

**Measuring Service Quality Delivered to Undergraduate Students in the
Department of Business Management, University of Zululand**

by

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**This dissertation is submitted in the Department of Business Management,
Faculty of Administration, Commerce and Law**

**In fulfilment of the requirements for the award of the degree in Master of
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Dlangezwa, South Africa**

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December 2019

DECLARATION

I hereby declare that this study, *Measuring service quality delivered to undergraduate students in the Department of Business Management, University of Zululand*, is my original work. Unless where specifically indicated, it is my original work and has not been presented for any award at any other university.

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DEDICATION

This research project is dedicated to God Almighty, the creator of Heaven and Earth, the Giver of life. He alone made it possible for this great opportunity to happen. I also wish to dedicate this dissertation to my beloved husband, children and parents: Dr Rexwhite Tega Enakrire, Great Oghenewwogaga, Githa Oghenekobiruo, Chief, and Mrs Michael O. Odjugo, for their consistent prayers, financial and moral support throughout my stay at the University of Zululand.

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Table of contents

DECLARATION	iii
Approval.....	iv
Dedication	v
ACKNOWLEDGEMENTS.....	vi
LIST OF APPENDICES	xii
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND OF THE STUDY	3
1.1 Introduction	3
1.2 Conceptual background	3
1.3 Problem statement	6
1.4 Motivation.....	8
1.5 Aims and objective of the study	9
1.6 Research questions	9
1.7 Contribution to the body of knowledge	10
1.8 Research design	10
1.8.1 Description and selection of participants	10
1.8.2 Description of procedures.....	11
1.8.3 Population	11
1.8.4 Sampling.....	11
1.8.5 Sampling method	11
1.8.6 Data collection	12
1.8.7 Data analysis	12
1.8 Preliminary chapter division	12
1.9 Conclusion.....	12
CHAPTER TWO	14
LITERATURE REVIEW	14

2.1	Introduction	14
2.2	Service quality rendered to undergraduate students.....	14
2.3	The extent to which access to services quality rendered influences productivity of teaching approaches and materials used by lecturers	23
2.4	Factors that could promote quality service delivery to undergraduate students.....	30
2.5	Challenges experienced by undergraduate students in service quality rendered	36
2.6	Conclusion.....	37
CHAPTER THREE.....		39
RESEARCH METHODOLOGY		39
3.1	Introduction	39
3.2	Research.....	39
3.3	Research design	40
3.4	Quantitative method	40
3.5	Targeted population	41
3.6	Sampling method and procedure	41
3.6.1	Probability sampling.....	42
3.6.2	Non-probability	42
3.6.3	Purposive sampling	43
3.7	Sample size.....	44
3.8	Data-collection instrument	44
3.8.1	Questionnaire	45
3.9	Reliability and validity	45
3.10	Data analysis	46
3.11	Summary	47
CHAPTER FOUR		48
DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS.....		48
4.1	Introduction	48
4.2	Analysis and interpretation of demographic data	48
4.3	Analysis and interpretation of research questions.....	51

4.3.1 What does undergraduate students think about service quality rendered at the Business Management department, University of Zululand?	51
4.3.2 What does undergraduate students think about the teaching approach offered at the Business Management department, University of Zululand?	55
4.3.3 What does undergraduate students think about teaching materials at the Business Management Department, University of Zululand?	58
4.4 Testing of research hypothesis	62
4.4.1 Group statistics	62
4.4.1 Independent sample test for service quality rendered	63
4.4.2 Group statistics on teaching approach	63
4.4.3 Independent sample test on teaching approach	64
4.4.4 Group statistics on teaching materials	64
4.4.5 Independent sample test on teaching materials	65
4.4.6 Comparing means with the ANOVA.....	65
4.4.7 Comparing teaching approach with age in descriptive analysis, ANOVA and multiple comparisons.....	68
4.4.8 Comparing teaching approach with number of years at the university	71
4.4.9 Comparing teaching materials with age	74
4.4.9 Comparing teaching materials with number of years at the university	77
4.5 Conclusion of this chapter	80
CHAPTER FIVE	82
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	82
5.1 Introduction	82
5.2 Summary of the research findings	82
5.3 Conclusion.....	85
5.3.1 What is the quality of services rendered to the undergraduate students at the University of Zululand?	85
5.3.2 To what extent does access to quality services rendered influence productivity of teaching approaches and materials used by lecturers at the University of Zululand?	86
5.3.3 What factors could promote quality service delivery to undergraduate students at the University of Zululand?	86
5.3.4 What are the challenges experiences by undergraduate students at the University of Zululand, on the quality of services rendered?	87
5.4 Recommendations	87

5.4.1 Quality of services rendered to the undergraduate students	88
5.4.2 Access to quality service rendered influence productivity of teaching approaches and materials used by lecturers.....	88
5.4.3 Factors could promote quality service delivery to undergraduate students at the University of Zululand	88
5.4.4 Challenges experienced by undergraduate students on the quality of services rendered .	89
6. Conclusion of this chapter	89
References	91
Annexure A: Research instruments: Questionnaire	108
Annexure B: Ethical clearance	113
Annexure C: Work plan	115

List of Figures and Tables

Table 1: Gender of respondents.....	49
Figure 1: Gender of respondents.....	49
Table 2: Age of respondents.....	50
Table 3: Number of years in the university.....	50
Table 4: Service quality rendered to undergraduate students.....	53-55
Table 5: Teaching approach offered at the Business Management department ..	57-58
Table 6: Teaching materials at the Business Management department.....	61-62
Table 7: Group statistics for service quality rendered.....	63
Table 8: Independent sample test.....	63
Table 9: Group statistics on teaching approach.....	64
Table 10: Independent sample test.....	64
Table 11: Group statistics on teaching materials.....	65
Table 12: Independent sample test.....	65
Table 13: Service quality rendered with Age (Descriptive).....	66
Table 14: Service quality rendered with Age (ANOVA).....	67
Table 15: Service quality rendered with Age (Multiple comparisons).....	67-67
Table 16: Teaching approach with age in descriptive analysis.....	69
Table 17: Teaching approach with age in ANOVA.....	69-70
Table 18: Teaching approach with age in multiple comparisons.....	70-71
Table 19: Teaching Approach with number of years in university.....	72
Table 20: Teaching Approach with number of years in university in ANOVA.....	72-73
Table 21: Teaching Approach with number of years in university in multiple.....	73-74
Table 22: Teaching materials with age in descriptive analysis.....	74-75
Table 23: Teaching materials with age in ANOVA.....	75
Table 24: Teaching materials with age in multiple comparisons.....	76-77
Table 25: Teaching Material with number of years in university (descriptive).....	77-78
Table 26: Teaching Material with number of years in university (ANOVA).....	78-79
Table 27: Teaching Material with number of years in university (multiple).....	79-80

LIST OF APPENDICES

Appendix 1: Ethical clearance certificate	112
Appendix 2: South African map	114

ABSTRACT

Purpose: This study examined the measuring of service quality delivered to undergraduate students in the Department of Business Management at the University of Zululand. The purpose was to conceptualise and have critical thinking of the services rendered to undergraduate students at the Business Management Department, and whether it is commensurate to the provision of modern facilities, and other resources used by lecturers on daily basis in the institution.

Approach: A quantitative research design grounded on survey method was employed for the study. The census research approach was used to select 106 third-year undergraduate students at the Business Management Department. The survey used questionnaire as instrument to collect data from third-year business management undergraduate students. The targeted population was 106 third-year undergraduate students, and 106 questionnaires were administered to them. Of the 106 questionnaires administered, only 87 were received back, which was also used in analysis of the results for the students. Descriptive and inferential statistics was used for analysis of this study.

Results: Findings from the study revealed that modern facilities were used to deliver quality services of teaching, research, and supervision of students. Many of the respondents attested to availability of physical facilities used by lecturers at the Department of Business Management, which are appealing to the undergraduate students. It revealed that the institution provides the students with adequate support in terms of bursary and reading materials in the library. Provision of adequate and qualified academic staff was observed to have helped and to have strengthened the services of teaching, learning and supervision offered to students at the Department of Business Management. Office space of lecturers was not big and adequate to facilitate discussion classes and group presentations when the need arises. The majority of respondents attested to adequate study guide materials at the Department of Business Management. Most of the lecturers are always willing, sympathetic and reassuring to assist students whenever they have challenges with their studies. The student population of the Business Management Department does not give the lecturers much opportunity and the time required for adequate and quality time for teaching, learning and supervision. The majority indicated consultation hours offered

by lecturers and tutors as another factor. Many respondents emphasised that they did not have challenges with frequent communication in written and spoken standard English language. Some of the students have issues with local languages such as isiZulu, isiXhosa and isiNdebele used as substitute, while attending to their studies as well as group work with fellow students. The results also indicated that respondents find it difficult to adapt considering the large numbers of students in classes, as this has some implications on their academic performance. There was no counselling guidance, which could help them if their lecturers, tutors and colleagues were unable to help with their academic performance or pursuit. Based on the findings, several recommendations were made which include: the need to have efficient, effective and quality services delivered on a regular basis. The need to have more recent and diverse materials that could meet the broad needs of the students. The need to have wide or adequate offices space by lecturers in order to facilitate the discussion classes and group presentations whenever they chose to do so. The willingness, sympathy and reassurance given to students whenever there is need, arises from strengthened and re-awakened effort of lecturers.

Originality/value: Students were satisfied with the services rendered to them through available modern facilities used by lecturers. The credence made on effective and efficient services rendered by lecturers at different intervals in teaching, learning and supervisory roles. Improved consultation hours of lecturers and tutors could assist students' inadequacy in study and materials required. The willingness and reassurance by lecturers and Department of Business Management to the students could strengthen and re-awaken their morals.

Keywords: Measuring service quality, undergraduate students, business management, University of Zululand.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

In this chapter, the issue concerning the quality of services delivered to undergraduate students was examined at the Department of Business Management at the University of Zululand. The quality of service delivery has become a current debate in many organisations today. The essence is that it helps to measure the extent to which individual inputs build and strengthen the organisational growth for sustainable development. Organisations continue to rely on the support of their staff members in order to achieve the set goals and objectives for which they were established.

Therefore, the research problems, motivation, aims and objectives of the study, as well as the significance, scope and limitations of the study would contribute to the existing body of knowledge for which it was structured in the research and possibly the summary of the entire study.

1.2 Conceptual background

In contemporary society, there has been an increased level of competition among private and public organisations (Cardona & Bravo, 2012). This was due to the value placed on quality-orientated services in present-day organisation (Cardona & Bravo, 2012). At present, the level of discourse in higher educational systems with relation to service delivery offered to students has been on the increase. Cardona and Bravo (2012) and Ladhari (2008:65-67) argue that an increased demand for quality services requires educational practitioners be responsive to the evaluation of the curriculum that guides the growth and development of their products and services.

Cardona and Bravo (2012) and Ladhari (2008:65-67) state in their research findings that the increased demand for quality services relates to increased responsibility. Therefore, in order to facilitate the application of information technology (IT) used to harness the efficiency and effectiveness of services rendered to students, institutions

should continue to be strategic in their decision to plan for continuous exhibition of their set goals.

Institutions are mandated to educate students in the significance of quality access to education through teaching and learning offered as service delivery on a yearly basis (Cardona & Bravo, 2012:24). The essence is the goal of establishing higher institutions in the present-day information economy. On a similar note, Cardona and Bravo (2012:24) emphasise that students' ratings of teaching and learning in higher education have become the norm in the present-day educational system, since the overall satisfaction is of much concern.

However, Sharabi and Israel (2013:309) decry the competition for potential students as a challenge, resulting in less supply than the market demands. Higher education institutions continue to operate under pressure to create results of performance even while meeting informational needs of the students lessened. The management of institutions has become so critical due to increasing tasks of the students population, inadequate services delivered by academic staff, and irregular reviews of the curriculum to address the current needs of high standards in teaching and learning. This frustration led to students at institutions of higher learning to experience low levels satisfaction of the quality of service rendered.

Ravert and Merrill (2008), Engelke and Marshburn (2006), Haas, Deardorff, Klotz, Baker, Coleman and De Witt (2002), and Weaver, Warren and Delany (2005) argue that present-day organisations should partner with other bodies for the creation of innovation that would boost the organisational productivity. No organisation can be self-reliant in service provision and production of goods as required by consumers. Such collaboration would result in members working together as team through deepening research investment conducted with specific aims and objectives of the organisations. The fundamental knowledge and skills of members become essential in responding to the research and answering questions that were conducted during the deepening activities in the organisations. Service organisations should constantly work to improve student outcomes and strategise on measures that could bring the realistic expectation about educational standards.

Provision of support would foster lecture and research fellowship in a multidimensional environment. This could be achieved through enhanced culture of quality service delivery to customers (Ravert & Merrill, 2008). The multidimensional environment calls for alternatives where academics require adequate training in evidence-based areas of specialisation where practices are more practically oriented. Ravert and Merrill (2008) conclude that there is a need to enhance and promote academic training through development of posters, symposiums and semi-evidence-based lectures and research that would increase their zeal to deliver quality services in institutions.

Yeo (2009) and Oliveira and Ferreira (2009) measured service quality through accessibility to resources using five dimensions. They consists of, (i) Tangibility: physical facilities, equipment and appearance of university staff; (ii) Reliability: ability to perform the promised service dependably and accurately; (iii) Responsiveness: willingness and ability to provide immediate help and service to students; (iv) Security: ability of university staff to demonstrate competence, confidence, courtesy, credibility and security and (iv) Empathy: ability to care and provide individualised attention to students. The expectations and perceptions of quality service delivery are determined by students' treatment in a given period.

Manea (2014) argues that the satisfaction derived by students in terms of services rendered to them in an institution requires a vision that penetrates into the structure of an interacting element of the teaching-learning process. Students continue to experience higher education services whether they are satisfied or not. This is a result of the application of international learners in higher institutions of learning. Another factor is different cultural backgrounds and perspectives where students experience diversities in studying, especially at a post-graduate level (Manea, 2014). Without proper initiation to avert provision of resources for teaching and learning, students' accessibility is hindered. There is a shifting potential among academic institutions, compared to industry, in terms of access to research and technological development for sustainability of the organisation (Manea, 2014).

1.3 Problem statement

According to Cronin, Brady and Hult (2000), Janda, Trocchia and Gwinner (2002); Gounaris, Stathakopoulos and Anathassopoulos (2003); Yoon and Suh (2004), service quality is a critical success factor that differentiates services and brings about a competitive advantage. This attributes to the perspective of a reduced level of staff migration, positive assurance from word of mouth, customer retention, financial performance, increase in profit, and increased customer satisfaction. The decreasing cost of attracting new consumers makes it important to strategise around enlarging marketing shares. These changes, which are attainable in organisational structures from both internal and external sources, are lacking in institutions of higher learning, especially of the University of Zululand. Staff (lecturers) have not demonstrated maximum utility based on available resources to meet students' information needs. Importantly, this provision would lead to building in-house components that could strengthen the organisation (Chrissis, Konrad & Shrum, 2003).

Service quality captured the attention of many organisations and scholars as well as the business/marketing sector. Tshinu, Botha and Herselman (2008:1) note that as organisations are building complex products, they require high-technology facilities and networks that would facilitate or enhance their services and the perception of customers with regard to service quality. As mentioned earlier, institutions of higher learning (private or public) have striven to remain competitive due to quality service-orientation and the products they offer (Pitt 1992:2-3; Ladhari 2009:65-67).

An increase in the students population could lead to a high expectation of service delivery. This implies that the organisational goals need daily attention in order for this to be achieved. Problems of increased student population have an influence on service delivery. However, if there were not many students, it would have been easier to give proper attention to the students with regard to their teaching, learning and research activities. The staff are pivotal in the ability of the institution to deliver quality of service, as well as in processes of teaching and learning in higher education institutions. Based on a discussion with some of the students in the Department of Business Management, coupled with the researcher's exposition and experiences, several

challenges were envisaged to improve service quality at the Department of Business Management. Among the mentioned challenges are inadequate academics to serve the student population and this has an effect on the services rendered to them.

Sufficient office space could affect the usability of equipment like printers, scanners, computers, shelves for storage of teaching materials, and more, needed for teaching. The researcher observed during a visit to the Department of Business Management of the University of Zululand that some lecturers share offices. This makes the working conditions poor and less conducive to decent academic services offered to undergraduate students. For instance, when any lecturer needs to have a discussion with his/her students, it becomes difficult to attend to such student, because the office space is shared between colleagues, and this has an impact on service delivery.

The responsibility placed on lecturers by the university are multifarious and very demanding. They are expected to develop learning material, to supervise students' projects, to prepare a scheme of work, and to maintain records to monitor students' progress, achievement and attendance, in order to provide care to and support for students to have an influence on service delivery. It can be noted that tertiary institutions' workload and activities offered to students have a limited period, which has led them to a place where it not easy to cope. This may lead to poor academic performance. This can also impact on service delivery because the quality and adequacy of time allocation to the students and the lecturers are not commensurate with the achievement of academic excellence in higher institutions.

