions should appreciate the need for quality because it directly influences the students, the community and the staff. An institution needs to make certain that they recruit the proper calibre of lecturers who are motivated and knowledgeable.

In Question 5.13, students were asked what aspects contribute to choosing a private institution in which to study: Does Damelin have a motivated workforce? The results from Graph 5.13 and Table 5.13 reveal that the minority of respondents were neutral in their responses. 68% of the students at Damelin agree that there is a motivated workforce at Damelin; whereas 23% of the students remained neutral; and 9.5% of the students strongly disagree that there is a motivated workforce at Damelin.

In Question 5.14, students were asked what aspects contribute to choosing a private institution in which to study. Did service quality influence where to study?

The outcome of the results from Graph 5.14 and Table 5.14 reveal that 55.5% of the students from Damelin strongly agree that service quality influences a person as to where to study; 26.5% of the students from Damelin remained neutral; whereas 15% of the students disagreed and 3% strongly disagreed that service quality influences a person as to where to study.

In Question 5.15, students were asked what aspects contribute to choosing a private institution in which to study: Does Damelin have the student's best interests at heart? Damelin is a well-known, highly regarded private institution, and in my opinion, this is because they always have the student's best interests at heart. The results from Graph 5.15 and Table 5.15, reveal that the majority of the respondents, which is 54.5% of the students, concur that Damelin has the student's best interest at heart; 35.5% were neutral and 10% disagreed that Damelin has the student's best interests at heart.

In Question 5.16, students were asked if the marketing materials at Damelin were appealing. Brochures or pamphlets are not a means of attaining new students. They are mostly used as a reference. A potential student will not make a selection of an institution based on how their pamphlets or brochures look, but rather on the contents thereof. A

student's impression of the contents of the brochure is very important. This will help them measure the outcome of the course that they are going to pursue. From the results received from Table 5.16 and Graph 5.16, 92% of the students at Damelin strongly agreed that Damelin's marketing material is up to standard; whereas 8% of the students disagreed on the appearance of marketing material at Damelin.

In Question 5.17, the respondents were asked if the lecturers at Damelin understand their learning requirements.

Lecturers do understand their students learning requirements; it is the variety of teaching styles that is important. Lecturers must use different teaching styles when lecturing to enable the student to use his or her preferred style of learning, so that each student becomes more proficient at all styles (Thackeray, 1997. p.82).

The outcome from Question 5.17 was that; 22.5% of the students strongly agreed that Damelin has the ability to understand the student's requirements; 49% also agreed with this question; 24% of the students remained neutral; whereas 3.5% of the students felt that Damelin does not have the ability to understand the student's learning requirements and 1% of the student's strongly disagreed.

Question 5.18 asked the students from Damelin if their lecturers are approachable when they have a query or require further information. The outcome from Graph and Table 5.18 shows us that 49.5% of the students at Damelin agree that the lecturers are approachable and the majority (50.5%) of the students disagreed that the lecturers are approachable.

In Question 5.19, students were asked to rate whether the texts and readings that the lecturers use are relevant to the student's success. Notes for the different course are given to students; lecturers follow the prospectus of texts and readings set down by the institution. Some lecturers lecture texts and reading that are relevant to the course and

some lecturers go the extra mile and do further research to aid the students.

The outcome from this research shows that 96.5% of the students from Damelin strongly agreed that lecturers at Damelin use texts and readings that are relevant to the students' success in the course; but 3.5% of the students strongly disagreed.

Question 5.20 asks students if the lecturers at Damelin grade and return tests and projects on time as they promise to do. Lecturers from Damelin are given a timeline to mark and grade examination papers and projects. From the responses that was received, 88.5% of the students at Damelin concurred that their lecturers graded their tests and projects on time as promised; whereas 11.5% of the students disagreed that the lecturers did their grading of tests and projects on time.

In Question 5.21, students were asked if the record keeping of students' scores and attendances at Damelin were accurate. Damelin has proper controls in place for all their students. It is also imperative that Damelin update any changes on a student's record. A monthly update must be done to ensure accuracy, followed by an internal audit of the students' scores and attendances.

The outcome of these results show that 68.5% of the students agreed that the students' records and results are kept accurately at Damelin. 24% of the students remained neutral on this question and 7.5% students said that the record keeping at Damelin is not up to standard.

In Question 5.22, students from Damelin were asked if parents influence their children on where to study.

