UNIVERSITY OF KWAZULU-NATAL

Perceptions of student services offered
by the University of KwaZulu-Natal

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A dissertation submitted in partial fulfilment of the requirements for the degree of
Master of Business Administration

College of Law and Management Studies
Graduate School of Business & Leadership

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2015
DECLARATION

I, Nupur Suresh Warke, declare that:

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Signed: _________________________________________
ACKNOWLEDGEMENTS

This dissertation has been a long learning journey, one that demanded a sacrifice of numerous hours of family time and I wish to thank my husband and my family for their love, support and understanding.

Without the Almighty this journey would not have been possible and I wish to thank Lord Ganesha for providing me strength during these difficult times.

I wish to express my sincere gratitude to my supervisor, Professor Anesh Maniraj Singh, without whom this dissertation would not have been possible. Thank you for your guidance and support through all the years of my study and throughout my dissertation. You have been an inspirational philosopher and mentor to me.

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Finally, thank you to all the respondents who took their time to respond to the questionnaire.
ABSTRACT

Student services is a division of higher education institutions that provides care and support to students. Universities are competing globally to attract students. Therefore, provision of specialised services in the form of student support is one way in which universities can gain a competitive advantage in the higher education sector. Student satisfaction has gained importance in assessing student services. Results of these assessments can assist policy makers in the decision-making process and provide a basis for continuous improvement. Universities seek to identify key factors that influence overall service quality and student satisfaction levels. Meeting the varied needs of a diverse student body remains a major challenge for higher education institutions.

The aim of this study was to investigate the perceptions of students regarding student services offered at the University of KwaZulu-Natal. The purpose of this study was to establish if students were aware of the support services offered and how frequently the services were used. Furthermore, this study intended to investigate student satisfaction levels of the services offered. Since the study is descriptive in nature, a quantitative research approach was adopted. Generalisability was a key consideration which led to the adoption of a simple random probability sampling technique. The students across all five campuses of the university were invited to participate to ensure that student opinions gathered from the sample were representative of the population.

The results of this study highlighted that the students lacked awareness of the student services offered. It was evident from the study that students had not used the services to the extent the university desires demonstrating difficulty in accessing these services. Also, the overall satisfaction level of students who used the services was poor. The study also revealed poor student satisfaction level towards support staff at the Student Services Department. The data analysis highlighted some underlying causes for low satisfaction levels and identified key areas for improvement. The findings from the study presented recommendations for improvement of student services. Some of the key recommendations were improving access to the services through the provision of better signage and directions, effective advertising to promote awareness and training for improvement in staff competency. Discussion of the research findings have assisted in evaluating student perspectives regarding various sub-aspects of student services. The limitations of the study have been identified and have provided direction for future research.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF ACRONYMS AND ABBREVIATIONS</td>
<td>xiii</td>
</tr>
</tbody>
</table>

## CHAPTER 1  OVERVIEW OF STUDY  

1.1. INTRODUCTION  1
1.2. MOTIVATION FOR THE STUDY  1
1.3. FOCUS OF THE STUDY  2
1.4. PROBLEM STATEMENT  3
1.5. AIM AND OBJECTIVES  3
1.6. LIMITATIONS OF THE STUDY  4
1.7. OUTLINE OF THE STUDY  4
1.8. SUMMARY  5

## CHAPTER 2  LITERATURE REVIEW  

2.1. INTRODUCTION  6
2.2. LANDSCAPE OF HIGHER EDUCATION  6
2.3. EVOLUTION OF HIGHER EDUCATION IN AFRICA  6
2.4. LANDSCAPE OF HIGHER EDUCATION INSTITUTIONS IN SOUTH AFRICA  7
2.5. THE CONCEPT OF STUDENT EXPERIENCE  8
   2.5.1. The student body spectrum: Multiculturalism  10
   2.5.2. Holistic student success  11
2.6. BEHIND THE SCENES: STUDENT SERVICES  13
   2.6.1. Addressing student needs  14
2.6.2. Role of student services 15
2.6.3. Student services as a universal concept 15
2.6.4. Transformation of student services in South Africa 16
2.6.5. The umbrella of student service 17
2.6.6. Beyond basic service provision 19
2.6.7. Professional student services bodies 20