Access to information resources for teaching and learning by lecturers and students at the university with emphasis on the Department of Business Management, is essential for educational and information needs. The establishment of a departmental library is fundamental for full integration and improving service quality at the Business Management Department. However, this is not in place in the Business Management Department. This may bring about low service quality because the students do not able have quick access to information when an urgent assignment or project is required to be submitted at short notice.

Frequent communications both in written and spoken English are essential in service delivery in the higher education institutions. Most of the students speak their home language (such as isiZulu, Sesotho, Afrikaans, etc.) during communication and therefore become deficient in writing and sharing knowledge or ideas. The reason behind this is that some of the students are not proficient in the English language due to their background and lack of exposure to other urban environments. They find it difficult to cope when engaged with their lecturers and other colleagues, and this could hamper efficient and effective delivery of quality services in higher institutions. The university environment has an effect on an individual's transformation, in terms of cross-breeding, learning, and socialisation in tertiary institutions for quality service delivery. However, adapting to different cultural beliefs, norms, and practices among students requires flexibility. Students find it difficult to adapt to cultural beliefs and norms that are different from their own when they relate with other students and their lecturers who are not from their background and this may impact on the quality of service delivery.

Consultations with supervisors/lecturers are part of academic activities through which lecturers deliver services. This affects service quality delivery as well. It is part of the lecturers' responsibility to encourage and support students. However, several students in the Department of Business Management complained that they were not motivated, especially when they performed poorly in their modules, as the services were not adequate. Reflecting on the identified challenges in the present context of the Business Management Department forms the gap this study intend to fill, specifically in terms of how the quality of services delivered to undergraduate students is measured. Its measurement becomes significant as effectiveness and efficiency of service delivery equate to expectations when measured against perception and satisfaction observed by the students.

1.4 Motivation

Institutions of higher learning have shown a decline in research output, productivity and to inefficient work performance. This resulted in poor training of undergraduate students in several organisations in recent times (Cardona and Bravo 2012). The was demonstrated by tasks given to students to execute, which were not handled

adequately. The aim towards achieving success depends on unlimited resources (materials and human) to bring about changes in an organisation. This, coupled with the researcher's experience of service delivery at the University of Zululand, led to this research at an institution of higher learning where there are too few lecturers with required competencies and skills compared to the large numbers of students. Service quality delivery has contributed to organisational growth and changes in management. The need to embrace the service quality role cannot be over-estimated. The findings from this research may be made available to the University of Zululand. It may also serve as a reference tool in the library for information seekers.

1.5 Aims and objective of the study

The study aimed to measure service quality delivered to undergraduate students at the Department of Business Management, University of Zululand. The following objectives were used to guide the study:

- To investigate service quality rendered to the undergraduate students at the University of Zululand.
- To determine the extent to which access to service quality rendered influences productivity of teaching approaches and materials used by lecturers for undergraduate students at the University of Zululand.
- To determine the factors that could improve service quality delivery to undergraduate students at the University of Zululand.
- To identify the challenges experienced by undergraduate students at the University of Zululand with quality service rendered.

1.6 Research questions

The following research questions were used to guide the study.

- What is the level of service quality rendered to the undergraduate students at the University of Zululand?
- What is the extent to which access to service quality rendered influences productivity of teaching approaches and materials used by lecturers at the University of Zululand?

- What factors could improve quality of service delivery to undergraduate students at the University of Zululand?
- What are the challenges experienced by undergraduate students at the University of Zululand, on the service quality rendered?

1.7 Contribution to the body of knowledge

The study may contribute to the body of knowledge in business management in terms of service quality at the University of Zululand. It may provide insight to organisations into the need to embrace techniques and strategies that can assist managers to be more effective and efficient in their job performance and the tools required for it. This research finding can also support similar studies such that the diverse ways of the research process that takes place on a daily basis would help to manage the increasable knowledge base.

1.8 Research design

The research design is empirical in nature. This was grounded on the quantitative method. The quantitative method applied a survey research method. The researcher used a questionnaire to collect data from respondents in the Department of Business Management through a validated SERVQUAL research instrument.

1.8.1 Description and selection of participants

The description and selection of participants have to do with those who will be involved in the research process. Bernard (2013:127) argues that the selection of participants becomes significant as there is no way the researcher can study the entire population to be included in the research investigation. The selection helps to generalise the results of the research. This research made use of a questionnaire to collect data from respondents. The respondents comprised undergraduate students at the Department of Business Management of the University of Zululand. The undergraduate third-year component of the Business Management Department consists of 106 students.

1.8.2 Description of procedures

The description of procedures followed the steps laid down in reaching the goals of this study. Bernard (2013) asserts that procedures are followed in research design, population to be studied, sampling methods and size, sampling frame, data collection and analysis. The questionnaire (quantitative) was scrutinised and approved by the supervisor and ethics committee before it was distributed among respondents.

1.8.3 Population

Neuman (2011:224) asserts that the population is the total characteristics of specific cases that a researcher wants to study. Brink, Van der Walt and Van Rensburg (2012:131) note that the target population is the total population from which the researcher intends to draw findings. These cases are usually in line with a chosen phenomenon. The target population of this study of 106 consisted of all third-year business management students at the Department of Business Management, University of Zululand.

1.8.4 Sampling

Sampling implies the technique used to draw a target population (Bless & Higson-Smith, 2000:153). Bless and Higson-Smith (2000) emphasise that the sample size is a subset of the entire target population that needs to be investigated. There are two types of sampling, namely: probability sampling and non-probability sampling (Bless & Higson-Smith, 2000:153). Bernard (2013) asserts that probability sampling has to do with having a picture of the population to be study. Usually, this form of sampling makes the researcher's work easier since the phenomenon to be studied is known.

1.8.5 Sampling method

The researcher adopted a census probability and purposive sampling technique to select one hundred and six (106) third-year undergraduate students in the Department of Business Management, University of Zululand.

1.8.6 Data collection

For the purpose of this research, the researcher used a quantitative (survey) research method to collect data – a questionnaire based on the SERVQUAL model. The questionnaire contained two sections: section A required the bio-data of the third-year business management students, while section B focused on the SERVQUAL data.

1.8.7 Data analysis

Data collected from respondents were subjected to descriptive statistics and frequency counts. Maree (2011) asserts that the descriptive statistics approach used in the analysis of data measures frequency distributions and central tendency, among others, to ascertain the variability of relationship in a given phenomenon.

1.8 Preliminary chapter division

The preliminary study covered the following areas:

Chapter One presented the introduction and conceptual background, problem statement, motivation, aims and objective of the study, research questions, and intended contribution to the body of knowledge, among other things.

Chapter Two dwells on existing literature that pertains to measuring service quality delivery.

Chapter Three deals with the research methodology, where the research design and methods used were expounded.

Chapter Four is based on data presentation, analysis and discussion of findings.

Chapter Five considers the summary, conclusion, recommendations and the answering of the research questions

1.9 Conclusion

Summary of the chapter

This chapter covered the basic concept of service quality and its implications for organisations. It also stated the identified research problems that necessitated the study. Issues of the motivation, aims and objectives of the study, significance, scope

and limitations of the study were also covered. The existing literature sourced contributed to the existing body of knowledge in service quality delivery. It was observed from the literature review in Chapter one that satisfaction in service delivery is surrounded with certain element of tangible and intangible means. There is a considerable debate about diverse ways through which quality of services can be promoted in higher institutions of learning (Becket & Brookes, 2006). This embraces strategies of commitment and re-enforcement of job performance.

The next chapter discusses the literature review of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter places emphasis on existing literature that was sourced from different databases, peer-reviewed journals on measuring service quality delivered to undergraduate students at the Department of Business Management, University of Zululand. The literature sourced were from databases of Scopus and science direct.

The identified challenges that necessitated this study was re-emphasised to guide this study. The challenges cut across inadequate academics that could serve students' information needs; insufficient office space resulting in lecturers sharing offices; non-availability of established departmental library; students adaptation to their local language such as (isiZulu, Sesotho, Afrikaans, etc.); different cultural beliefs, norms, and practices; limited consultation time with supervisors/lecturers and lack of motivation when students performed poorly in their modules. These are very poor when taking into consideration assessing service quality delivery to undergraduate students at the Department of Business Management. They have also affected service quality delivery in organisation.

The layout of this chapter covers service quality rendered to undergraduate students at the Department of Business Management, access to service quality rendered as it influences productivity of teaching approaches and materials used by lecturers, factors that could promote service quality delivery to undergraduate students and challenges experienced by undergraduate students at the Department of Business Management on the service quality rendered. These were further discussed in sub-set in different segments below.

2.2 Service quality rendered to undergraduate students

Service quality is not a new term in the present-day knowledge economy. It has three different schools of thought. Firstly, it unveils the concept of services; secondly, the quality of the services being rendered and, thirdly, the relationship that exists between

the services rendered and the quality of such services. When considering or addressing the issue of services, what comes to mind for every individual is the satisfaction derived from such services (Zarei, Arab, Rahimi, Rashidian & Tabatabaei, 2012). The satisfaction derived from the service rendered helps to quantify its immense value to the customers. Studies by Naido and Nundlall (2010), Parasuraman et al. (1998), Harvey and Knight (1996), Abu Hasan, Ilias, Abd Rahman & Abd Razak (2008), Al-Alak and Alnaser (2012), Khodayari and Khodayari (2011), and Zarei et al. (2012) established that service is the assistance rendered to someone based on his or her kinds of needs required.

Services rendered to customers differ from one individual to another since needs vary and changes take place on a daily basis. The services are measured in the range that meets customers' expectations. Expectations could not be met, if the services were not rendered adequately. The services rendered could also be in the form of tangible and intangible services. When the service is tangible, it means or appears that there are benefits, but intangible services do not require or involve benefits (Naido & Nundlall, 2010; Parasuraman et al. 1998; Harvey & Knight 1996; Abu Hasan et al. 2008; Al-Alak & Alnaser 2012; Khodayari & Khodayari 2011; Zarei et al. 2012).

Reflecting on the scenario of this study, students who enrol at any higher institution of higher learning do so based on their information needs (Harvey & Knight, 1996). The transfer of knowledge and skills received/acquired by undergraduate students is usually done through experts in their field of study. The feature of service delivery comprises intangibility, inseparability and heterogeneity (Harvey & Knight, 1996). Reflections of services rendered to undergraduate students in higher institutions of learning are anchored in consistency of transformative fitness and value of research and development of knowledge (Zarei et al., 2012; Al-Alak & Alnaser, 2012; Okon & Akpoiroro, 2015). Service quality delivery as a field of study has gained popularity since the early 1980s (Parasuraman et al., 1998; Harvey & Knight, 1996).

The view of quality of any services rendered places expectation with performance. Parasuraman et al. (1998), Harvey and Knight (1996), and Okon and Akpoiroro (2015) argue that services are the measurement of how well customers match delivery of goods to their expectations. The measurement is dependent on the following five

factors: reliability, responsiveness, assurance, empathy and tangibility (Parasuraman et al., 1998; Harvey & Knight, 1996; Okon & Akpoiroro, 2015). The reliability of the service tries to unpack the ability that helps to produce services in a way that is accurate and dependable (Parasuraman et al., 1998; Harvey & Knight, 1996; Okon & Akpoiroro, 2015). Responsiveness is the willingness of the organisation or the owner of the business to help customers in the timely/prompt provision of the service (Parasuraman et al., 1998; Harvey & Knight, 1996; Okon & Akpoiroro, 2015).

The assurance involves the ability to ensure and convey trust and confidence to the customer on the services that the employer has in place, based on the knowledge of the customer (Parasuraman et al., 1998; Harvey & Knight, 1996; Okon & Akpoiroro, 2015). Empathy refers to the provision made towards caring for individual attention of the customers (Parasuraman et al., 1998; Harvey & Knight, 1996 and Okon & Akpoiroro, 2015). Tangibles involve a situation where the physical facilities, personnel, equipment used in the organisation and communication flow appear to be in good working condition in order to render quality service (Parasuraman et al., 1998; Harvey & Knight, 1996; Okon & Akpoiroro, 2015).

A previous study by Grönroos(1984) also reflected that the true characteristics of a good quality service to users or customers involve functional and technical quality. Grönroos(1984) argues that the function is the basis for the services and involves performance that helps deliver the service while the technical side is the actual outcome of the service. The study by Grönroos(1984) propelled Parasuraman, Zeithami and Berry (1985) to formulate a conceptualised service quality model called the SERVQUAL model or instrument, which has been used to date. The model as proposed by Parasuraman et al. (1985) tries to assess customers' expectations and perceptions, with the intention to develop subsequent refinements suitable for continuous service delivery (Parasuraman et al., 1985).

The SERVQUAL model used in most research today assesses the service quality through determining the size, direction and gap that the study tries to measure or fill (Khodayari & Khodayari, 2011; Parasuraman et al., 1985). The first gap is the positioning, which looks at customer expectation and perception of management towards those expectations. The second gap is the specification gap that concerns the

perception of management towards customers' expectations and the organisation's service quality specifications. The third gap is delivery, which entails, quality of service specifications and actual delivery by employees. The fourth gap is the communication, which pertains to actual service delivery, and external communications regarding the service delivered. The fifth gap reflects on the perception, which draws an inference between internal customers' perceptions and expectation of services (Khodayari & Khodayari, 2011; Parasuraman et. al., 1985).

Service delivery is perceived as being satisfactory when there is a positive response (Khodayari & Khodayari, 2011; Parasuraman et al., 1985). When negative signs occur, it perceives that services are unsatisfactory. However, the individual analyses must aggregate the overall performance of the services in terms of the satisfaction of meeting the customers' needs. The concept of quality in relation to this study reflects true and actual products delivered to the customer. Quality has evolved from time immemorial, although it is still new to some people in terms of service delivery (Shauchenka & Buslowska, 2010:87). Lovelock and Wirtz (2007:418) emphasise that quality can be viewed from five perspectives; namely transaction view, product-based approach, user-based approach, discussion approach, and value-based approached (Lovelock & Wirtz, 2007:418). The interpretation of the five perspectives is provided in detail below:

The transaction approach views an advance on the quality as synonymous to innate excellence. Resounding marks gave premises of standards of high achievement. The viewpoint here is that it could often be applied to the performance of the visual arts. Most of the time, people learn to recognise high quality not only through the experience gained from repeated exposure, but also through managers or customers of quality. These help them achieve the desired results. The product-based approach sees quality as a precise and measurable variable. Differences in quality reflect differences in the amount of ingredients or attributes possessed by the product or service. However, this view fails to account for differences in the tests, needs and preferences of individual customers or even entire market segments (Lovelock & Wirtz, 2007:418).

User-based definitions start with the premise that quality lies in the eyes of the beholder. These definitions equate quality with maximum satisfaction. This subjective,

demand-oriented perspective recognises that different customers have different wants and needs. The manufacturing-based approach is supply based and is concerned primarily with engineering and manufacturing practices, and quality is operation driven (Parasuraman et al., 1985). The author of this dissertation believed that value based implies the value and price of any commodity. The consideration given to the trade between perception and price reflects on the quality of affordability.

Okon and Akpoiroro (2015) emphasise that the measurement of quality service is a difficult task when a proper measurement task is carried out. Determining a quality product is also a difficult task considering the numerous products out there. However, the quality under investigation has to do with the satisfaction derived from a particular service rendered to customers. It was noticed that several services exist. Among these are medical services, transport services, humanitarian services, information services, to mention just a few. The product of services rendered varies from one person to another, irrespective of context (Okon & Akpoiroro, 2015).

The quality of any service could consider several factors, although dependent on the customer who requires it. The quality of service is seen from the angle of simple structure, capability and ease of use of products or facilities (Mahapatra & Khan, 2007). Brookes and Becket (2007) and Okon and Akpoiroro (2015) emphasise that during assessment of the quality of services rendered to customers, internal and external views of customers and the environment come from are significant. These help to evaluate the knowledge gap in the services. The five dimensional SERVQUAL scales as mentioned by Parasuraman et al. (1998), Harvey and Knight (1996), and Okon and Akpoiroro (2015) are better instruments when dealing with quality assessment of service delivery to customers.

The only way through which they would continue to exist is to explore alternatives that would lead to promoting quality service delivery to the students and staff of the institution (Yusof, Hassan, Rahman & Ghouri., 2012). Khodayari and Khodayari (2011) are of the view that in any educational sector where there are no quality products, the services are weak. Therefore, the present-day institution, which is the brain behind the development of human capital for any economy, should advance in resuscitating the

superiority of creative and innovative experiences of current trends (Yusof et al., 2012; Khodayari & Khodayari, 2011).

The comparison between service rendered and the quality are two-sided. The comparison can be determined from the reaction of the customer as to whether there is fulfilment in the product. The customer's feelings towards the services offered (expectation) and the actual delivery (perception) as stipulated by Jiang. Klein and Carr (2003:72) are all encompassing. Parasuraman et al. (1988) attest that global judgement of the attitude displayed towards the services rendered to customers in any given circumstance relates to the overall excellence or superiority of the services.