Parents naturally will always advise their children in which direction they should take, and most parents choose the institution for their children. Some parents give their children the choice to make. The results shown in Graph 5.22 and Table 5.22 are that 48% of the students from Damelin agreed that their parents had an influence as to where they should study; 27.5% of the students were not sure; and 24.5% of the students at Damelin said that their parents did not influence them as to where they must study.

6.5 Research Objective Four

6.5.1 To determine if service quality influences where to study.

The statistical results reflect in detail in questions 5.23 to 5.35.

Question 5.23 – What factors determine which institution to study at?

Location of Institution.

Literature from Chapter Two, Section 2.3 refers: Damelin colleges are situated centrally in different towns, making it accessible for budding and current students to attend.

From the responses received from the students of Damelin; 16.5% of the students responded most definitely about the factors determining the location of the institution; 22% responded definitely; 21.5% said to some extent; 23% of students said perhaps; 16.5% said not at all; and 0.5% did not answer the question. The majority of the students responded that the location of the institution is important, because it would determine how far they would have to travel and the cost implications.

Question 5.24 – What factors determine which institution to study at?

Parents Influence

The outcome of the results received are: 14% of the students most definitely agreed that parents influence their children where to study; 17.5% of the students definitely agreed; 25% agreed to some extent; 21% of the students responded with perhaps; 22% responded not at all; and 0.5% of the students did not answer the question.

Question 5.25- What factors determine which institution to study at?

The Institution Size

Students were asked whether they prefer to study at a small or large institution. 13.5% of

the students most definitely agreed that the institution size does matter; 17.5% responded definitely; 23% agreed to some extent; 20% responded perhaps; 25.5% said not at all; and 0.5% did not answer the question.

Question 5.26- What factors determine which institution to study at?

The Reputation of the Institution

The outcome from Graph 5.26 and Table 5.26 reflect the respondents attitude regarding the reputation of the institution; 29.5% of the students replied that the reputation of the institution matters; 26.5% said definitely; 25% replied to some extent; 10% said perhaps; 8.5% replied not at all and 0.5% of the students did not respond.

Question 5.27- What factors determine at which institution to study?

The Fees Structure

From the responses received 50.5% of the students responded that the fees structure determines where they will study; 20% responded to some extent; 10% said perhaps; and 19.5% responded that the fees structure does not affect them in any way.

Question 5.28- What factors determine at which institution to study?

The Student's Academic History

Students were asked if their student academic history determines where they will study. 24% of the students agreed "most definitely" that their academic history affects which institution to study at; 31% said definitely; 17% of the students said to some extent; 18% of the students said perhaps; and 10% of the students said not at all.

Question 5.29- What factors determine at which institution to study?

Peer Pressure

After secondary education, potential students generally are a bit confused as to which career path to take. They do need some guidance and there are student counselors at the institutions to guide the students in the proper direction.

From the results shown in Graph 5.29 and Table 5.29, 8% of the students replied most definitely; 10.5% replied definitely; 21% of the students replied to some extent; 18% replied perhaps and the majority of the students (42.5%) replied not at all.

Question 5.30 – What factors determine at which institution to study?

Affordability

Students at Damelin do not receive student loans to pay for their studies. The fees at Damelin are not exorbitant, and potential students know upfront as to whether they can afford the fees or not.

The outcome of Graph 5.30 and Table 5.30 is as follows: 35% of the respondents most definitely agreed that affordability determines which institution to study; 20% of the students responded definitely; 15.5% that affordability determines where they will study; 15% of the students said perhaps; and 14.5% of the students responded not at all.

Question 5.31 -What factors determine at which institution to study?

No Point's Criteria

One of the advantages of studying at a private institution; is that the entry does not require a point system to qualify. Students can study at the institution if they can afford it.

To study at a private institution one does not need a 'point' criteria to qualify. In response to this 'no points' criteria', 20% of the respondents said most definitely; 17% of

the students said definitely; 27% of the students said to some extent; 24.5% said perhaps; 11% of the students said not at all; and 0.5% chose not to answer the question.

Question 5.32 -What factors determine at which institution to study?

Service Quality

From the literature review; Chapter 2; Section 2.8, the various goals and objectives are taken into great conditions of success should be recognized, approved and expanded against all the attractive encounters and situations that are associated with the quality service personnel. It may be attainable by various and different languages which depends to a large extent on customer which is the students descriptions and culture.