2.7. CUSTOMER SATISFACTION 20
2.7.1. Higher education as a service 22
2.7.2. Customer expectations in higher education 23
2.7.3. Assessment of student services 24
2.7.4. Challenges in assessing student services 25
2.7.5. Linking service quality and customer satisfaction 266

2.8. SUMMARY 28

CHAPTER 3 RESEARCH METHODOLOGY 29
3.1. INTRODUCTION 29
3.2. ORGANISATIONAL BACKGROUND 29
3.3. AIM 30
3.4. OBJECTIVES 30
3.5. TYPE OF RESEARCH 31
3.6. RESEARCH APPROACH 33
3.7. SAMPLING 34
3.7.1. Need for sampling 34
3.7.2. Sampling design 34
3.7.3. Participants in the study 36
3.7.4. Sampling frame 37
3.7.5. Sample size 37
3.8. DATA COLLECTION 38
3.8.1. Description and purpose of instrument 39
3.8.2. Construction of the instrument 40
3.8.3. Validity and reliability 42
3.8.3.1. Validity 42
3.8.3.2. Reliability 43
3.8.3.3. Relationship between validity and reliability 44
3.8.4. Pretesting of questionnaire 44
3.8.5. Administration of questionnaire 45
3.9. DATA ANALYSIS 46
3.10. ETHICAL CONSIDERATIONS 46
3.11. SUMMARY 47

CHAPTER 4 ANALYSIS AND DISCUSSION OF RESULTS 48
4.1. INTRODUCTION 48
4.2. TREATMENT OF DATA 48
4.3. RELIABILITY OF THE QUESTIONNAIRE 48
4.4. DEMOGRAPHIC PROFILE OF RESPONDENTS 49
4.5. DATA ANALYSIS 50
4.5.1. Objective one: Knowledge of student services 50
  4.5.1.1. Awareness of services offered 50
  4.5.1.2. Source of knowledge of services offered 51
  4.5.1.3. Awareness of specific services 52
  4.5.1.4. Relationship between race and awareness of services 53
  4.5.1.5. Relationship between campus of study and awareness of services 54
4.5.2. Objective two: Accessibility of student services department 55
  4.5.2.1. Reasons for difficulty in accessing Student Services Department 55
  4.5.2.2. Relationship between gender and accessibility of student services department 56
4.5.3. Objective three: Commonly used student services 56
  4.5.3.1. Use of student services 57
  4.5.3.2. Commonly used student services 57
  4.5.3.3. Frequency of use of student services 58
  4.5.3.4. Events organised by the Student Services Department 58
4.5.3.5. Continued use of student services 60
4.5.3.6. Value for money 60
4.5.3.7. Relationship between campus of study and of use of student services 60

4.5.4. Objective four: Level of satisfaction 62
4.5.4.1. Overall level of satisfaction 62
4.5.4.2. Rating quality and availability of student services 63
4.5.4.3. Rating the support staff 64
4.5.4.4. Relationship between gender and overall satisfaction 64

4.5.5. Objective five: Identifying preferences for improvements that could benefit the Student Services Department 65
4.5.5.1. Preferences relating to communication 65
4.5.5.2. Preferred medium of communication 66
4.5.5.3. Reasons for lack of interest in receiving communication 67
4.5.5.4. Ranking student services offered by the university 67
4.5.5.5. Extent to which UKZN is perceived to be the University of Choice 68
4.5.5.6. Recommendations to improve the student services 69