Discrepancy thus exists between consumers' perceptions and expectations of the degree of direction towards making amends recommends. In the same vein, Andreassen (2001) asserts that customer satisfaction has an impact on the evaluation of the expectations and actual experience. When there is service failure, service delivery becomes difficult to manage easily to meet customer expectations. Often, service delivery continues to experience the awareness of customer dissatisfaction. The aim of this is to move customers from a state of dissatisfaction to a state of satisfaction.

Butcher and Heffernan (2006) addressed the relationship that exists between customer and employees and found out that there are social factors that play a major role in service delivery. For example, if a customer has to wait to be rendered services, the staff in that organisation must make sure that the customer's needs are satisfied. This helps to build the confidence of the customer and a long-term relationship between the customer and the organisation. Wang et al. (2004) argue that customer-perceived service quality is one of the primary success factors in order to gain a suitable and sustained competitive advantage for both manufacturers and service providers. However, the benefit of such service quality attribute to multiple causal relationships. A study by Coetzee, Van Zyl and Tait (2013) report that service quality offered in the banking sector has revealed causal relationships between service quality, client satisfaction and client loyalty. These make the benefits associated with service quality vague if not well address, managed and measured (Coetzee et al., 2013).

A study by Jain, Sinha and Sahney et al. (2011) suggested that, when dealing with service quality, multi-dimensional and hierarchical constructs are involved. This can be narrow down to the programme quality (input quality and academic facilities, university–industry interaction, curriculum) and quality of life (support facilities, non-academic processes, and campus and interaction quality) (Jain et al., 2011). Based on studies by Jain, Sinha and Sahney et al. (2011), the author of this study drew a distinction between service qualities in institutions of higher learning based on students' expectations. The author understanding is that, the difference between what the students expects and the actual delivery is completely different in comparison and perception. This means that the quality of the degree and the students' expectations are two-sided. The author suggests that, in order for students to regain the expectation of their needs in terms of service delivery in institutions of higher education, these institutions should overhaul their systems to be proactive (Jain et al., 2011). The reason behind this was that the expectations of the students were higher than their perceptions of services offered and therefore the quality of service decreased in their eyes.

Studies by Oliver (1993) and Coetzee et al. (2013) emphasised that the importance placed on service quality and service satisfaction continues to be on the increase. The quality and satisfaction are indicators of competitiveness in order to explore the benefit associated with the marketing strategies used by academics and practitioners. The relationship and nature of the two sides of the coin (customer evaluations and satisfaction with service quality) are now research paradigms explored in present-day studies.

Many organisations have striven to render quality service even while they encounter errors and problems (Gonzalez & Garzia 2008). When this is not properly handled, it could result in the organisation having a bad reputation. Besides, there are not many benefits derived by the organisation (Gonzalez & Garzia 2008). Another remark made by Ha and Jang (2009) was that when service failure occurs, the customers' perceptions and expectations could hardly be regained. The problem with service delivery failure is that it leads to the destruction of relationships between customers and the organisation.

The service producer tries all it can to please the consumer in order to have direct and continuous contact. Many factors affect the level of satisfaction according to Grönroos (1983). This includes service production, extensive involvement of people, security measures and creation of standards. For example, it could be difficult to handle security brokerage and at the same time, keep the service quality level when thousands of entrepreneurs are working out there.

To avoid communication gaps and other service failures, Gonzalez and Garzia (2008) argue that it is important for the organisation to know what the customers are thinking about their services, so that failures can be avoided and improvements can be made. They need to know which attributes to measure and which factors can be taken from different tools to identify customer satisfaction. Time and costs also affect customer satisfaction, and a quick response can be crucial for satisfying the customer. Maxham (2001) states that if problems in service delivery occur, the result can be that customers have to wait.

Boshoff and Leong (1998) found that there is a connection between customers' ways of thinking in relation to the service recovery. The customers' mind-set and service recovery have some influence over customers' intention to purchase or not to purchase, because of word of mouth. Cottle (1990) argues that services, which encounter different tangibility and human interactions, are bound to occur when such difficulties are not properly controlled. There are reasons for difficulties connected to service control; service is about performance, so there is no production process where one can slack in quality. This variation in services results in difficulties in terms of standardisation. The reason for this is that the human factor always makes it impossible to create a customised product.

Gonzales and Garzia (2008) raise questions that address the organisational problem in the midst of rendering quality services to customers. This concerns what organisations should do in order to address the expectations of customers. Meeting these expectations requires organisations to implement such services in recovery of the systems. It is also important to combine different techniques to obtain the best results in identifying customer satisfaction. When these are combined, improved

service quality is actualised. Gonzales and Garzia (2008) reiterate that, when there is proper mechanisms in place, meeting users' information needs, and service quality could lead to becoming a final product. The effectiveness of service delivery by employees involves a process of redesigning the final product and commitment to the organisational growth in the production and delivery process. Schneider and Bowen (1985) and Tornow and Wiley (1991) established a correlation between the attitude of employees, customers and employers when dealing with perceptions of service quality. They found that when customers are satisfied with services rendered to them, there is a direct effect on the perceptions placed on the employees and employer or organisation and management practices. Schneider and Bowen (1985) and Tornow and Wiley (1991) further note that customer satisfaction does not relate to values and attitudes of employees only, but also to the overall effectiveness of the organisation as correlates have a direct impact on the values and attitudes of the organisation.

The services delivered to undergraduate students cut across the following. It can be social (communication), physical, and economic services, among others. Private and public institutions will continue to require services and satisfaction (Eskildsson, 1994). Several attempts to improve the processes of service delivery to customers continue to abound. Therefore, initiatives of internal and external factors become essential. Importantly, the relationships that exist between customers and the organisation should be a driving force that could broaden the focus of the organisations, even while meeting the customers' satisfaction in service delivery (Eskildsson, 1994).

The expectation of students' information needs in terms of the acquisition of knowledge should correlate with the perception of the actual products offered by the organisation (O'Neill & Palmer, 2004:42). This attestation also supports what Guolla (1999) states that the perceived satisfaction of students towards service quality delivery is quite different from customers who just go to the shop and buy goods. This anticipation would give the students an interest in further studies or take more courses at the university (Marzo-Navarro, Pedraja-Iglesias & Rivera-Torres, 2005; Wiers-Jenssen, Stensaker & Groggaard, 2002; Mavondo et al., 2004; Schertzer & Schertzer, 2004).

2.3 The extent to which access to services quality rendered influences productivity of teaching approaches and materials used by lecturers

The teaching approaches and materials used to influence services by lecturers are essential in the present-day information age. This has many benefits for the lecturer, students and learning institutions. The extent to which access to services influences productivity of teaching approaches and materials used by lecturers cannot be over-emphasised, and it is two-way traffic (Parasuraman et al., 1985). If the materials were available to effect services of teaching and learning processes in the institution but the lecturers are not productive enough to harness them, how are services be delivered? It therefore means there is no influence on the teaching approaches to the materials used in delivery the services.

Services carried out or rendered to customers also depend on the available tools or materials used in achieving such goals. Parasuraman et al. (1985) state that thorough research of service quality discovered that service quality was more difficult to evaluate than goods quality. Service quality is the result of a comparison between actual feeling and expectation and it simultaneously affects the service output and service process. Kotler (1993) affirms that service quality was a concept relative to customer expectations. Therefore, in order to meet customers' approval, services provided should be better than the expected product or by-products of customers.

Kotler (1993) asserts that there was a time when China's service business introduced a systematic way used to draw comparisons between overseas businesses. This business strategy gave rise to a certain relation of service quality. Gao (2007) views evaluation of corporation towards service quality deals as directly with customers' satisfaction and the degree of construct of the service quality. The evaluation model helps to point out that the evaluation service carried out is of high quality, although some uncertainty about the customer satisfaction was visible.

In order for services rendered to have an influence on the productivity of teaching approaches and materials used by lecturers, institutions have to thrive to maintain standards. This standard is built on continuous analysis that determines the readiness of students to work hard. The readiness of students is based on the availability of

resources needed for their research project (Manea, 2014). Manea (2014) further notes that the creation of such learning environments depends on evidence-based practices, monitored through developed partnerships of an expanded workforce. Students' population and service delivery system are intertwined. This is due to the two-way relationships established between the student's goal and the gain of the systems delivery of services rendered. At some point, the students try to do their best so that the enhanced systems continue to work better for both of their interest (Ravert & Merrill, 2008).

Academics continue to make an improvement in various activities of organisation of research, symposia through poster presentations, and development of research fellowship programmes, and more. The services rendered support the collaboration with academics, non-teaching staff and students (Manea, 2014). This implies that the extent to which customers attain their goals depends largely on the behaviour exhibited by customers to the service offered by employers (Pieters, Botschen & Thelen, 1998:757). Oldfield and Baron (2000) emphasise that institutions of higher learning should characterise themselves as pointers of personal contacts in dealing with the underlying assumption of the behaviours of lecturers.

Studies by Chebat and Kollias (2000) and Bitner and Hubbert (1994) indicated that human interaction elements are essential in determining whether the customers' service delivery is satisfactory or not. This was done concerning the nature of interpersonal interaction established between the customer and employee. By doing this, one can say that satisfaction is affected. For services rendered to have much influence over the productivity of teaching approaches and materials used by lecturers, lecturers should position themselves such that students' (customers') expectations and desired goals or expectations are not neglected (Yim et al., 2003 and Pieters et al., 1998). The issue here is that customers can rate the service quality as of a high standard. Zeithaml et al. (1993) hold the view that usually when considering desired expectations, there is more stability and, therefore, the contribution of higher education in service delivery is of high importance in the present information age.

Access to quality services rendered to students is influenced by the environmental condition of the institution, preparedness and development of students, good

conditions of services and accessibility to teaching resources (Brown & Mazzarol, 2009; Hennig-Thurau, Langer & Hansen, 2001; Yeo, 2009; Oliveira & Ferreira, 2009; Parker & Thomas, 2011). The demand and expectation placed on learners who are enrolled in the higher institution are continually maintained. This is so because the institution wants to provide quality education and services to the students (Hennig-Thurau et al., 2001). In maintaining the quality of education, learners' perceptions have equally changed towards better service quality in the educational system. The expectation and anticipation of students in this regard are that constant service provision by lecturers to students is ensured on a consistent basis (Brown & Mazzarol 2009). This would help to arrest the social problems of learners/ students such that their educational plight is decreased.

Hennig-Thurau et al. (2001) maintain that accessibility of teaching resources is fundamental to any higher institution of learning survival. The retention of students in the institution involves loyalty, experience and satisfaction derived on a day-to-day basis of work operations. Brown and Mazzarol (2009) argue that if students have an image of the university they are enrolled in, there is a possibility that they would be satisfied with the institution's services. Demaris and Kritsonis (2008) point out that student's overall satisfaction vis-à-vis expectations through knowledge gained in learning are indicators that institutions provide access of teaching resources that helps service quality.

From the perspectives of higher education, Hansen et al. (2000) developed an instrument to evaluate modules or units of study. The findings indicate that the instructional quality of the lecturer is the main influence on the perceived quality of modules. In the same manner, Hill. Lomas and McGregor (2003) emphasise that the quality of the lecturer belongs to the most important factor of the provision of high-quality education. Teaching staff are key actors in any university's work environment (Pozo-Munoz, Reboloso-Pacheo & Fernandez-Ramirez, 2000:253). Therefore, the behaviour and attitudes of lecturers should be the primary determinant of service quality in higher education. If lecturers know what their students expect, they should or would be able to adapt and advance in their behaviour to the students' underlying expectations. This shows a positive impact on the perceived service quality and their levels of satisfaction. The condition of service offered to students studying in higher

institutions or customers engaged in business venture depends largely on their perceptions and expectations. Evangelos and Graham (2007), Tienari (2012) and Parker and Thomas (2011) affirm that the conditions of services rendered at any institution of higher learning to students are diverse in nature. It has helped students to select, organise and reduce information that was incomprehensible and difficult to interpret.

Parker and Thomas (2011) emphasise that there is usually a situation where comparisons are made depending on what is offered. There are services in financial markets like banks, academic systems, health environment, and others. However, there is a connection between regulations made when rendering services. Conditions of service, when viewed from the service quality angle, depends largely on customers' anticipation, and expectation of the services and how well the services meet their expectations. The researcher notes that the conditions of service are involved when academics change from one phase of operation to another. The conditions of service of academics might require more efforts than the financial markets (Tienari, 2012). Evangelos and Graham (2007) argue that some university systems are under-developed due to innovation and weak research interactions. Evangelos and Graham (2007) assert that poor conditions of employment bring low cost implications in terms of money and time put into services rendered, and this is not commensurate with what is spent.

The implication of this comparison to some Nigerian university professors involved in research activities and academic entrepreneurship is that there could be problems of scarcity of physical infrastructure (Evangelos & Graham, 2007). Interactions among colleagues and innovative processes bring results on how to improve on service delivery. The infrastructural tools used for making higher education interesting are surrounded on the type of services offered. The collaborative engagement entertained among academics enforces research activities of knowledge and resource sharing and increase service quality (Siyanbola, Oladipo, Oyewale, Famurewa & Gondar 2012). A number of factors affect the development of students. These can be categorised into age, environment, family background (rich or poor), and peer groups, among others. Tienari (2012) argues that in a global environment, organisations started to apply social media using video clips, Facebook, YouTube, and others as well as journal

websites for advertising their products and services. When compared to universities, this would create a format where experts can communicate their concerns with their students and staff involved in the functions of the institutions. The protection of customers' information as confidential when dealing with them, especially when it comes to an academic system, is of the utmost importance.

Tapscott (2009) asserts that teamwork is usually important when dealing with service delivery; this influences the direction of change better. One part of it is the career that works better than the money involved (Tapscott, 2009). De Cock, Baker and Volkmann (2011) are of the view that in a system where rewards are given, emphasis is placed on the positions and networks of customers brought into the organisations. This initiation has its own merits and demerits. At present, many academic institutions have failed, based on not integrating a new culture of understanding the teaching and learning environment style used in international standards. This becomes imperative as universities are seen as one of the places recognised for its management quality service delivery (Rajab, Rahman & Shaari 2011).

The innovation and creativity for industrial growth and competitiveness constitute the framework used to understand and evaluate the socio-economic structure of any nations (Rajab et al., 2011). Arikan and Guner (2013) argue that four principles apply in the delegation of responsibilities. These are economic, legal, ethical and philanthropic principles. The four principles are interwoven and as such may cause organisations to strategise on business sources of competitive advantage. Organisations have begun to focus on customers' expectations to improve job performance. Many universities have multiple sources for disseminating services to their students. This occurs in environments where mutual benefits have proven to be effective in launching such services of research initiatives, resources and collaboration with academic services (Arikan & Guner, 2013). Therefore, for universities to continue to provide quality services to students and staff, requirements to include dependent and independent variables of money, facilities, and human beings, among others, are needed.

Studies by Ravert and Merrill (2008), Engelke and Marshburn (2006), Haas et al. (2002); Weaver et al. (2005) argue that present day organisations partner with those

who are into the creation of innovation. The essence of this partnering was to bring transformation of quality products and services delivery, which is what customers look for in service delivery. Such collaboration could result to where members in the organisation enforce principles and affirmation of policies in advancing investing of more interest for the organisation. They have the fundamental knowledge and skills to conduct research and answer questions. Service organisations are therefore constantly working to improve student outcomes and strategise on other measures that emphasise the importance of realistic expectation educational standards.

The students could be influence by the educational activities their teachers or instructors coordinate for them, especially when carried out judiciously. Teachers' abilities, excellence, coordination and reasonability greatly influence students' classes. Shevlin, Banyard, Davies and Griffiths (2000) state that the teachers who teach with punctuality, accuracy, reasonability and logical approach in a student-friendly manner are more popular (Elliot & Shin 2002). The students' level of satisfaction increases by working with those course instructors and lecturers who properly handle the assignments, projects, examinations and facilitate students' logical reasoning and aptitude development (Dalton & Denson, 2009).

Provisions of valuable support that fosters research fellowship in a multi-dimensional environment must be embraced so that the culture of quality service delivery to customers is maintained (Ravert & Merrill, 2008). The multi-dimensional environment calls for alternatives where academics require adequate training of evidence-based areas of specialisation where practices are of a practical nature. Ravert and Merrill (2008) conclude that there is a need to enhance and promote academic training through proper development of posters, symposia and semi-evidence based research that would arouse their zeal to deliver quality services in the institutions.

The lecturers' performance within and outside the classroom is a significant feature of enforcing enhanced student motivation and satisfaction. Wachtel (1998) asserts that students rate their course instructors' performance through a methodology of teaching as the prime indicators in their educational development and successful completion of their studies. This is so because higher education has it that the intellectual ability of

the instructor is better demonstrated through the students' evaluation (Edstrom, 2008) and, consequently, through more of the reliable teaching staff (Sproule, 2000).