Excellent service quality performance has its rewards; this will reflect in the company's reputation. Service quality is the most important aspect in any institution. Students were asked to give their views, with the following results: 28% of the students said most definitely; 32.5% said definitely; 20.5% said to some extent; 11.5% of the students said perhaps; and 7.5% replied not at all.

Question 5.33 - What factors determine at which institution to study?

Word of Mouth

Current or past students, parents and lecturers will spread the word about the institution that they studied at if they were happy with the service they received from the institution. 13.5% most definitely agreed that word of mouth determines where one should study; 19% of the students said definitely; 33% of the students said that word of mouth influences students to some extent; 23% of the students responded with perhaps; and 11.5% said not at all.

Question 5.34 - What factors determine at which institution to study?

Advertisements

Advertising creates public awareness; this is one of the ways to draw potential students. When asked if advertising is one of the ways to draw prospective students, 18.5% of the students replied most definitely; 27% of the students replied definitely; 24% of the students said to some extent; 21.5% of the students said perhaps; and 9% of the students said not at all.

Question 5.35 – What factors determine at which institution to study?

Modules Offered

Reaching potential students is not an easy task. In order for the institution to be successful, the marketing division at the institution must market the right products that will draw students to the institution. Directors at an institution must understand their target market and implement the marketing strategy in order to grow the numbers at their institution. 34% of the students agreed that the modules offered would determine their choice of a private institution; 29% of the students said definitely; 15% of the students said to some extent; 16.5% of the students said perhaps; and 5.5% of the students said not at all.

6.6 The findings of SERVQUAL model variables

Customer satisfaction is the key element to the success of any business. This is the most important factor that creates loyal customers. Presently, organizations are attempting to obtain increased customer satisfaction by focusing on the quality of their products and the service provided. The objectives were to identify expectations of students and staff, to identify the perceptions of students and staff and to measure and compare the expectations and perceptions of students and staff using the SERVQUAL score. Student perceptions were determined by means of a quantitative questionnaire that was completed

by the students and staff at Damelin College. Two hundred respondents completed the questionnaire. Data was analysed using descriptive and inferential statistics. The questionnaire measured students' expectations and perceptions in five dimensions of service i.e. tangibles, reliability, assurance, responsiveness and empathy.

The results demonstrated that in each of the five SERVQUAL dimensions – there was a negative quality gap. The largest gap was in the tangibles dimension. In addition, there were significant differences between the perceptions and expectations of students in all of the five SERVQUAL dimensions. Improvements are needed across all five dimensions. Results have shown that students' perception of service quality falls below their expectations, presenting a great challenge to the institution. In order to improve service quality, it is recommended that Damelin regularly assesses employees, as well as customers' experiences and provide prompt feedback.

6.7 Summary of Chapter Six

In this chapter, the findings to answer the research questions and objectives are presented. Descriptive statistics and inferential statistics, including the SERVQUAL model variables are explained. Chapter Seven outlines the recommendations and conclusions. The conclusions and the recommendations of the study are explained for future researchers. The recommendations will assist researchers in trying to eliminate the limitations that this study had. The limitations and the value of the study are also covered in the chapter.

CHAPTER 7

Recommendations and Conclusions

7.1 Introduction

Chapter Six comprises of the discussion of the results that was collected from the students and staff at Damelin College who completed the questionnaires. Chapter Seven discusses the recommendations and conclusions of this research study. This chapter will also focus on concluding this research study.

The purpose of the study was to establish the level of service quality offered by a private tertiary institution, namely Damelin College. The researcher observed that it is imperative that the staff be aware of service quality because they are the student's first contact. The members of staff are the windows of the institution; their input on service quality is vital and should be taken into account to improve the service quality and delivery output at the institution.

The research objectives for this research study listed below were analytically discussed in Chapter Six. The discussions will assist in making justifiable recommendations and conclusions.

1. Measuring the impact of the Service Quality in private tertiary institutions.
2. To undertake an empirical analyses of the linkage between private tertiary institutions.
3. To investigate what aspects contribute to the choice of which private institution to study at?
4. To determine if service quality influences where to study.

The key research question of this study was measuring the impact of service quality in private tertiary institutions. The researcher detected that it would be a huge advantage to conduct a questionnaire that entails quality variables for the students and staff. This is a great benefit since any inaccuracies that exist with service quality at Damelin would then surface. The researcher observed that by evaluating quality by means of the SERVQUAL tool, it would indicate the inaccuracy in the service quality dimensions, reliability, responsiveness, tangibles, assurance and empathy. By emphasizing service quality at Damelin, any gaps in the quality of the service would surface.