4.6. KEY FINDINGS 70
4.7. SUMMARY 71

CHAPTER 5 CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS 72
5.1. INTRODUCTION 72
5.2. CONCLUSIONS AND RECOMMENDATIONS 72
5.2.1. Raising awareness of student services 72
5.2.2. Making student services more accessible 73
5.2.3. Encouraging use of student services 73
5.2.4. Providing more value for money 74
5.2.5. Improving staff competency, availability of services and overall student satisfaction 74
5.2.6. Employing an effective digital communication strategy 74
5.3. LIMITATIONS OF THIS STUDY 75
5.4. RECOMMENDATIONS FOR FUTURE RESEARCH 75
5.5. CONCLUSION 76

REFERENCES 77

Appendix 1: Introductory Letter 93
Appendix 2: Consent Letter 94
Appendix 3: Questionnaire 95
Appendix 4: Ethical Clearance 101
Appendix 5: Certificate of Proof of Editing 102
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Factors contributing towards student experience in higher education</td>
<td>9</td>
</tr>
<tr>
<td>2.2</td>
<td>Major contributing factors for student success in higher education</td>
<td>11</td>
</tr>
<tr>
<td>2.3</td>
<td>The Kano model to measure customer satisfaction</td>
<td>22</td>
</tr>
<tr>
<td>3.1</td>
<td>Type and purpose of research</td>
<td>32</td>
</tr>
<tr>
<td>3.2</td>
<td>Choice of sampling design</td>
<td>35</td>
</tr>
<tr>
<td>3.3</td>
<td>The UKZN campuses</td>
<td>36</td>
</tr>
<tr>
<td>3.4</td>
<td>Types of questionnaires</td>
<td>40</td>
</tr>
<tr>
<td>3.5</td>
<td>Process of designing and validating a questionnaire</td>
<td>44</td>
</tr>
<tr>
<td>4.1</td>
<td>Awareness of services offered</td>
<td>51</td>
</tr>
<tr>
<td>4.2</td>
<td>Source of knowledge of services offered</td>
<td>51</td>
</tr>
<tr>
<td>4.3</td>
<td>Knowledge of types of services offered</td>
<td>52</td>
</tr>
<tr>
<td>4.4</td>
<td>Accessibility of Student Services Department</td>
<td>55</td>
</tr>
<tr>
<td>4.5</td>
<td>Reasons for difficulty in accessing Student Services Department</td>
<td>55</td>
</tr>
<tr>
<td>4.6</td>
<td>Usage of services offered by university</td>
<td>57</td>
</tr>
<tr>
<td>4.7</td>
<td>Commonly used services</td>
<td>57</td>
</tr>
<tr>
<td>4.8</td>
<td>Frequency of use of student services</td>
<td>58</td>
</tr>
<tr>
<td>4.9</td>
<td>Extent of attendance of events</td>
<td>59</td>
</tr>
<tr>
<td>4.10</td>
<td>Continued use of student services</td>
<td>59</td>
</tr>
<tr>
<td>4.11</td>
<td>Value for money</td>
<td>60</td>
</tr>
<tr>
<td>4.12</td>
<td>Overall level of satisfaction</td>
<td>62</td>
</tr>
<tr>
<td>4.13</td>
<td>Quality and availability of service</td>
<td>63</td>
</tr>
<tr>
<td>4.14</td>
<td>Preference for communication</td>
<td>65</td>
</tr>
<tr>
<td>4.15</td>
<td>Preferred medium of receiving communication</td>
<td>66</td>
</tr>
<tr>
<td>Section</td>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>4.16</td>
<td>Reasons for lack of interest in receiving communication</td>
<td>67</td>
</tr>
<tr>
<td>4.17</td>
<td>Extent to which UKZN is perceived to be the University of Choice</td>
<td>68</td>
</tr>
<tr>
<td>4.18</td>
<td>Recommendations to improve student services</td>
<td>69</td>
</tr>
</tbody>
</table>
## LIST OF TABLES