The service quality in the educational sector, particularly in higher education institutions is the fundamental aspect of educational excellence. According to Alridge and Rowley (2001), when students perceive the institution's quality and standardised learning environment facilitated with intellectual faculty, appropriate facilities of learning and infrastructure, and their interest in the organisation retained. The students are motivated from the academic as well as the administrative efficiency of their institution. Spooreen et al. (2007) argue that organisational harmony; teachers' intellectual ability, professional development, transparency in students' evaluation; feedback and training are the features that mentally develop the students. The quality of services is recognised through the cooperation of the administrative staff as well as the faculty staff with the students.

The majority of the students become demotivated if they found that the staff are not compassionate and kind. According to Abu Hasan et al. (2008), tailor quality assurance of institution such that staff members are trained in a way that it may make sense of facilitation. This training involves the coordination, cooperation, compassion and empathy of employees. As students were considered to be the "primary customers" of a university (Hill, 1995), being the direct recipients of the service provided, student-perceived service quality has turned out to be an important issue for universities and their management. Services are behavioural rather than physical entities, and have been described as deeds, acts or performances (Berry, 1980). If one were to consider that HE is a service, then it should exhibit all the classical features of services, which make the measurement of quality a complex issue (Hill, 1995). In fact, services are intangible and heterogeneous.

Services also satisfy the perishability criterion since it is impossible to store them, despite the appearance of video technology (Mazzarol, 1998). Another distinctive aspect of services is the simultaneous production and consumption, requiring the participation of the customer (i.e. the student) in the delivery process. Consequently, the customer contributes directly to the quality of service delivered, and to his/her (dis)satisfaction. This idea that HE can be classified as a service motivated some

authors (Mazzarol, 1998) to discuss the framework to research into services marketing from an educational perspective (Lovelock, 1983). In the services context, quality could be defined as a measure of how well the service level delivered matches the customer's expectations (Lewis & Booms, 1983:100). Other authors also state that perceived service quality reflects the opinion of the customer regarding the superiority or global excellence of a product or service (Zeithaml, 1988). Service quality literature suggests the importance for educational institutions to monitor the quality of the services they provide in order to commit themselves.

2.4 Factors that could promote quality service delivery to undergraduate students

The promotion of quality service delivery implies diverse avenues through which service delivery is offered to students in any higher institution of learning. This would ensure that the service quality in higher education continue to improve and grow. The factors, according to Becket and Brookes (2006), are the methodological approach, education quality (Cheng & Tam, 1997:23), environmental conduciveness (Shank & Walker, 1995:72) and perceptions of performance (Cronin & Taylor, 1992).

Considerable debate emphasises diverse ways through which quality of services can be promoted in higher institutions by Becket and Brookes (2006). Education quality is a vague and controversial issue in contemporary times (Cheng & Tam, 1997:23). For better success and survival in the educational sector, a competitive advantage is required. This becomes necessary as the environment where delivery of quality service performed in order to improve economic enterprise (Sandhu & Bala, 2011:219). The service quality has been over-researched, though remains prevalent such that the challenges might not be avoided. A study by Zenger (2013:74–76) asserts that through service quality, competitive advantage and growth would help create value for both the customer and the organisation. Zenger (2013:74) further establishes that the value creation is in the form of interventions that use strategies to configure valuable capabilities, activities and resources in the organisation. The promotion of service quality to students brings strategic insights and foresight to both customers and the business owner.

The strategic insights and foresight mentioned earlier is a novel perspective that adds value through new and improved services. The service quality rendered varies in diverse contexts due to the understanding of science and knowledge economies. The transformation of services into many products is another strategy that could promote the business of the providers (Hefley & Murphy, 2008). At present, service delivery in the economy has grown such that developing countries continue to flourish in the areas of education, health services, financial services, hospitality (tourism), human services, telecommunications and information technology (Hefley & Murphy, 2008). These categories service the economy without classification standards or benchmarks. Hefley and Murphy (2008) refer to this type of service as an internationally based series that provides coverage opportunities, and new trends in the social practitioners' arena (Hefley & Murphy, 2008). It is believed that the technical, economic, managerial and organisational facets of service revolve around underlying themes and principles of excellence.

The service sector has gained a deal of significance in the past few decades, and the modern service economy needs to be more dynamic, because of its agile and responsive nature. It operates in a growing economy requiring quick responses from its service-delivery capabilities and many other challenges (Hefley & Murphy, 2008). Service operations can be categorised into service in factories, personal service providers, service shops, professional services and mass service providers. These services can be offered in banks, hospitals, restaurant, and universities, among others. The nature of the practices in these services are intangible, since they involve interaction, personal contact and labour intensity of period spent at the work place.

A survey of the service marketing literature as stipulated by Parasuraman et al. (1988) and Cronin and Taylor (1992) emphasised that there are two approaches to measuring service quality. First, SERVQUAL (Parasuraman et al., 1988) and SERVPERF (Cronin & Taylor, 1992). One of the popular and significant strategies used to promote quality service delivery is SERVQUAL. SERVQUAL shows case that theoretical foundations serve as gap model for distinctive difference between customer expectations and performance perceptions (Parasuraman et al., 1988; Cronin & Taylor, 1992). The customer believes that the expectations about the service delivery serve as standards

or reference points against which performance is judged. Therefore, customers' perception is subject to assessments of the actual services experiments, which is offered by the providers (Zeithaml et al., 2006:49). They identify some factors that can influence expectations, as word of mouth communications, personal needs, past experience of the service and external communications from the service provider.

The SERVQUAL scale demonstrates a measure of tangibles, reliability, responsiveness, assurance and empathy. The appearance of the university's physical facilities, equipment, personnel, and communication materials serve as factors that could promote lecturers' ability to convey trust and confidence in caring for the students and the university as a whole (Cuthbert, 1996:34). The responsibility of the university to perform the promised service depends on the accuracy and willingness of staff to help students in responsiveness to knowledge and assessment of expected service quality (Cuthbert, 1996; Hefley & Murphy, 2008).

Regarding the stability of expectations and perceptions of service quality over time, in the scope of an institutional learning environment, it was established that students' perceptions of service experienced proved less stable over time than expectations (Hill, 1995) owing to the perceived shortcomings in the SERVQUAL approach, both at the conceptual and operational levels (Buttle, 1996). The performance-based approach tries to measure service quality or SERVPERF. The SERVPERF is a variant of the SERVQUAL scale, used on components alone (Cronin & Taylor, 1994).

There are several empirical applications of the SERVQUAL paradigm that measure service quality in institutions of higher learning (Hill, 1995; Anderson, 1995; Cuthbert, 1996; Kwan & Ng, 1999; Sohail & Shaikh, 2004; Sahney et al., 2004; Ho & Wearn, 1995; Tan & Kek, 2004). The SERVPERF paradigm is less popular than the SERVQUAL in the context of institutions of higher learning (Oldfield & Baron, 2000). More recently, a new industry scale, called HEdPERF, developed comprising a set of 41 items (Firdaus, 2006). This instrument can be used as a mean in considering not only the academic components, but also aspects of the total service environment as experienced by the student space.

The SERVPERF and HEdPERF scales were compared in terms of reliability and validity and the superiority of the newly purposed measurement instrument was confirmed (Firdaus, 2006). An alternative model based on the importance-performance paradigm (Martilla & James, 1977; Hermmasi et al., 1994; Hawes & Rao, 1985) assumes that students will use different criteria to make their evaluation, which are likely to vary in importance. The importance reflect on definition of “a consumers and relative value of the various qualities attributes” (O’Neil & Palmer, 2004:43). This requires data gathering based on students’ assignments in order to obtain customer perceptions of the actual performance (O’Neil & Palmer, 2004; Joseph, Sekhon, Stone & Tinson, 2005; Angell, Hefferman & Megicks, 2008). As SERVQUAL and SERVPERF scales do not take into account the relative importance that students attach to the five dimensions.

The importance of weighted scores could be computed for several scales. The scales made Ramsden (1991), Wilson and Daly (1997), and Ginns, Prosser and Barriene (2007) emphasise the convenience of including information about the relative importance, which it has over five dimensions to the customer, yielding a composite, weighted score of the perceived services. The quality of services measured for each dimension is dependent on the overall service quality according to the gap model (Cronin & Taylor, 1992; Parasuraman et al., 1991). The course experience questionnaire is also a very popular tool in the scope of institutions of higher of learning that evaluates the students’ perceptions of teaching and learning performance (Ramsden, 1991; Wilson et al., 1997; Ginns et al., 2007).

The SERVQUAL provision towards service quality has become a factor that promotes efficiency and effectiveness in work performance. This design measures total quality service (TQS). Its focus is on the primary characteristics of services such as intangibility, inseparability, perishability and heterogeneity. The research conducted on service quality prior to 1985 suggested diverse principles, which is align to present day operations. The principles were: (1) service quality is more difficult to evaluate (measure) than goods quality; (2) service quality perceptions are the result of a comparison between the expectations of the consumer and actual service performance; and (3) the process of service delivery is also important in the evaluation of service quality. These, among others, serve as factors that promote service quality.

Foster (2010) lists a number of advantages of using the SERVQUAL instrument. He indicates that the standard for assessing different dimensions of service quality should be validated for a number of service institutions. Foster (2010) argues that the biggest value of SERVQUAL is its ability to identify several 'gaps' in service delivery. Improvement on quality service delivery is perceived from an insignificant, small catalyst of knowledge gap for breakthrough (Foster 2010).

SERVQUAL remains prominent. The main potential drawback and criticism of SERVQUAL related to its scope. Kang and James (2004) elaborate on the criticism of the use of SERVQUAL. According to them, it reports only on the service-delivery process and fails to address service-encounter outcomes. Buttle (1996) adds to this criticism by sub-dividing it into theoretical and practical (operational) components. Theoretical criticism includes elements such as the fact that SERVQUAL focuses on the process of service delivery and not on the outcomes of the service encounter. The operational criticisms provided by Buttle (1996) indicate that completing the SERVQUAL questionnaire is a way through which service quality to students can be promoted.

The SERVQUAL instrument seems to have the most support in the service quality research field (Seth et al. 2005). Criticism in the literature of this study indicated that SERVQUAL is still the most widely applied instrument in service quality research (Gryna, et. Al., 2007; Kotler, 2000; Palmer, 2008; 2006; Wilson et al., 2008); Baki et al. 2009; Bayraktaroglu & Atrek, 2010); Chau and Kao, 2009; Etgar and Fuchs, 2009; Gilmore and McMullan, 2009; Kumar et al., 2009; Lai et al., 2007; Ruiqi and Adrian, 2009, and Wong et al, 2008).

A universally accepted service quality model indicates that measures are also strategies used to promote service quality (Wisniewski, 2001). When such SERVQUAL instruments have the consensus of the basic values and application possibilities, it is seen as a medium of improvement. No other instrument appears to be superior to SERVQUAL; it has been tested through rigour of different research projects. The researchers believe that it demonstrates no limitation in terms of

applications of its methodology in different service contexts (Wisniewski, 2001). This has unquantifiable measures that promote substantive attention.

Zenger (2013:74-76) asserts that through service quality, competitive advantages and growth would help create value for both the customer and the organisation. Zenger (2013:74) further states that value creation is in the form of actions that use strategies to configure valuable capabilities, activities and resources in the organisation. The promotion of service quality to students brings about strategic sights and foresight to both customers and the business owner. The transformation of services into many products is also a strategy that could promote the business of the providers (Hefley & Murphy, 2008). At present, the service delivery in the economy has grown to where developing countries continue to flourish in the areas of education, health services, financial services, hospitality (tourism), human services, telecommunications and information technology (Hefley & Murphy, 2008). These categories service the economy without classification standards or benchmarks.

Hefley and Murphy (2008) refer to this type of service as an international-based series that provides coverage opportunities, and new trends in the social practitioners' arena (Hefley & Murphy, 2008). Universities worldwide face many challenges, especially as increases in student numbers are a constant factor (Moratis & van Baalen, 2002). There are different demands for education, even when the commercial activities of sourcing funds are not available. New competitors make use of information technology (IT) to offer the best educational services in a global market. These factors are forcing universities to rethink their traditional roles in order to develop new organisational structures and reposition themselves through strategic direction setting (Moratis & Van Baalen, 2002).

As new trends in curriculum and teaching methodologies have evolved, support for students' knowledge and skills has also changed. The widespread recognition that universities now have for visible product, knowledge, is an important factor in economic and social change today. This growth calls for reasoned action for increased competitiveness of the higher education market all over the world. Therefore, for implementation of university curriculum in this environmental change, customers' (students) perceptions of service quality are re-addressed (O'Neill & Palmer, 2004).

This could bring about an understanding of services rendered by both academic and non-academic staff. This key influence on students' decisions would help to choose the most suitable recommendation of a particular institution and courses to students.

2.5 Challenges experienced by undergraduate students in service quality rendered

Universities worldwide face many challenges, especially increases in student numbers as a constant factor (Moratis & Van Baalen 2002). Different demands for education exist even when the source of funding is not available. New competitors make use of IT to offer the best educational services in a global market. These factors are forcing universities to rethink their traditional roles in order to develop new organisational structures and reposition themselves through strategic direction setting (Moratis & Van Baalen, 2002).

As new trends in curriculum and teaching methodologies evolved, students' demands for knowledge and skills have also changed. The widespread recognition that universities now have of visible product knowledge is a factor in economic and social change today. This growth calls for reasoned action for increased competitiveness of higher education markets all over the world. Therefore, for implementation of university curriculum in this environmental change, customers' (students) perceptions of service quality are re-addressed (O'Neill & Palmer, 2004). This could bring about an understanding of services rendered by both academic and non-academic staff.

The key influence on students' decisions could help them choose the most suitable institution or recommendation of a particular institution and course of study. While there is little disagreement on the importance of service quality issues in higher education, the challenge is to identify and implement the appropriate measurement tools in order to gain a better understanding of the quality issues that impact on students' service experiences (O'Neill & Palmer, 2004).

Customers' (students') expectations are the first and possibly the most critical step in delivering quality is satisfaction (Zeithaml & Bitner, 2003). However, in recent times, since the evaluation of university services has received poor percentages, based on

a broad perspective (Abdullah, 2005), consideration is now on core service providers (Abdullah, 2005). This is so because a university is seen as being public service oriented and not well backed up in terms of proper and adequate administrative functionalities (Abdullah, 2005).

2.6 Conclusion

In conclusion, this study deduced that service quality is not a new word in the present-day knowledge economy. The use of the term in relation to undergraduate students in this segment cannot be over-emphasised. The satisfaction derived from the service rendered helps to quantify customer interest of future willingness to patronise such organisation or body. Studies by Naidoo and Nundlall (2010), Parasuraman et al. (1998), Harvey and Knight (1996), Abu Hasan et al. (2008), Al-Alak and Alnaser (2012), Khodayari and Khodayari (2011), and Zarei et al. (2012) recognised that services offered to customers are not uniform in all organisations. The result is due to different information needs. The information needs of customers differ from one individual to another in different contexts. The services are measured in the range that meets the customers' expectations. The services rendered could also be in the form of tangible and intangible means. When the service is tangible, it means or appears that there are benefits but an intangible service does not require or involve benefits. It can be emphasised that the value placed on students who create and use different approaches and policies in the configuration of valuable capabilities brought enhanced activities of teaching and learning processes.

The enhanced activities of teaching and learning processes resulted in knowledge sharing. The foresight of meeting customers' information needs became top priority. This transformation is based on the products and strategies used to promote services among business providers. It can be envisaged that the satisfaction derived from the service rendered has helped to quantify the immense value of the customer.

This made it possible for service quality in higher education to continue to improve and grow in the present-day university environment (Cheng & Tam, 1997:23; Cronin & Taylor, 1992; Shank and Walker, 1995:72). Education quality is a vague and controversial issue in contemporary times (Cheng & Tam, 1997:23). Nevertheless, university hostilities have it that universities should increasingly find themselves in a

difficulty state of unrest. For better success and survival in the education sector, a competitive advantage is required. This becomes necessary in the environment where quality service delivery takes place in order to improve economic enterprise (Sandhu & Bala, 2011:219).

The next chapter discusses the methodological approach adopted for this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter discussed the literature review sourced for the study. It was established that, service quality to customers and specifically undergraduates at the Department of Business Management, University of Zululand, cannot be undermined. Therefore, the extent to which its application is achieved depends largely on the effort of staff and the willingness to work together as team. Parasuraman et al. (1998), Harvey and Knight (1996), and Okon and Akpoiroro (2015) note that services are the measurement of how customers match the delivery of goods to their expectations. The measurement is dependent on five factors as established by studies of Parasuraman et al. (1998), Harvey and Knight (1996) and Okon and Akpoiroro (2015).

The present chapter dwells on the research methodology used for this study. It emphasises how the research approach was used in this research investigation, as well as the method and techniques applied in data collection. The research approach used for this study was a quantitative approach. This was anchored on the survey research method using a questionnaire to elicit information from the third-year undergraduate students of the Business Management Department at the University of Zululand. The sampling method adopted for this study was the census. This consists of the entire population of the study. The chapter further discusses the method of data collection and analysis used for the study.