7.2 Summary of the Study

As a final point, when concluding a research study, it is crucial to evaluate what has been completed in every chapter. This will allow for a summary of the entire research and provides an explicit understanding of the literature.

Chapter One covers the introduction and background to the research, the problem statement, preliminary literature study, reasons for choosing the topic, definition of the research problem, purpose of the research, research objectives, research questions, limitations of the study, research methodology, anticipated contribution and framework of the proposed study.

Chapter Two consists of the literature review about service quality and the different service quality dimensions, i.e. tangibility, responsiveness, reliability, assurance, and empathy. A conclusion ends Chapter two.

Chapter Three is a summary of Damelin College highlighting background information, their mission statement, the various courses being offered and a basic overview of their operations.

Chapter Four reflects the research methodology, research design, sampling methods, questionnaire design and data collection, validity, reliability, ethical issues and

conclusion.

Chapter Five is the data analysis and presentation of results and conclusion.

Chapter Six covers the discussion of results, the research objectives and the results relating to the study objectives.

Chapter Seven shows the recommendations and conclusions of the research study. The conclusion of this research study is explained and recommendations for future researchers made. The recommendations will also assist future researchers in trying to eliminate the limitations that this research study had.

7.3 Recommendations

The recommendations are that Damelin should strive towards improving their service quality. All the aspects can be implemented at Damelin's campus in Pietermaritzburg.

Since there are only eight computers in the resource centre, it is evident that more computers need to be installed, so students will have internet access and typing facilities. There is a percentage of students who do not have computers or laptops off-campus and therefore rely solely on the computers on campus. At times, there are many students in a queue, waiting to use the computers and this causes frustration and could result in students not meeting deadlines.

The labs also need more computers because a percentage of the computers have software problems, especially during exams when doing practicals and not all the computers are functioning optimally. This causes some students not to write the exam on the scheduled date given to them.

Another development should be a staff room for all staff members to socialize and relax during lunch breaks. The boardroom is big enough for meetings to take place, but it is not structured or set in an informal manner for daily social events.

There are no projector systems in the lecture rooms, and therefore this is a hindrance in the quality and effectiveness of the lesson presented. Projector systems enhance the focus of students due to the slides being in point form and then elaborated on by the lecturer. Damelin gives students study guides, which involves reading whilst the lecturer is explaining. The study guide is divided into modules or chapters and this is covered in class.

The communication channels with students are not very effective since the only method is via messages to students' cell phones. Therefore, each student should have their own email account so that bulk emails could be sent to students instead of phone messages. If students have their own personal email account, they could be contacted individually.

Regarding the information technology students, there should be more space for all the projects and assignments that need to be done in a practical fashion. All the information technology facilities need to be in order and updated so that all students can avail themselves of the resources.

All students have a general student card, which they use for identification purposes. Another suggestion is that the institution has a security pad for students at the entrance of the campus so that every time a student enters the premises he/she will be required to swipe their student card, which will allow them access into the building; this will also aid security issues.

Students really do need a cafeteria at the campus. There is a basement that is vacant and it should be renovated to accommodate a cafeteria. There should be a pool table, soccer tables, a place that sells takeaways and an area for students to relax during their breaks.

There should be disks available containing their study guide material for use by students who carry their laptops to campus. The disks would be of great assistance to students who enjoy studying through an electronic device.

The resource centre needs more books since there are very few. There is a need for journals since there are none in the library. There are only eight computers currently in the resource centre. The computer labs are mostly used by the lecturers and students have limited access to freely use them.

The culture of learning needs to be strictly enforced, since some students tend to be more relaxed compared to a formal lecture room. With lecturers who are too lenient, a negative attitude from students generally occurs.

A screening process needs to be in place since this will be an organized procedure and there will be an agenda in place. This process guarantees excellence and freedom from errors.

The security needs to be updated since there is no installed security throughout the building. There are no surveillance or security cameras on the buildings which might be extremely dangerous to both staff and students. There needs to be security at all levels and departments since there are numerous security issues. Security is a crucial issue and needs to be reviewed on a regular basis.

Community engagement forms a major part of academic life for students. So all members of staff needs to be actively involved in communal activities since this is part of staff development and teamwork. This is active participation and it entails first hand practical experiences.

7.4 Recommendation to Future Researchers

Future researchers who are conducting research in this field should support the findings of this study.