3.2 Research

Before one can have a better understanding of what research is all about, giving a clear picture of research methodology is essential. Research methodology is a broad spectrum that covers research support. It involves the process of collecting data, processing the data and establishing facts from the framework of the process applied. Leedy (1997:9) asserts that research methodology is a plan that lies between certain surfaces of data collection in order to observe a phenomenon before arriving at the

conclusion of the expanded knowledge. Leedy (1997:9) notes that the methodology helps to control the study through dictating the acquisition of data, arranged in a logical order to refine the new knowledge or data.

According to Brynard and Hanekom (1997:127), research methodology involves the methods, techniques and procedures that are employed in the process of implementing the research design or research plan. Fox and Bayat (2007) state that research is a procedural or systematic investigation that studies several materials and sources in order to establish facts and reach new conclusions. Welman, Kruger and Mitchell (2005:3) note that research is the process of gathering both scientific and empirical knowledge about certain facts. This fact can be reached through data collection while investigating present phenomena in the body of knowledge using specific methods.

3.3 Research design

Babbie (2007:156) describes research design as a framework or plan used to complete a particular study. This study employed the research design of a descriptive survey approach. The descriptive survey approach was quantitative. Neuman (2011) notes that, a quantitative research approach is essential as it is undertaken dependent on the research carried out and this is done in order to arrive at certain facts about phenomena.

3.4 Quantitative method

A quantitative method implies the counting of numbers. Creswell (2014) is of the view that quantitative research captures what people have in mind through the facts given or available to them. It is believed that when the results are interpreted, it gives a better understanding of the complexity of the worldview and participants' viewpoints. According to Creswell (2014), quantitative research is a method that is generally associated with the positivist/post-positivist paradigm. It usually involves collecting and converting data into numerical form with a questionnaire so that statistical calculations are made and conclusions drawn.

Brink et al. (2012:131) assert that a quantitative method is that type of approach where the researcher does not have much to say over the existing phenomena. Rather, he or she waits until the work is finished before the result is determined through the collection of data that has been done. The reason could be that the use of the quantitative method was to maximise results from the data collected from respondents. This the researcher did through the support of one of the lecturers during the cause of teaching the third-year undergraduate students of the Business Management Department. The process of collecting the data from the respondents took three weeks.

3.5 Targeted population

According to Brink et al. (2012:131), targeted population has been widely used in research and other contexts. It means the total population, which the researcher intends to generalise about based on his or her research findings. Neuman (2011:224) asserts that population is the total number of characteristics of specific cases that a researcher wants to study. Neuman (2011:224) further notes that the target population is the specific pool of cases that a researcher wants to study. Therefore, the target population of the study consisted of all third-year undergraduate business management students at the Department of Business Management, University of Zululand; this is made up of 106 undergraduate students.

3.6 Sampling method and procedure

Sampling implies broad and narrow perspective of selecting from a large number of items. The broad perspective entails the procedures followed in order to sample, while the narrow perspective is what enables the researcher to put together how the sample was arrived at. Although Bless and Higson-Smith (2000:153) assert that the technique through which a sample is drawn from the targeted population differs. Bless and Higson-Smith (2000:153) further note that not only was the sample size not only drawn, but also a subset of the entire target population that was investigated. Sampling is the process of ordering and unravelling cases of smaller groups (populations) observed or studied in a research process (Tustin, 2010:120).

Boyatzis (1998:55) argues that sampling might affect the phenomenon of interest considering the setting, events, people, and relationships stated in the sampling design. This uses thematic analysis of testing the adequacy and appropriateness towards efficacy, efficiency and ethics. The characteristics of the population are generalised based on the sample adopted for such a study. Creswell (2014:112) argues that sampling is very important as it helps to know the suitable sample which is representative of the entire population. For the benefit of having an understanding of sampling, other sampling techniques are discussed below, as this study employed the census sampling technique.

3.6.1 Probability sampling

Bernard (2013:130) asserts that probability sampling is the process whereby every individual in a given population is taken into account in the analysis. This would help to have equal representatives in the entire population. Sekaran and Bougie (2010) are of the view that probability sampling determines the probability of any given population to be included in the sample. Maree (2011:172) is of the opinion that probability sampling helps to determine the type of research procedure that would allow the study to have every element or member of a population included in the study or research. Studies by Bernard (2013:130), Sekaran and Bougie (2010) and Maree (2011:172) established that there are six types of probability sampling, namely simple random, systematic random, stratified random, random cluster, complex multi-stage random and stratified cluster. However, the study did not employ a probability sampling technique.

3.6.2 Non-probability

Non-probability sampling is used to conduct a study because the researcher was unable to forecast, estimate or guarantee that each element in the population would be represented in the sample (Leedy, 1997:204). Bernard (2013:162-163) sees non-probability methods as applicable when a research study is estimated from a smaller part of a sample population, to a sampling case from the entire population. Hague (2006) describes non-probability sampling as one of the types of sampling where respondents are selected deliberately by the researcher, instead of using the

techniques of random sampling. It is also known as purposive or judgement sampling. Bernard (2013:162-163) sees non-probability methods as applicable when a research study is estimated from a smaller part to a sampling case from the entire population. However, Welman et al. (2005:67) argue that non-probability sampling is the type of sampling method that does not specify the participant that has a chance of being included in the target population. The researcher is not sure of the population yet. Therefore, the participants' selection is on availability and relevance to the study, since the population for the study not known. Neuman (2011:220), Leedy and Ormrod (2010:211-213) and Welman et al. (2005:69) highlight the various types of sampling techniques when applying non-probability sampling methods. They are as follows: accidental sampling, quota sampling, purposive sampling, snowball sampling, self-selection sampling and convenience sampling. However, the study is confined to census sampling techniques, which were used for this study.

3.6.3 Purposive sampling

Maree (2011:79) asserts that a purposive sampling technique implies a situation where the researcher already has in mind a class of respondents that needs to be included in the expected population. This is based on certain criteria relevant to the particular research being carried out. The essence of this is that it helps and guides the researcher in having adequate information needed in the study. It gives the researcher a clear picture or understanding of the population to be studied. Therefore, the researcher should be able to visualise what the study is going to look like since the participants represent the totality of the study. The researcher believes that the sample has full representatives of the population under investigation. The third-year group was selected based on the following reasons in this study. Firstly, they are mature and experienced in the teaching and learning processes of business management modules. Secondly, they are familiar with the services rendered to them at each level and with the department in the university.

3.7 Sample size

Sample size, according to Neuman (2011) and Kumar (2011:194), has to do with the number of individuals to be included in any research study. This forms part of the required information obtained in the research investigation. Sample size, largely, has an effect on the degree of accuracy of the data obtained in the research investigation. Therefore, for the purpose of this study, the census sampling was applied. This comprises of the entire population of year three business management undergraduate students at the University of Zululand. The population earlier mentioned consisted of 87 third-year undergraduate students sampled.

3.8 Data-collection instrument

Data collection is the means by which data or information is obtained from respondents to effect the study under investigation. According to Kothari (2004:95), a researcher must bear in mind the type of data to be collected in the relevant research study. There are two types of data, namely the primary and secondary data. Kothari (2004:95) further notes that primary data are collected afresh for the first time from respondents or from any other source, and are original carrying the most recent information, while secondary data are data that have already been passed on from one person to another or collected by another person. These data have undergone statistical analysis or screening.

Data collection is carried out in different ways, such as questionnaires, interviews, observations, documentary sources, checklists, attitude scales, and many others. However, for the purposes of this study, the researcher used a quantitative mean (questionnaires) in eliciting data and information from the third-year undergraduate students of the Business Management Department at the University of Zululand. The questionnaire was made up of closed-ended questions to draw from the knowledge, experience and insight of the respondents. The researcher formulated several themes as indicated in the objectives of the study. This helped in the provision of subtitles such as service quality delivery, student population and service delivery system, accessibility to teaching resources, and environmental influence on development of students, among others.

These explored particular themes, concepts and ideas on quality of academic service delivered to undergraduate students at the Business Management Department, University of Zululand. SERVQUAL being the adapted research instrument used for this study, was administered to respondents, considering the fact that the questions raised in the questionnaire are self-explanatory. This made the respondents answer the questions, without much struggle. The researcher, assisted by a lecturer in the Business Management Department during his lecture time/slot, administered the questionnaire to the respondents. This was done because it was difficult to reach out to the students. The assistance of the supervisor was very helpful in reaching the third-year undergraduate students of the Business Management Department.

3.8.1 Questionnaire

The questionnaire, according to Van Rensburg (1994:504), means a set of questions dealing with topics or related groups of topics in a given or selected group of individuals. This implies that the questionnaire is used to determine how data or information can be gathered in any research study. This study applied the SERVQUAL adapted questionnaire, which the researcher designed to suit the variables and items that were in the chosen topic under investigation. This was done to reflect some of the items that were originally used in the adapted SERVQUAL questionnaire. Although minor modifications were made in line with the objectives of this research study. This was later administered to the third-year undergraduate students at the Business Management Department, University of Zululand.

3.9 Reliability and validity

Validity refers to how well a test measures what it is purported to measure. According to Allan (2010), validity is a step in research where the researcher is concerned with ensuring that the information gathered is accurate or truthful. It shows whether the researcher has measured the instrument if they can produce expected information, and if the appropriate methods are applied. Validity refers to the extent to which the information collected is true and represents an accurate picture of what is studied. Brink et al. (2012:131) make the point that internal validity is the degree to which the

explanation of the phenomena matches the realities of the world. This refers to the extent to which findings of a given study are presented. To assess the validity of data, the interpretation of data revealed the extent to which the research findings accurately represent what is happening in the Business Management Department with relation to service quality delivery to undergraduate students. The supervisor checked to see whether the research instrument is structured before the researcher continued to administer to the third-year undergraduate students at the Business Management Department.

Neuman (2011) describes reliability as the degree to which assessments made to achieve the usefulness of every research tool to produce accurate results in a stable and consistent process. Reliability is concerned with consistency and explicability. It shows that if another research was carried out in another location using the same methods and instrument in a similar context, the same results would be expected to be produced as those arrived at by the researcher. The research instrument was tested as reliable through administering it to ten students from the Richards Bay campus. The results obtained were used to improve on the instrument before it was administered to the main respondents at the Business Management Department, University of Zululand.

3.10 Data analysis

Gleshne and Peshkin (1992:37) maintain that data analysis involves organising what you have seen, heard and read so that you can make sense of what you have learnt. Gillham (2000:25) feels that the purpose of analyses is to summarise and organise what the researcher found out during the research investigation. Data analysis enables the researcher to organise and bring meaning to a large amount of data. The significance of the data analysis is that it helps the researcher to arrange and give meaning to a large amount of data collected during research investigation (Babbie & Mouton, 2006:131). For this study, the descriptive and inferential statistical tools was used to analyse the quantitative data collected from respondents.

3.11 Summary

The summary established that the research design, population, research sample, data collection methods, and data analysis were carried out judiciously based on stipulated procedures of research investigation. A reliable and valid study of the information obtained about service quality delivered to undergraduate students at the Business Management Department University of Zululand considered emphasis on improved service delivery.

The next chapter consists of the data presentation, analysis and interpretation of results.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter is anchor on the research questions raised in chapter one of this study. Data were obtained through a questionnaire that was administered to respondents at the Business Management Department, University of Zululand. The purpose of this chapter was to draw an analogy of the findings from the various questions posed to respondents. The presentation of results considered diverse questions that could enhance answering the research objectives. In line with this, the questions below were raised in association with the variables of services rendered, access to quality services, teaching approaches and materials used by lecturers, and challenges experienced by undergraduate students based on quality service rendered at the Department of Business Management, University of Zululand. The five-point Likert scale and values reversed were from strongly disagree to strongly agree. The questions modified to suit the variables mentioned under the following sub-headings. Level of quality service rendered to the undergraduate students at the University of Zululand, extent to which access to quality services rendered influences productivity of teaching approaches and materials used by lecturers at the University of Zululand, factors that could improve quality of service delivery to undergraduate students at the University of Zululand and challenges experienced by undergraduate students at the University of Zululand on quality service rendered.

4.2 Analysis and interpretation of demographic data

In this segment, different statistical tests were conducted to address research questions/objectives of this study. Descriptive, ANOVA and independent sample T-test were conducted on IBM SPSS version 25. The descriptive test was conducted to give the summary of the results. A one-way test between groups ANOVA was conducted to compare mean across service quality, teaching approach and teaching material. The T-test was conducted to compare the means of service quality, teaching approach and teaching material across gender. Before the results are presented, the demographic background of the respondents is in Table 1 to Table 3 below.

As indicated in table 1 below, the majority of the respondents who participated in the study are female (65.5%). It therefore means there were more females compared to males in the study.

Table 1: Gender of respondents **N=87**

Gender	Frequency	Percentage (%)
Male	30	34.5
Female	57	65.5
Total	87	100

Data from field 2016

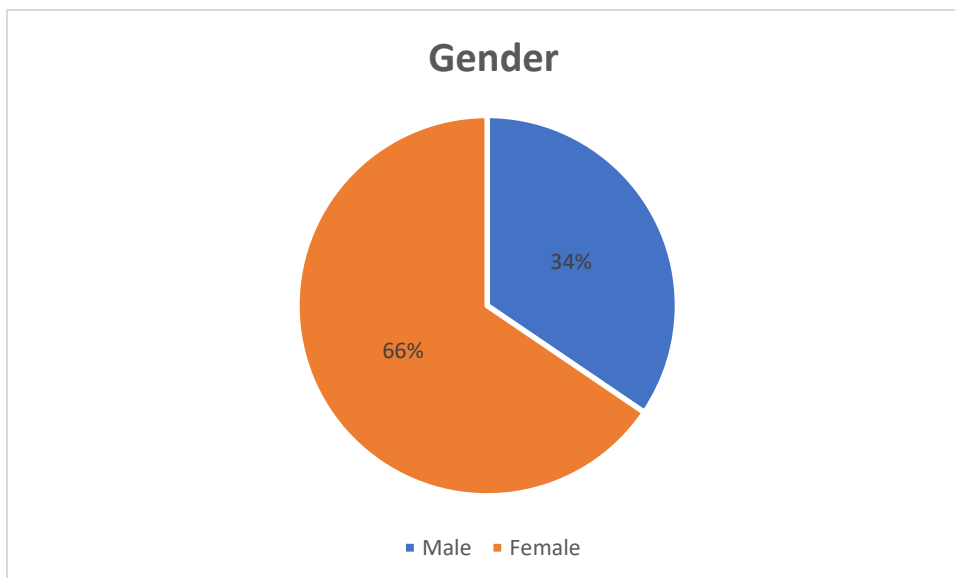


Figure 1: Gender of respondents

Figure 1 is a graphic representation of the result established in table 1 in this study. More females than males were involved in the study. This indicates there are more females in the Business Management Department.

Age of respondents

The results presented in table two indicate that the majority of respondents who participated in the study are between the age range of 22 and 26 years (64.4%). As observed from table 2, most of the students are mature before entering university for

their studies. This could result in several factors such as family responsibilities, financial stress, inability to complete entry requirements, and delays in obtaining admission, among others. The findings suggest that embarking on further studies at a younger age is very important.

Table 2: Age of respondents N=87

Age	Frequency	Percentage (%)
16-21 years	20	23.0
22-26 years	56	64.4
27-31 years	6	6.9
32 years and above	5	5.7
Total	87	100

Data from field 2016

Number of years in the university

As shown in Table 3, the highest number of respondents who participated in the study are in their third year at the university (46%). The reason was because the study was census based. Findings indicate that in year three of the Business Management Department, students are required to study and pass several modules before graduating from the university. The findings suggest that at level three at the Business Management department, in-depth knowledge are required of the students in order to advance their practices in the profession when they graduate.

Table 3: Number of years in the university N=87

Years at Unizulu	Frequency	Percentage (%)
Three years	40	46.0
Four years	35	40.2
Five years	12	13.8
Total	87	100

Data from field 2016

4.3 Analysis and interpretation of research questions

This portion reports on all the constructs investigated in this study measured on five-point Likert scale. The value of 1 corresponds to “strongly disagree” and the value of 5 corresponds to “strongly agree”. The mid-point of the five-point Likert scale is therefore 2.5. Meaning that all the mean values below 2.5 suggest that most respondents tend to disagree with the statements. The values between 2.5 and 3.5 indicate that respondents tend to be undecided. All the mean values above 3.5 reflect that the majority of respondents tend to either agree or strongly agree with the statements.

The analysis considered the following sub-areas based on the research questions raised in this study.

- Service quality
- Teaching approach
- Teaching material

4.3.1 What does undergraduate students think about service quality rendered at the Business Management department, University of Zululand?

In this segment, respondents indicated what they think about the service quality rendered at the Business Management Department. The results reveal that the overall mean (3.54) and standard deviation (0.63) of the construct service quality presented in Table 4 suggest that most respondents tend to agree with the question of service quality rendered. This means that students have a positive perception about the quality of service provided in the department of Business Management at the University of Zululand. The result in Table 4 indicate that, of all the statements made in service quality rendered, 58.6% of the respondents tend to agree with the statement that, “The Department of Business Management has modern facilities for quality services of teaching, learning, research and supervision”, 66.7% of the respondents tended to agree with the question that “physical facilities” used by lecturers at the Department of Business Management are visually appealing to the undergraduate students” and 54% of the respondents tended to agree with the statement that “The Department of

Business Management has adequate and qualified teaching staff that should render quality services to the undergraduate students at intervals”.

The author envisaged that provision of modern facilities for quality services of teaching, learning, research and supervision attributes to the management of the University of Zululand, and the South African government making adequate budgetary allocation for the institution. These serve as support system that strengthens the institution on a regular basis. The impression about the provision of facilities led Cardona and Bravo (2012) and Ladhari (2008:65-67) to emphasised that increased demands by students for quality services force the educational system to advance in responsiveness to the evaluation of curriculum that guides the growth and development of their products and services. Cardona and Bravo (2012) and Ladhari (2008: 65-67) reiterate that there is a need to harness efficiency and effectiveness of services rendered to students. The reason is that service quality is of the utmost priority in the present-day economy. The aid of recent IT could advance this practice if appropriately harnessed. This infusion could lead to fast growth of the organisation and could stimulate staff motivation to work better.

Lodesso, Van Niekerk, Jansen and Müller (2018) affirm that the quality of services rendered to students differs from one institution to another. The services rendered are anchored on availability and accessibility to material resources, which can be used and applied in the delivery the services. Malik, Danish and Usman (2010) remark that the quality of services in education is fundamental in the present-day knowledge economy. What distinguishes universities and corporate organisations from each other is the nature of quality services rendered (Järvinen & Suomi, 2011). Therefore, the extent to which undergraduate students think about service quality rendered cannot be over-emphasised and undervalued.

The provision of adequate support in terms of bursaries and materials in the library could transform students' vigour in their studies. Based on the findings, the author suggests that the government of South Africa should make provision for budgetary allocation to tertiary institutions across the country. This was to promote transformation, development and growth of the institution in the country. Musiige and Maassen (n.d) make mention of different factors that could promote quality service

delivery to undergraduate students. This comprises individual factors (lecturers and other supporting staff), organisational factors (institutions/universities), funding factors (adequate budgetary allocation) and research culture (activities that could enhance research, teaching, learning, and other activities). When appropriated, these advance the rate at which staff members work to achieve their aims and those of the organisation. No organisation in the present knowledge economy can function better and thrive without the factors mentioned above (Lechuga & Lechuga (2012). It gives the organisation the self-determination, self-efficacy and self-sufficiency in terms of autonomy, proficiency and empathy (Lechuga & Lechuga, 2012; Hardré et al. 2011). These are materials of research activities, which result in the unpacking of strategies that could promote quality service delivery to undergraduate students.

Table 4: Service quality rendered to undergraduate students

Service quality rendered	Mean	Std Deviation	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
	3.54	0.63					
The Department of Business Management has modern facilities for quality services of teaching, learning, research and supervision	4.06	0.85		9	2	51	25
				10.3%	2.3%	58.6%	28.7%
The physical facilities used by lecturers at the Department of Business Management are visually appealing to the	4.00	0.72		5	7	58	17
				5.7%	8.0%	66.7%	19.5%

undergraduate students							
The Department of Business Management has adequate and qualified teaching staff that should render quality services to the undergraduate students at intervals	4.10	0.81	1	3	9	47	27
			1.1%	3.4%	10.3%	54.0%	31.0%
Do you think the office space required of lecturers at the Business Management Department is big enough to facilitate discussion classes and group presentation should such a need arise?	2.80	1.25	14	30	7	31	5
			16.1%	34.5%	8.0%	35.6%	5.7%
The institution provides students with adequate support in terms of bursary and materials in the	3.15	1.39	15	17	11	28	16
			17.2%	19.5%	12.6%	32.2%	18.4%

library, as such I like the services rendered to us as students							
Are there any counselling/guidance that could be of assistance to you if your lecturer, tutor and colleagues could not help you in your academic performance?	2.90	1.13	8	30	18	25	6
			9.2%	34.5%	20.7%	28.7%	6.9%
Have you enjoyed the services rendered to you at the Department of Business Management since you registered in this institution?	3.78	1.20	7	8	7	40	25
			8.0%	9.2%	8.0%	46.0%	28.7%

Data from field 2016

4.3.2 What does undergraduate students think about the teaching approach offered at the Business Management department, University of Zululand?

In this section, respondents indicated that the teaching approach offered at the Business Management Department is proportionate as shown in the descriptive results (Mean=3.50; SD=0.56). The construct 'teaching approach' presented in Table 5 indicates that most of the respondents tend to be undecided of the statements of teaching approach. This means that students might have a positive or negative

perception about quality of the teaching approach offered in the Business Management Department, University of Zululand. However, the results highlight some of the question asked about the teaching approach. Of all the questions asked, the results indicate that most of the respondents tend to agree with the following statement: “Are the teaching, learning and supervision given to students by lecturers done with passion for the job or with attitude and frustration” (50.6%). This means that that these students believe that the lessons are taught with passion for the job or an attitude and frustration. The Department of Business Management has every reason to comply with this service quality. The willingness, sympathy and ability to assist students in whatever way dependent on the obligation of the lecturer.

Therefore, the adequacy of qualified lecturers to support the teaching approach offered extends to quality service delivery offered to undergraduate students. Meanwhile, organisational growth and productivity of staff are ushered by the effort put together by the passion and reassurance to assists clients whenever the need arises. For organisations to remain viable, continual recruitment of qualified and adequate staff becomes necessary. To meet up with the educational readiness of students in South Africa and the international community, the issues with the availability of resources needed for their research projects should be sorted out (Manea, 2014). However, even if the materials are available but no adequate and qualified lecturers, it becomes difficult to achieve this goal. Manea (2014) further notes that the creation of such learning environment depends on evidence-based practices, monitored through developed partnerships of an expanded workforce. Access to quality services rendered influences productivity in many ways, such that the teaching approaches and materials are pivotal of all the operation in the organisation. Organisations should always strive to provide accessibility to materials required by lecturers to advance their operations in teaching and learning. Studies by Douglas, Douglas and Barnes (2006) and Chen, et al (2007) emphasised that there is correlation in satisfaction and loyalty of customers. This implies that an increase in satisfaction could lead to an increase in loyalty. Jongbloed et al. (2008) argue that universities should dwell more on the evaluation of commitment and the amount of contributions offered in meeting students’ needs. This could help address the issue of demand at all times.

Table 5: Teaching approach offered at the Business Management Department

Teaching approach offered	Mean	Std Deviation	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
	3.50	0.56					
Are the teaching, learning and supervision by lecturers given to students done with passion for the job or with attitude and frustration	3.71	0.96	1	12	14	44	16
			1.1%	13.8%	16.1%	50.6%	18.4%
The lecturers at the Department of Business Management are always willing, sympathetic and reassuring to assist you whenever the need arises	3.98	1.00	2	8	8	41	28
			2.3%	9.2%	9.2%	47.1%	32.2%
The student population does not allow the lecturers to give adequate and quality time for teaching, learning and supervision of their students	3.13	1.30	8	27	15	20	17
			9.2%	31.0%	17.2%	23.0%	19.5%

The consultation hour with lecturers and tutors are not adequate, as such it makes the students struggle without much help	2.71	1.19	9	42	9	19	8
			10.3%	48.3%	10.3%	21.8%	9.2%
The care and attention given to me by my lecturers and colleagues do not make me have any regret of why I have come to study at the Department of Business Management	3.97	1.03	4	5	8	43	27
			4.6%	5.7%	9.2%	49.4%	31.0%

Data from field 2016

4.3.3 What does undergraduate students think about teaching materials at the Business Management Department, University of Zululand?

In this segment, respondents indicate what they think about the teaching materials at the Business Management Department. The results reveal that the overall mean of 3.24 and the standard deviation (0.71) of the construct teaching material indicate that the majority of the respondents tend to be undecided about the statements used to measure teaching material. The results could mean that students are not sure if the teaching material provided are helpful or not, which means that they have a positive or negative perception about the teaching material provided in the university. The

results further demonstrate that the majority of the respondents tend to agree mostly with the following statement “Do you feel secure in your local language (e.g. isiZulu, isiXhosa, isiNdebele, etc.) while studying in group work with other fellow students?” (59.8%)

The implication of this result is that certain indices are crucial in rendering quality services to students at the department of Business Management. This ranges from one specific service rendered to another. For quality assurance purposes, provision of and access to teaching materials, which could enable lecturers to carry out their different obligations, are important. The distinction drawn from Table 6 is that the mean and standard deviation varies, indicating that teaching materials could foster quality services rendered. Teaching, learning, research and supervision of students cannot be feasible if there are no adequate teaching materials, which lecturers need to work with. Therefore, for the Business Management Department to advance in their support system on quality services to students, they need to be strategic in their plans to acquire teaching materials of both physical and virtual. This would give students more opportunity for exposure to the acquisition of new knowledge in their studies. Bindé and Matsuura (2005:27) allude that the key performance of knowledge transfer among colleague is believed to promote quality service delivery. As colleagues (lecturers) continue to share their knowledge among one another, innovation abounds and therefore helps to strengthen the intellectual genealogy of others. This process could be a problem-solving mechanism in the organisation (Bloom, Canning & Chan, 2006).

It can be noticed that local languages such as isiZulu, isiXhosa, and isiNdebele, among others, do have an effect on the Standard English language, especially during the cause of interaction, studying, discussion and learning by the undergraduate students. The local languages have weakened learners and even made slower and not advance in their studies. The respondents attest that they feel more secure while studying in group work and with fellow students using the local language. This implies that undergraduate students love and cherish their local languages. It gives them a sense of belonging and security. It helps them not to be shy when discussing and sharing knowledge and ideas with one another.

The findings suggest that the use of the standard English language is very in the present-day diversities of areas of specialisation and knowledge economy. However, local language is equally important, as there is a need for support in this regard. The provision of a tutor who could make learning more fascinating for undergraduate students becomes crucial. The rationale was on certain ideas/ phenomena taught by the lecturers, which the students could not understand very well. The provision of tutors could help translate to students in their local languages. Importantly, the author of this study suggests that, amidst the envisaged instance by respondents, the comfortability with the use of local language could result to lack of exposure, intimidation from fellow students and friends, family background and upbringing. However, even though the results affirm that the students feel comfortable with the use of their local language, it is also encouraged to be good users of the standard English language. It is envisaged that the students would not tell where they could be tomorrow, and what possibilities would come their way. Parasuraman et al. (1985) refer to the Gaps Model, which has always been a major standard for the analysis of service quality determinants. The analysis of Parasuraman et al. (1985) was on four factors, namely: expectations gap, standards gap, performance gap and communication gap. These are fundamental in assessing services rendered in any context and content. The responsibilities placed on the individual depends on what roles they have to play. Variables of adaptation among many people, shyness, languages (written and spoken), either for class work and other activities by students are part of the expectation gap. Sharabi and Davidow (2010) draw an analogy on certain factors, which could affect services rendered to students or customers. These factors include cost/ benefit problems, measurement issues in terms of satisfaction derived, efficiency and effectiveness of the operation/ service rendered, misplacement of trust by employees and managers, indiscipline, logistics and information technologies for service delivery which could militate against the achievement of quality service delivered to students (Sharabi & Davidow, 2010).

Table 6: Teaching materials at the Business Management Department

Teaching material	Mean	Std deviation	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
	3.24	0.71					
Are there adequate study guides with information to supplement material for students at the Department of Business Management?	3.40	1.23	7	19	8	38	15
			8.0%	21.8%	9.2%	43.7%	17.2%
Frequent communication only in written and spoken English is a challenge for students.	2.67	1.32	17	33	9	18	10
			19.5%	37.9%	10.3%	20.7%	11.5%
Do you think your local language (e.g. isiZulu, isiXhosa, isiNdebele, etc.) has an effect on the standard English study?	3.14	1.38	11	27	5	27	17
			12.6%	31.0%	5.7%	31.0%	19.5%
Do you feel secure in your	3.75	1.11	7	7	4	52	17

local language (e.g. isiZulu, isiXhosa, isiNdebele, etc.) while studying in-group work with other fellow students?			8.0%	8.0%	4.6%	59.8%	19.5%
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Data from field 2016

4.4 Testing of research hypothesis

The testing of the research hypothesis was in line with the question raised below:

“Is there any difference between male and female students on how they view quality service, teaching approach, and teaching material of the University of Zululand?”

The independent T-test was conducted to compare the mean score of service quality, teaching approach and teaching material across two independent groups (female and male). This was to determine if there is a significant difference between the mean obtained with consideration to the p-value from the independent samples test table. Any p-value less than 0.05 means that there is a significant difference, but any p-value above 0.05 means that there is non-significant difference.

4.4.1 Group statistics

The results as presented in Table 7 show that the mean score and standard deviation of the construct service quality rendered are more or less the same for both male (Mean=3.56) and female (Mean=3.53). This implies that there is a close relationship between male and female interest about service quality rendered at the Business Management Department.

Table 7: Group statistics for service quality rendered

Group statistics				
Gender		Mean	Std Deviation	Std Error Mean
Service quality rendered	Male	3.56	0.73	0.13
	Female	3.53	0.58	0.08

Data from field 2016

4.4.1 Independent sample test for service quality rendered

The results in Table 8 on independent sample test shows the p-value above 0.05 (0,831), which suggests that there is no statistically significant difference in the way men and women scored service quality. These results mean that irrespective of gender, the score of service quality does not change significantly. This means that both men and women view service quality of the university the same.

Table 8: Independent sample test

Independent sample test								
t-test for equality of means								
		t	df	P-value	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Service quality rendered	Equal variances assumed	0.2	85.0	0.831	0.03	0.14	0.25	0.31
	unequal variances	1	0					

Data from field 2016

4.4.2 Group statistics on teaching approach

The results in Table 9 indicate that the mean score for teaching approach for male is 3.47 and female is 3.52, which indicates little numerical difference occurrence. This shows that there are differences in the teaching approach offered to the undergraduate students at the Business Management Department.

Table 9: Group statistics on teaching approach

Group statistics				
		Mean	Std Deviation	Std Error Mean
Teaching approach	Male	3.47	0.38	0.07
	Female	3.52	0.63	0.08

Data from field 2016

4.4.3 Independent sample test on teaching approach

The results in Table 10 on independent sample test shows a p-value of above 0.05 (0.697), which suggests that there is no significant difference in a way males and females see the teaching approach at the Business Management Department in the university.

Table 10: Independent sample test

Independent sample test								
t-test for Equality of Means								
		t	df	P-value	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Teaching approach	Equal variances assumed	-0.39	85.00	0.697	-0.05	0.13	Lower -0.30	Upper 0.20

Data from field 2016

4.4.4 Group statistics on teaching materials

The results in Table 11 on teaching materials indicate that the mean score result for teaching material across gender shows that the mean score for male is 3.14 and for female 3.29. This demonstrates a little numerical difference in how teaching material was scored. Interestingly, it is worthy noting that teaching materials have an influence

over undergraduate students performance. It helps in different ways of understanding how they enrich their knowledge and skills at the university.

Table 11: Group statistics on teaching materials

Group statistics				
Gender		Mean	Std Deviation	Std Error Mean
Teaching materials	Male	3.14	0.68	0.12
	Female	3.29	0.72	0.10

Data from field 2016

4.4.5 Independent sample test on teaching materials

The results in Table 12 on independent samples test indicate that the p-value of above 0.05 (0.356) suggests that there is no difference in how males and females view teaching material at the Business Management Department. This shows that their views are individualistic in nature based on the teaching materials used by lecturers.

Table 12: Independent sample test

Independent sample test								
t-test for Equality of Means								
		t	df	P-value	Mean Difference	Std Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Teaching materials	Equal variances assumed	-0.93	85	0.356	-0.15	0.16	-0.46	0.17

Data from field 2016

4.4.6 Comparing means with the ANOVA

A one-way study between groups ANOVA was conducted to compare the mean across age, level of education, number of years in the university on service quality, teaching approach, and teaching material. The descriptive table, which provides the

mean and standard deviation of dependent variable for each separate group. The ANOVA table indicates whether there is a statistical significance between the groups. The significant difference is determined by the p-value that is expected to be below 0.05, which indicates that there is a mean difference. The post-hoc table should be analysed when the ANOVA shows a significant result. The post-hoc table assesses the mean difference within the groups. The Tukey test was used in this ANOVA. The result as shown in Table 13 indicate variance with descriptive analysis, ANOVA and multiple comparisons with age on service quality rendered to undergraduate students at Business Management Department. It can be noticed that age has an effect on the descriptive analysis obtained in this study with reference to service quality.