- Future researchers must probe the various types of communication aspects that exist and that can be implemented at this private institution.
- The communication channels between students and the institution are not very effective since the only channel is via the sending messages to students' cell phones. Therefore, each student should have their own email address so that bulk emails can be sent to students instead of phone messages. If students have their own personalized email accounts they can each be personally contacted.

7.5 Conclusions

The potential of evaluation to monitor and to improve the quality of courses at the design, development and presentation stages is quite clear. Students learning experiences are so much more than just learning. The potential of evaluation and to drastically perk up the quality of feedback is clear. Evaluation means different things to different people. The research questionnaire will help management improve the service quality at the institution. The benefits linked with service quality include growth and profit at the institution.

The reflections of the service quality of all the students need to be alluded to in order to achieve a high level of excellence. The intentions of the various levels of excellence need to be adhered to. The various goals and objectives are taken into great conditions of success should be recognized, approved and expanded against all the attractive encounters and situations that is associated with the quality service personnel. It may be may be attainable by various and different languages which depends on a large extent on customer which is the students descriptions and culture.

Data feedback needs to be shared with the employees at the institution who provide the service to the students and the community. The data should reveal both the institution's strengths, which can be used to promote better service, and its weaknesses, which can be corrected through development. The key to delivering service quality is a detailed understanding of the needs of the students and, that are designed to support the institutions quality mission statement (Hoffman *et al.*, 2001. p. 348).

The data assembled from the students represents different behavioural outlines. The findings indicated that there are different levels of perception and ways of applying this approach among the students who contributed in this research study.

All the respondents that were involved in this research study gave their personal views, but a minority of the students did not fully understand some of the questions on the questionnaire and were confused about what was required from them.

The majority of the respondents that were involved in the research study had some knowledge about Damelin College. The students showed gratitude and were enthusiastic to complete the questionnaires. Although the questionnaires were given to students to complete during their breaks, they were very enthusiastic to participate. Some students did not really read the questionnaire carefully as they just ticked the same block for all the questions. Many students have very high expectations of their institution. However, the responses from the questionnaire showed that the service quality was not up to the expected standards.

The literature review in this study revealed that little has been done to improve service quality within tertiary institutions. The academic staff and students' perceptions have been neglected.

One of the threats that influences the institutions is strikes. Strikes are related to the poor services that students receive, reduced support service and intellectual services.

By carrying out this research study, the researcher is of the opinion that she can assist in helping the organization with the recommendations when they discuss the negative

aspects that affect the overall service quality. As a result, Damelin College could reach new heights in achieving service quality compared to other private institutions.

Service quality includes tangibles, reliability, responsiveness, assurance and empathy. Students need the institution to be trustworthy, established, understanding, deliver on promises, and be transparent.

The findings have shown that the majority of students concur that the registration process is up to standard at Damelin and they perform service right the first time. The findings also indicate that the equipment at Damelin needs some attention.

Conversely, most of the students responded that their specific needs are met at Damelin and the same percentage of students agreed that the records and data at Damelin are correct. The students that were happy with the service received at Damelin responded that they would definitely recommend Damelin to other potential students. The findings also reflect that the respondents agreed that Damelin determines the admission of students.

Most participants agreed that Damelin has a motivated workforce with the student's best interests at heart. From the findings of the study, the elements of service quality did not influence the students where to study. A large number of students' responses showed that lecturers were not approachable.

Findings also illustrated that parents do influence their children where to study. Some parents chose the institution for their children, other parents let the children choose where they want to study and some parents did their homework on institutions before choosing which one to send their child to.

7.6. Limitations to the Study

The limitations of the study - the researcher chose to limit the scope of this research to a private institution such as Damelin College in Pietermaritzburg. Some of the limitations that affected this study were time constraints and the sample used to conduct research for this study.

A minority of the students did not fully understand some of the questions on the questionnaire and were confused about what was required from them; the researcher had to reiterate what was required from the students. The researcher had to move between lectures to ensure that the students in other classes completed the questionnaire. The first year students could not express themselves well because they were new at the institution and did not understand what to do or how to answer the questions, resulting in them leaving some blanks.

7.7 Value of the Study

The value of this study is to enhance the knowledge and understanding of individuals who have a keen interest in the quality of private institutions. This study focused on the service quality of Damelin College. A large percentage of my motivation resulted from lecturing at Damelin College. This was inspiring since it was a transition stage from being a student at university and then lecturing students at Damelin.