Table 13: Service quality rendered with age (descriptive)

Descriptive							
Service quality rendered							
	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum	Conclusion
			Lower Bound	Upper Bound			
16-21 years	3.33	0.54	3.08	3.58	2.29	4.14	The average score of service quality seems to differ across age.
22-26 years	3.61	0.61	3.45	3.77	1.86	4.86	
27-31 years	3.31	0.75	2.52	4.10	2.29	4.43	
32 years and above	3.91	0.90	2.80	5.03	2.86	5.00	
Total	3.54	0.63	3.41	3.68	1.86	5.00	

Data from field 2016

The results as shown in Table 14 indicate a variance with ANOVA between and within groups on service quality rendered to undergraduate students at the Business Management Department. It can be notice that a non-significant difference of mean score was obtained as the p-value of 0.05 is 0.136.

Table 14: Service quality rendered with age (ANOVA)

ANOVA						
Service Quality						
	Sum of Squares	df	Mean Square	F	P-value	Conclusion
Between Groups	2.18	3	0.73	1.900	0.136	There is non-significant difference of mean scores across age because the p value is above 0.05 (.136)
Within Groups	31.82	83	0.38			
Total	34.01	86				

Data from field 2016

The result as shown in Table 15 indicate that the multiple comparisons with age on service quality rendered to undergraduate students at the Business Management Department do not have any significant difference as p-value obtained in most of the result is less than 0.05.

Table 15: Service quality rendered with age (multiple comparisons)

Multiple Comparisons							
Dependent Variable:							
Tukey HSD							
(I) Age		Mean Difference (I-J)	Std. Error	P-value	95% Confidence Interval		Conclusion
					Lower Bound	Upper Bound	
16-21 years	22-26 years	-0,28112	0.16129	0.308	-0.7040	0.1418	Non-significant Difference
	27-31 years	0,01905	0.28821	1.000	-0.7366	0.7747	Non-significant Difference
	32 years and above	-0,58571	0.30959	0.239	-1.3974	0.2260	Non-significant Difference

22-26 years	16-21 years	0.28112	0.1612 9	0.308	-0.1418	0.7040	Non-significant Difference
	27-31 years	0.30017	0.2659 8	0.673	-0.3972	0.9975	Non-significant Difference
	32 years and above	-0.30459	0.2890 0	0.718	-1.0623	0.4531	Non-significant Difference
27-31 years	16-21 years	-0.01905	0.2882 1	1.000	-0.7747	0.7366	Non-significant Difference
	22-26 years	-0.30017	0.2659 8	0.673	-0.9975	0.3972	Non-significant Difference
	32 years and above	-0.60476	0.3749 3	0.377	-1.5878	0.3783	Non-significant Difference
32 years and above	16-21 years	0.58571	0.3095 9	0.239	-0.2260	1.3974	Non-significant Difference
	22-26 years	0.30459	0.2890 0	0.718	-0.4531	1.0623	Non-significant Difference
	27-31 years	0.60476	0.3749 3	0.377	-0.3783	1.5878	Non-significant Difference

Data from field 2016

4.4.7 Comparing teaching approach with age in descriptive analysis, ANOVA and multiple comparisons

The results in Table 16 indicate a variance with a descriptive analysis on teaching approach adopted for undergraduate students at the Business Management Department. It can be notice that the average score of teaching approach differs from age difference. It implies that age has an effect on the understanding of teaching approach. The author envisages that the older you become, the better understanding of your reasoning and critical analysis to issues.

Table 16: Teaching approach with age in descriptive analysis

Descriptive								
Teaching Approach								
	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Conclusion
				Lower Bound	Upper Bound			
16-21 years	3.34	0.43	0.10	3.14	3.54	2	4	The average score of Teaching Approach seems to differ with age
22-26 years	3.51	0.53	0.07	3.37	3.66	2	5	
27-31 years	3.77	0.56	0.23	3.18	4.35	3	4	
32 years and above	3.64	1.11	0.50	2.26	5.02	2	5	
Total	3.50	0.56	0.06	3.38	3.62	2	5	

Data from field 2016

The result in Table 17 indicate that between groups and within groups, there is a non-significant difference of mean scores across age because the p-value is less than 0.05 (0.339). This implies that within and between groups, no effect takes place in the teaching approach adopted.

Table 17: Teaching approach with age in ANOVA

ANOVA						
Teaching Approach						
	Sum of Squares	df	Mean Square	F	P-value	Conclusion
Between Groups	1.05	3	0.35	1.14	0.339	There is non-significant difference of
Within Groups	25.50	83	0.31			

Total	26.55	86				mean scores across age because the p-value is less than 0.05 (0.339)
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Data from field 2016

The results in Table 18 indicate that teaching approach with age in multiple comparisons shows a non-significant difference. This was due to a p-value of below 0.05 in some of the results obtained.

Table 18: Teaching approach with age in multiple comparisons

Multiple Comparisons							
Dependent Variable:							
Tukey HSD							
(I) Age		Mean Difference (I-J)	Std. Error	P-value	95% Confidence Interval		Conclusion
					Lower Bound	Upper Bound	
16-21 years	22-26 years	-0.17	0.14	0.624	-0.55	0.20	Non-significant Difference
	27-31 years	-0.43	0.26	0.355	-1.10	0.25	Non-significant Difference
	32 years and above	-0.30	0.28	0.701	-1.03	0.43	Non-significant Difference
22-26 years	16-21 years	0.17	0.14	0.624	-0.20	0.55	Non-significant Difference

	27-31 years	-0.25	0.24	0.715	-0.88	0.37	Non-significant Difference
	32 years and above	-0.13	0.26	0.962	-0.80	0.55	Non-significant Difference
27-31 years	16-21 years	0.43	0.26	0.355	-0.25	1.10	Non-significant Difference
	22-26 years	0.25	0.24	0.715	-0.37	0.88	Non-significant Difference
	32 years and above	0.13	0.34	0.982	-0.75	1.01	Non-significant Difference
32 years and above	16-21 years	0.30	0.28	0.701	-0.43	1.03	Non-significant Difference
	22-26 years	0.13	0.26	0.962	-0.55	0.80	Non-significant Difference
	27-31 years	-0.13	0.34	0.982	-1.01	0.75	Non-significant Difference

Data from field 2016

4.4.8 Comparing teaching approach with number of years at the university

The results in Table 19 indicate variance with number of years in the university on teaching approach adopted for undergraduate students at the Business Management Department. It can be noticed that, the average score of teaching approach seems to

differ with number of years in the university. The author envisaged that having spent numbers of years in the university, the undergraduate students could have had several experiences and understandings of how different lecturers approach their courses.

Table 19: Teaching Approach with number of years in university

Descriptive								
Teaching Approach								
	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Conclusion
				Lower Bound	Upper Bound			
Three years	3,49	0,59	0,09	3,30	3,68	2	5	The average score of Teaching Approach seems to differ with number of years in university
Four years	3,45	0,43	0,07	3,30	3,59	3	4	
Five years and above	3,68	0,74	0,21	3,21	4,15	2	5	
Total	3,50	0,56	0,06	3,38	3,62	2	5	

Data from field 2016

The results in Table 20 indicate that there is a non-significant difference of mean scores across the number of years in university because the p-value is lower than 0.05 (0.443).

Table 20: Teaching Approach with number of years in university in ANOVA

ANOVA						
Teaching Approach						
	Sum of Squares	df	Mean Square	F	P-value	Conclusion
Between Groups	0.51	2	0.26	0.82	0.443	There is a non-significant

Within Groups	26.04	84	0.31			difference of mean scores across number of years in university because the p-value is above 0.05 (.443)
Total	26.55	86				

Data from field 2016

The results in Table 21 indicate a variance with the number of years at the university with multiple comparisons. It can be notice that the results show a non-significant difference due to low p-value.

Table 21: Teaching Approach with number of years in university in multiple

Multiple Comparisons							
Dependent Variable:							
Tukey HSD							
(I) Number of years in the University		Mean Difference (I-J)	Std. Error	P-value	95% Confidence Interval		Conclusion
					Lower Bound	Upper Bound	
Three years	Four years	0.04	0.13	0.937	-0.26	0.35	Non-significant Difference
	Five years and above	-0.19	0.18	0.545	-0.63	0.24	Non-significant Difference
Four years	Three years	-0.04	0.13	0.937	-0.35	0.26	Non-significant Difference

	Five years and above	-0.24	0.19	0.413	-0.68	0.21	Non-significant Difference
Five years and above	Three years	0.19	0.18	0.545	-0.24	0.63	Non-significant Difference
	Four years	0.24	0.19	0.413	-0.21	0.68	Non-significant Difference

Data from field 2016

4.4.9 Comparing teaching materials with age

The results in Table 22 indicate the variance in average score of teaching material. This seems to differ from the age of undergraduate students. It can be noticed that the older you become, the wiser and knowledgeable you are. It is expected that undergraduate students should be mature to a certain age before enrolling at a higher institution. This would help them to handle some basic things in the teaching materials offered to them.

Table 22: Teaching materials with age in descriptive analysis

Descriptive								
Teaching Material								
	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Conclusion
				Lower Bound	Upper Bound			
16-21 years	2.88	0.76	0.17	2.52	3.23	1	4	The average score of Teachin
22-26 years	3.32	0.61	0.08	3.15	3.48	2	5	

27-31 years	3.38	0.93	0.38	2.40	4.35	3	5	g material seems to differ with age
32 years and above	3.65	0.88	0.39	2.56	4.74	3	5	
Total	3.24	0.71	0.08	3.09	3.39	1	5	

Data from field 2016

The results in Table 23 on the ANOVA analysis indicate there is a significant difference of mean scores across age because the p-value is lower than 0.05 (.045). This implies that, there is a relationship between and within groups of ANOVA results of undergraduate students' teaching materials offered to them. It shows the teaching materials has influenced them positively.

Table 23: Teaching materials with age in ANOVA

ANOVA						
Teaching Material						
	Sum of Squares	df	Mean Square	F	P-value	Conclusion
Between Groups	3.95	3	1.32	2.81	0.045	There is significant difference of mean scores across age because the p-value is above 0.05 (.045)
Within Groups	38.92	83	0.47			
Total	42.86	86				

Data from field 2016

The results in Table 24 indicate that there is a non-significant difference because the p-value is lower than 0.05 (.402). Although there is variance to this effect showing that

teaching materials could have multiple comparisons on the purpose of its use and context of usage.

Table 24: Teaching materials with age in multiple comparisons

Multiple Comparisons							
Dependent Variable:							
Tukey HSD							
(I) Age		Mean Difference (I-J)	Std. Error	P-value	95% Confidence Interval		Conclusion
					Lower Bound	Upper Bound	
16-21 years	22-26 years	-0.44	0.18	0.071	-0.91	0.03	Non-significant Difference
	27-31 years	-0.50	0.32	0.402	-1.34	0.34	Non-significant Difference
	32 years and above	-0.78	0.34	0.115	-1.67	0.12	Non-significant Difference
22-26 years	16-21 years	0.44	0.18	0.071	-0.03	0.91	Non-significant Difference
	27-31 years	-0.06	0.29	0.997	-0.83	0.71	Non-significant Difference
	32 years and above	-0.33	0.32	0.725	-1.17	0.50	Non-significant Difference
27-31 years	16-21 years	0.50	0.32	0.402	-0.34	1.34	Non-significant Difference

	22-26 years	0.06	0.29	0.997	-0.71	0.83	Non-significant Difference
	32 years and above	-0.28	0.41	0.911	-1.36	0.81	Non-significant Difference
32 years and above	16-21 years	0.78	0.34	0.115	-0.12	1.67	Non-significant Difference
	22-26 years	0.33	0.32	0.725	-0.50	1.17	Non-significant Difference
	27-31 years	0.28	0.41	0.911	-0.81	1.36	Non-significant Difference

Data from field 2016

4.4.9 Comparing teaching materials with number of years at the university

The results in Table 25 indicate that the average score of teaching material seems to differ with the number of years at the university. This implies that each course of study has its own study materials and its course lecturer. Therefore, for undergraduate students to adapt and learn well, they need to apply several strategies on how best to handle their teaching materials irrespective of years spent in the university. The author envisaged that the number of years undergraduate students have spent at the university could also affect how best to be committed to their studies, as they cannot spend the rest of their life in the university.

Table 25: Teaching material with number of years in the university (descriptive)

Descriptive
Teaching Material

	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Conclusion
				Lower Bound	Upper Bound			
Three years	3.14	0.72	0.11	2.91	3.38	1	4	The average score of Teaching Material seems to differ with number of years in university
Four years	3.26	0.68	0.12	3.02	3.49	2	5	
Five years and above	3.50	0.70	0.20	3.06	3.94	3	5	
Total	3.24	0.71	0.08	3.09	3.39	1	5	

Data from field 2016

The results as indicated in Table 26 show that there is a non-significant difference of mean scores across the number of years in the university because the p-value is lower than 0.05 (.306). It implies that there is no relationship between the teaching materials and the number of years spent in the university regarding the ANOVA result obtained.

Table 26: Teaching material with number of years in university (ANOVA)

ANOVA						
Teaching Material						
	Sum of Squares	df	Mean Square	F	P-value	Conclusion
Between Groups	1.19	2	0.60	1.20	0.306	There is non-significant difference of mean scores across number of years in university because the p
Within Groups	41.67	84	0.50			
Total	42.86	86				

						value is above 0.05 (.306)
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Data from field 2016

The results as indicated in Table 27 show that there is a non-significant difference between multiple comparisons in teaching materials to foster service delivery to undergraduate students at the Business Management Department at the University of Zululand.

Table 27: Teaching material with number of years in university (multiple com)

Multiple Comparisons							
Dependent Variable:							
Tukey HSD							
(I) Number of years in the University		Mean Difference (I-J)	Std. Error	P-value	95% Confidence Interval		Conclusion
					Lower Bound	Upper Bound	
Three years	Four years	-0.11	0.16	0.767	-0.50	0.28	Non-significant Difference
	Five years and above	-0.36	0.23	0.279	-0.91	0.20	Non-significant Difference
Four years	Three years	0.11	0.16	0.767	-0.28	0.50	Non-significant Difference
	Five years and above	-0.24	0.24	0.560	-0.81	0.32	Non-significant Difference
Five years	Three years	0.36	0.23	0.279	-0.20	0.91	Non-significant Difference

and above	Four years	0.24	0.24	0.560	-0.32	0.81	Non- significant Difference
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Data from field 2016

4.5 Conclusion of this chapter

It can be establish from this chapter that, the majority of participants were female. The age range of participants varied, but those with a high percentage are those between 22 and 26 years (64.4%). The study was a census, hence it concentrated on third-year, undergraduate students at the Business Management Department in the university. Major findings from the study indicate that undergraduate students at the Business Management Department, University of Zululand, have a positive perception about the quality service provided. The Department of Business Management has modern facilities for quality services of teaching, learning, research and supervision. The physical facilities used by lecturers at the Department of Business Management are visually appealing to the undergraduate students and there are adequate and qualified teaching staff who could render quality services to the undergraduate students at intervals. The construct 'teaching approach' shows that the undergraduate students believe that the lessons they receive were given with passion for the job or an attitude and frustration. The Department of Business Management has every reason to comply with this service quality. The willingness, sympathy and ability to assist students in any way dependent on the obligation of the lecturer. The results indicate that undergraduate students are not sure if the teaching material provided is helpful or not. The results further demonstrate that the majority of the respondents tend to agree mostly that the feel secure in their local language (e.g. isiZulu, isiXhosa, isiNdebele, etc.) while studying group work with fellow students.

The one-way ANOVA analysis between groups shows a variance in age, level of education, and number of years in the university on service quality, teaching approach, and teaching material. It can be noticed from the results that there are cases of established correlation between service quality rendered, teaching approach and teaching materials used in service delivery for the undergraduate students at the Business Management Department. The implication of this result is that certain

elements are crucial in rendering quality services to students at the Department of Business Management. Therefore, for quality assurance purposes, the provision of and access to teaching materials, lecturers should carry advance their obligations in the midst of adherence to standards in the institutions.

The final chapter for this study consists of summary, conclusion and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapters, which included the data presentation and analysis of results, indicated that there is a correlation between variance on age, level of education, and number of years in the university on service quality, teaching approach, and teaching material. The results reveal that service quality rendered, teaching approach and teaching materials used in service delivery are of significance to undergraduate students and the Department of Business Management.

This chapter present summary of findings, conclusion and recommendations.

5.2 Summary of the research findings

This study aimed to investigate service quality delivered to undergraduate students in the Department of Business Management, University of Zululand. Through a survey research method which made use of a questionnaire as instrument for data collection, the research established imperative measure on service quality rendered to undergraduate students at the University of Zululand. While doing this, four research questions were raised to guide the problem of the study. The expectations and perceptions of respondents were overwhelming, as indicated in the previous chapter.

The previous chapter consolidated the analysed findings as represented in each of the research questions in the preceding chapter. The summary of research questions pertaining to the questions raised in the questionnaire revealed the following: that the majority of the respondents who participated in the survey were female. The age range of 22-26 years of respondents is well represented in the tables in Chapter Four. It was established that the majority of respondents agreed to the fact that modern facilities were used to deliver quality services of teaching, research, and supervision to students at the Business Management Department. In the same vein, respondents attested to the fact that physical facilities used by lecturers at the Department of Business Management were visually appealing to the undergraduate students.

The researcher found that the institution provided the students with adequate support in terms of bursaries and materials in the library and this ensured that the students like the services rendered to them. The provision of bursaries and materials in the library attributes to the government of South Africa making adequate budgetary allocations to tertiary and research institutions across the country. It can be noticed from the findings that there are adequate and qualified teaching staff at the Business Management Department. This result in transformative teaching, learning and supervision offered to students, in order to enhance and foster organisational growth and productivity of both staff and students at the Business Management Department.

The findings further reveal that the consultation hours given by lecturers and tutors are not adequate. The biggest result of this is that students are not active and struggle academically with their work, without much help from anywhere. Consultation time with students is crucial in the present-day institutional environment. The results also state that the office space required of lecturers at the Business Management Department is not adequate, thus forcing lecturers to share offices when they want to facilitate discussion classes and group presentations with some of the students. This was the statement made by some respondents. The results regarding the adequacy of study guide materials indicate similar views among respondents. This implies that study guide materials are essential in the achievement of the academic performance of students.

The findings indicate that there were no counselling and guidance support given maximally, as required by students, with consideration to available lecturers. At some point, tutors and colleagues come to their rescue with their academic work/ activities. A few respondents attested that there were no such plans in place at the Department of Business Management. Interestingly, this could be a new development if tutors are attached to different students, based on different modules taught at the Department of Business Management. If this has happened, they would not have experienced what they had experienced in the past. The author emphasises that the position of guidance and counselling for students with relation to their academic performance and social life on campus are imperative in the present university environment. This could shape the students in diverse ways. Guidance and counselling for students in the present-

day educational institution are unquantifiable medicine that heals the wounds of students during their training processes.

The findings also indicate that frequent communication either in written and spoken local languages, such as isiZulu, isiXhosa, isiNdebele, and others, serves as supplement in the support of teaching, learning and interactions with one another. This implies that the use of local language among students should be encouraged for easy and frequent communication. The reason for the use of local language is attributable to a sense of belonging and security. This would lead to some students not knowing their academic weak points. It makes them not shy when discussing and sharing knowledge and ideas with one another within and outside the department/ institution.

Importantly, it is worth noting that the use of local language among some students in the university results in a lack of exposure, intimidation from fellow students and friends, family background and upbringing in rural areas. Nevertheless, that does not mean the use of the standard English language should be eradicated, as students might not know the importance when they graduate from the university. Besides, it is vital in the present diversities of areas of specialisation and knowledge. Meanwhile, the author envisaged a blended use of both, such that certain concepts or terminology taught by lecturers or tutors can help simplify them through the use of the local language during studying, learning and group discussion.

Some students have a phobia to adapt too many people, either in class or in public places. This has some implication for their academic performance. It can be noticed that boldness of students to interact with one another or among themselves depends on the environments in which they were raised (urban or rural area), exposure to many people or few, the family background they come from and the relationships they have establish with others.

The intricacies that surround service quality rendered to undergraduate students at the Department of Business Management were measure based on three cases of service quality rendered, teaching approach and teaching materials. The correlation coefficient between these variables indicate that age, level of education, and number of years spent in the university could trigger the kind of service quality rendered. This

implies that the older the students become and the higher their academic level, the better they would understand some concepts and apply their intellectual ability in harnessing teaching approach and teaching materials used in the delivery of services to them. The implication of this result is that certain elements are crucial in rendering quality services to students at the Department of Business Management.

5.3 Conclusion

The conclusion of this study is based on the research question raised at the beginning of Parasuraman et al. (1985), where service quality is developmental in nature. This takes on the form of deeds, routines or work exerted to meet the customers' needs, which comprise reliability, responsiveness, assurance, empathy and tangibility in relation to service delivery.

5.3.1 What is the quality of services rendered to the undergraduate students at the University of Zululand?

Quality services in the present day South African economy are offered either in private or public organisation, and they are fundamental for organisational growth. There is no organisation today that can survive if proper attention is not given to quality service provision. It assures and strengthens customers or users of certain products in organisations, in order to advance continuous transactions with the organisation. It was believed that one of the key factors that brought about respondents' attestation to these services is the provision of adequate study guide materials. This serves as a source of guidance used in decision-making and planning in the organisation. It can be noticed that respondents gave much proof as to why they enjoyed the services rendered to them at the Department of Business Management, since they registered at the University of Zululand.

5.3.2 To what extent does access to quality services rendered influence productivity of teaching approaches and materials used by lecturers at the University of Zululand?

Access to quality services delivered to students or customers is dependent upon certain factors. This can be influenced by the teaching approach and materials used by lecturers, irrespective of the context. The services rendered would not have been feasible if there had been no modern facilities, teaching material and approaches to deliver the quality services of teaching, research and supervision to the students. Importantly, the physical facilities identified in the Business Management Department are visually appealing to undergraduate students.

5.3.3 What factors could promote quality service delivery to undergraduate students at the University of Zululand?

The promotion of quality service delivery can be certain when organisations strategically apply methods and procedures in addressing their operations and services. Besides, policies play a key role in adhering to operational procedure and work performance by employees in the organisation. Apart from the adequacy of financial and material resources, which serve as sources, that promote quality service delivery, provision of support in terms of bursaries and materials in the library was another means through which quality service was delivered at the Business Management Department. There is no way students or customers would like any form of services rendered to them if it did not meet their information needs. Another point of emphasis is adequate and qualified teaching staff at the Business Management Department. The result was emphasised in chapter four of this research. The teaching, learning and supervision offered to students were done with passion for the job. This was another measure indicated to be a way of promotion of quality service delivery. It was established that lecturers in the Department of Business Management are always willing, sympathetic and reassuring to assist students whenever the need arises. The level to which these factors are met is an assurance of continuous promotion of delivery of quality service.

5.3.4 What are the challenges experiences by undergraduate students at the University of Zululand, on the quality of services rendered?

Challenges are inevitable in organisational growth. It helps to look inwards on how performance in the organisational goals and objectives is enhanced. It was established that the majority agreed to the fact that the student population at the Business Management Department does not give the lecturers much chance and opportunity required for adequate and quality time for teaching, learning and supervision. Another point of emphasis was that the consultation hours given by lecturers and tutors were not adequate. However, the statement differed from one student to another although inadequacy of office space for lecturers at the Business Management Department was emphasised. It is believed that this could have facilitated discussion classes and group presentations when such needs arise. It was noticed that frequent communication only in written and spoken local language was seen as a challenge. Although, there is a strong need for the local languages such as isiZulu, isiXhosa, and isiNdebele, among others, especially while studying together in group work. It was established that most of the respondents find it difficult to adapt to many people either in class or in public, and this has some implication on their academic performance. Besides, there was no proper counselling and guidance, which could help students in their academic work. The reason was that many of the lecturers were busy, and although tutors and fellow students did give some support, it was done according to their expectations, and not adequate based on their different academic performance or pursuits.

5.4 Recommendations

Taking into consideration the findings of this research and literature reviewed, a prospect theory, in line with Parasuraman et al (1985), postulation which consists of expected performance (EP) (tangibles, reliability, responsiveness, assurance and empathy) and perceived performance (PP) (tangibles, reliability, responsiveness, assurance and empathy) that would give satisfaction was recommended. This means $EP=PP$. These recommendations were directed to service quality delivered to undergraduate students based on their information needs. The recommendations were identified by the researcher, as knowledge gaps in service quality delivered to

undergraduate students at the Department of Business Management and the University of Zululand as a whole.

5.4.1 Quality of services rendered to the undergraduate students

It was revealed that the roles played by organisations in achieving service quality in higher institutions of learning, especially the University of Zululand and the Department of Business Management, depend on different factors. However, the researcher found that there is need to review the efficient, effective and quality services delivered on a regular basis. This would help to improve consultation hours of lecturers and tutors that could not assistance students, and adequacy of study guide materials increased. Furthermore, frequent communication in written and spoken English, and the use of local languages such as isiZulu, isiXhosa, and isiNdebele, and others, should be a blended practices and standard for support to weak students.

5.4.2 Access to quality service rendered influence productivity of teaching approaches and materials used by lecturers

Access to quality services rendered to undergraduate students is influenced by modern teaching approaches and the sources of material used. However, the researcher recommends that the acquiring of more recent and diverse materials that could meet the broad needs of the students is imperative. The need to request the management of University of Zululand to create more office space for lecturers becomes essential and cannot be undermined, in order to facilitate discussion classes and group presentations whenever they chose to do so.

5.4.3 Factors could promote quality service delivery to undergraduate students at the University of Zululand

The promotion of quality service delivery is paramount in the present-day knowledge economy where quality service delivery is the discourse of the day. It was noticed that the willingness, sympathy and reassurance to students whenever the need arises, are one among other ways through which quality services could be delivered. However,

the researcher recommends the need to devise other strategies that could enhance the delivery of quality services of different kinds.

5.4.4 Challenges experienced by undergraduate students on the quality of services rendered

There is no organisation in this world that has not encountered challenges of different kinds. It was established that, the student population in the Business Management Department does not give the lecturers the chance and opportunity required for adequate and quality time for teaching, learning and supervision. Besides, students affirm that they feel secure in their local languages such as isiZulu, isiXhosa, isiNdebele, and others, while studying in groups with fellow students. However, the researcher recommends that lecturers should work extra hours in support of students and for the introduction of blended languages – both local languages and Standard English. This would bring a harmonised system of services for both students and staff to ensure that the expectations of both are met.

6. Conclusion of this chapter

It was establish in this chapter that, there were variances with regard to the results obtained in the service quality, teaching approach, and teaching material used for undergraduate students at the Department of Business Management and the university as a whole. Based on the provision of adequate support in terms of bursaries and materials in the library, the students were satisfied with the service quality rendered. The provision of bursaries and materials in the library attributed to the government of South Africa making adequate budgetary allocations to tertiary and research institutions across the country. It can be noticed from the findings that there are adequate and qualified teaching staff at the Business Management Department. The provision of consultation hours given by lecturers and tutors, counselling and guidance was commensurate to available lecturers.

The issue of the use of local language among some students in the university results in a lack of exposure, intimidation by fellow students and friends, family background

and upbringing in rural areas. However, this does not stop the goal of quality service to undergraduate students. There was a correlation between the variables of age, level of education and number of years spent in the university, which triggered the kind of service quality rendered. Amidst this findings, the study recommends consideration of a prospect theory, embedded in literature reviewed, by Parasuraman et al (1985), postulation, which consists of expected performance (EP) (tangibles, reliability, responsiveness, assurance and empathy) and perceived performance (PP) (tangibles, reliability, responsiveness, assurance and empathy). This was in agreement with the results obtained in knowledge gaps in service quality delivered to undergraduate students at the Department of Business Management and the University of Zululand as a whole.

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ANNEXURE A: RESEARCH INSTRUMENTS: QUESTIONNAIRE



Faculty of Commerce, Administration and Law

Questionnaire for Undergraduate Students

**Measuring Service Quality Delivered to Undergraduate Students in the
Department of Business Management, University of Zululand**

Department of Business Management
University of Zululand,
P/Bag X1001, Kwa-Dlangezwa, 3886,
South Africa.

Dear Respondents,

I am a Master's student of the above named department conducting a research on measuring service quality delivered to undergraduate students in the department of business management, University of Zululand. The purpose of this research is to find out if the undergraduate students at the business department are satisfied with the services rendered to them by staff members of the department.

I kindly request for your time to complete the questionnaire based on your knowledge of the services rendered by staff members at the department of business management. Your feedback will be treated with utmost confidentiality as it is meant for academic purposes. I assure you that every information provided will be kept confidential and solely for the purpose of this study.

Thanking you in advance for your time.

Yours sincerely,

Blessing O. Enakrire

Researcher/Master's Student

blessing.omote19@gmail.com; 0710236507

Please tell us a little about yourself

1. **Gender:** I am a Sex: Male []

2. **Age:** I am within the age group of: 16-21yrs []

27-31yrs []

109

SECTION B: Measuring Service Quality Delivered to Undergraduate Students at the Business Management Department, University of Zululand

The questionnaires are sub-divided according to the objectives of the study. They are:

B.1: Quality of services rendered

- | | | | | | | |
|----|--|----------------|-------|-----------|----------|-------------------|
| 4 | The department of business management has modern facilities for quality services of teaching, learning, research and supervision of students | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 5 | The physical facilities used by lecturers at the department of business management are visually appealing to the undergraduate students | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 6 | The department of business management has adequate and qualified teaching staff that should render quality services to the undergraduate students at intervals | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 7 | The teaching, learning and supervision offered by lecturers to students are done with passion for the job and/or with attitude and frustration? | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 8 | The lecturers at the department of business management are ever willing, sympathetic and reassuring to assists you whenever the need arises | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 9 | The students' population does not allow the lecturers to give adequate and quality time for teaching, learning and supervision of the students | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 10 | The consultation hours with lecturers and tutors are not adequate, as such, makes the students to struggle on their own without much help | | | | | |

- | | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|---|--|-------|-----------|----------|-------------------|
| 11 | The office space required of lecturers at the business management department is not wide enough to facilitate discussion class and group presentation when such need arises? | | | | |
| | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| B.2: Access to quality service rendered influences productivity of teaching approaches and materials used by lecturers | | | | | |
| 12 | The study module guides with charts, graphs, intelligence bulletins to aid or complement other material intended to enhance students' performance are not adequate at the department of business management? | | | | |
| | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 13 | Frequent communication, both in written and spoken English language is a challenge in study during and after class work | | | | |
| | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 14 | The local language (e.g. isiZulu, isiXhosa, isiNdebele etc.) has an effect on the written and spoken English language in study of my school work. | | | | |
| | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 15 | I feel secure in my local language (e.g. isiZulu, isiXhosa, isiNdebele etc.) while studying in group work with other fellow students | | | | |
| | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 16 | The care and attention given to me by my lecturers and fellow colleagues do not make me have any regret of why I have come here to study at the department of business management | | | | |
| | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |

- 17 The University of Zululand provides students with adequate support in terms of bursary and materials in the library, as such I like the services rendered to us as students.
- Strongly agree Agree Undecided Disagree Strongly disagree
- 18 I find it difficult to adapt to many people since I am shy and cannot talk in the public, this affects my academic performance
- Strongly agree Agree Undecided Disagree Strongly disagree
- 19 Are there any counselling guidance that could be of help to you if your lecturer, tutors and fellow colleagues could not help you help you in your academic performance or pursuit?
- Strongly agree Agree Undecided Disagree Strongly disagree
- 20 To what extent can you say you have enjoyed the services rendered to you at the department of business management since you registered in this institution?
- Strongly agree Agree Undecided Disagree Strongly disagree

ANNEXURE B: ETHICAL CLEARANCE

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION

Website: <http://www.unizulu.ac.za>
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ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2016/251						
Project Title	Measuring service quality delivered to undergraduate students in business management department, University of Zululand, South Africa						
Principal Researcher/ Investigator	BO Enakrire						
Supervisor and Co-supervisor	Prof SI Lubbe						
Department	Business Management						
Nature of Project	Honours/4 th Year		Master's	x	Doctoral		Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

Special conditions:

- (1) The Principal Researcher must report to the UZREC in the prescribed format, where applicable, annually and at the end of the project, in respect of ethical compliance.
- (2) Documents marked "To be submitted" (see page 2) must be presented for ethical clearance before any data collection can commence.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

Classification:

Data collection	Animals	Human Health	Children	Vulnerable pp.	Other
X					X
Low Risk		Medium Risk		High Risk	
X					

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)

Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants			X
Informed consent from parent/guardian			X
Permission for access to sites/information/participants			X
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire			X
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

The UZREC retains the right to

- Withdraw or amend this Certificate if
 - Any unethical principles or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in this Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research



Professor Dumisani Nzima
 Deputy Chairperson: University Research Ethics Committee
 18 April 2016

BO Enakrire - PGM 2016/251



ANNEXURE C: WORK PLAN

Activity	Period	Status
Research proposal	May–August 2015	Completed
Chapter 1-Introduction and Background	August-October 2015	Completed
Chapter 2-Literature Review	October–December 2015	Completed
Chapter 3-Methodology	December-March 2016	Completed
Chapter 4 (Data collection and analysis)	April –July 2016	Completed
Chapter 5-Discussion, summary, conclusion and recommendations	August-December 2017	Completed
Entire work-Resubmission was required by external examiner based on reports found hence the delay	August-December 2018-2019	Completed
Corrections, Editing and Submission of bound dissertation	January, 2020	Completed



Map of the Country indicating the province where the research was carried out