7.8 Summary of Chapter Seven

This chapter includes all the references that were used in this study. References are important since they eliminate plagiarism. References also give the readers of the study an indication as to where to find further information should they wish to find out more about a particular aspect.

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Informed Consent letter

UNIVERSITY OF KWAZULU-NATAL
School of Management, IT and Governance

Dear Respondent,

M Com Research Project
Researcher: Lynelle Cerene Martin (033 3874574 – 083 4921796)
Supervisor: Dr Maxwell Phiri (033 2605843)
Research Office: Ms P Ximba 031-2603587

I, Lynelle Cerene Martin, am a Mcom by Research, student in the School of Management, at the University of KwaZulu-Natal. You are invited to participate in a research project entitled Analysis of the service quality of private tertiary institution: The Case of Damelin College. The aim of this study is to determine why students choose private institutions to study. Through your participation, I hope to understand if service quality contributes to students choosing where to study. The results of this survey are intended to contribute to private institutions changing for the better in order to have growth and a satisfied student. Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this research project. Confidentiality and anonymity of records identifying you as a participant will be maintained by the School of Management Studies. If you have any questions or concerns about participating in this study, please contact my supervisor or myself at the numbers listed above. It should take you about 5 minutes/s to complete the questionnaire. I hope you will take the time to complete the questionnaire.

Sincerely

Investigator's signature _____ Date _____

This page is to be retained by participant

UNIVERSITY OF KWAZULU-NATAL
School of Management, IT and Governance

M Com Research Project

Researcher: Lynelle Cerene Martin (033 3874574 – 083 4921796)

Supervisor: Supervisor: Dr Maxwell Phiri (033 2605843)

Research Office: Ms P Ximba 031-2603587

CONSENT

I _____ (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Signature of Participant

Date

Questionnaire

1. Please tick the appropriate column.

No.	Question	Yes	No
1.1	When you enrolled at Damelin, was the processes done properly?		
1.2	Does Damelin perform service right the first time?		
1.3	The quality of the equipment at Damelin up to standard		
1.4	Are your specific needs met at Damelin?		
1.5	Do you find Damelin's records and data accurate?		
1.6	Would you recommend Damelin to other people who want to study?		
1.7	Does Damelin determine the admission of students?		

**2. Rate the following factors on a scale of 1 to 5.
(1 being the least important and 5 being the most important)**

No	The service quality dimensions at Damelin	Rate the importance of the Factor (1 – 5)
1	Dimension 1 - Tangibles	
2	Dimension 2 - Reliability	
3	Dimension 3 - Responsiveness	
4	Dimension 4 - Assurance	
5	Dimension 5 - Empathy	

3. Please tick the appropriate column

No.	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3.1	Does Damelin have a motivated workforce?					
3.2	Did service quality influence you where to study?					
3.3	Damelin has your best interests at heart.					
3.4	The appearance of Damelin's materials (pamphlets, statements, etc.)					
3.5	The ability of our employees to understand our learning requirements.					
3.6	Are the lecturers approachable when you require further information or clarity on a subject?					
3.7	Lecturers should use texts and readings that are relevant to student success in the course.					
3.8	Do lecturers grade and return tests and projects by the time they promise to do so?					
3.9	Does the institution keep accurate records of student scores and attendance?					
3.10	Do parents influence their children where to study.					

4. What factors determine which institution to study at?

No	Question	Not at all	Perhaps	To some extent	Definitely	Most Definitely
01	Location of institution					
02	Parents influence					
03	The institution size					
04	The reputation of the institution					
05	The fees structure					
06	The student academic history					
07	Peer pressure					
08	Affordability					
10	No points criteria					
11	Service Quality					
12	Word of mouth					
13	Advertisements					
14	Modules offered					

6 July 2012

Ms Lynelle Cerene Martin 208527148
School of Management, IT and Governance

Dear Ms Martin

Protocol Reference Number: HSS/0478/012M

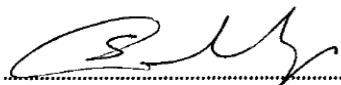
Project Title: Analysis of the service quality of a private tertiary institution: The Case of Damelin College.

In response to your application dated 27 June 2012, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



Professor Steven Collings (Chair)
/pk

cc Supervisor Dr M Phiri
cc Academic leader Professor KK Govender
cc School Admin. Ms Debbie Cunynghame

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