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Structure of the research study</td>
<td>4</td>
</tr>
<tr>
<td>2.1</td>
<td>Key functions and activities of student services</td>
<td>18</td>
</tr>
<tr>
<td>3.1</td>
<td>Type of research approach</td>
<td>33</td>
</tr>
<tr>
<td>3.2</td>
<td>Primary data collection methods</td>
<td>38</td>
</tr>
<tr>
<td>3.3</td>
<td>Linking questions in the questionnaire to research objectives of the study</td>
<td>41</td>
</tr>
<tr>
<td>3.4</td>
<td>Types of scales used in the instrument</td>
<td>42</td>
</tr>
<tr>
<td>4.1</td>
<td>Demographic profile of the respondents</td>
<td>49</td>
</tr>
<tr>
<td>4.2</td>
<td>Cross tabulation between race and awareness of the services offered</td>
<td>53</td>
</tr>
<tr>
<td>4.3</td>
<td>Cross tabulation between campus of study and awareness of student services offered</td>
<td>54</td>
</tr>
<tr>
<td>4.4</td>
<td>Cross tabulation between gender and accessibility of Student Services Department</td>
<td>56</td>
</tr>
<tr>
<td>4.5</td>
<td>Cross tabulation between campus of study and use of Student Services Department</td>
<td>61</td>
</tr>
<tr>
<td>4.6</td>
<td>Rating student services support staff</td>
<td>64</td>
</tr>
<tr>
<td>4.7</td>
<td>Cross tabulation between gender and overall satisfaction</td>
<td>64</td>
</tr>
<tr>
<td>4.8</td>
<td>Ranking student services offered by the university</td>
<td>67</td>
</tr>
<tr>
<td>4.9</td>
<td>Summary of key findings</td>
<td>70</td>
</tr>
</tbody>
</table>
# LIST OF ACRONYMS AND ABBREVIATIONS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHELO</td>
<td>Assessment of Higher Education Learning Outcomes</td>
</tr>
<tr>
<td>CHET</td>
<td>Centre for Higher Education Transformation</td>
</tr>
<tr>
<td>DHET</td>
<td>Department of Higher Education and Training</td>
</tr>
<tr>
<td>FAO</td>
<td>Food and Agricultural Organisation</td>
</tr>
<tr>
<td>IASAS</td>
<td>International Association of Student Affairs and Services</td>
</tr>
<tr>
<td>KZN</td>
<td>KwaZulu-Natal</td>
</tr>
<tr>
<td>NASDEV</td>
<td>National Association of Student Development Practitioners</td>
</tr>
<tr>
<td>NILOA</td>
<td>National Institute for Learning Outcomes Assessment</td>
</tr>
<tr>
<td>SAASSAP</td>
<td>South African Association of Senior Student Affairs Professionals</td>
</tr>
<tr>
<td>SAFSAS</td>
<td>Southern African Federation for Student Affairs and Services</td>
</tr>
<tr>
<td>SAHRC</td>
<td>South African Human Rights Commission</td>
</tr>
<tr>
<td>SASCO</td>
<td>South African Students Congress</td>
</tr>
<tr>
<td>SWICS</td>
<td>Swiss Index of Customer Satisfaction</td>
</tr>
<tr>
<td>UKZN</td>
<td>University of KwaZulu-Natal</td>
</tr>
<tr>
<td>UL</td>
<td>University of Limerick</td>
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<tr>
<td>USA</td>
<td>United States of America</td>
</tr>
</tbody>
</table>
CHAPTER 1
OVERVIEW OF STUDY

1.1. INTRODUCTION

The soaring demand for higher education worldwide has resulted in a dramatic increase in the number of universities operating in a complex, competitive commercial environment (Altbach, Reisberg & Rumbley, 2009). Also, the diversity in the student body has led to universities concentrating on caring for needs of students from assorted social, economic and financial backgrounds. Student services refer broadly to student lives – personal, social and academic – and aim to enhance students’ experiences and contribute to their development. It is one of the core functions of a university to facilitate a superior overall student experience.

With the shift of higher education towards becoming a business-like service industry, many universities often conduct some form of assessment of quality of services provided to students along with an assessment of student satisfaction (Seligman & Taylor, 2009). This has led to universities beginning to treat students as their "clients". These circumstances are becoming a local phenomenon as universities in South Africa begin to adopt the global norm of assessment of the provision of student services. The formation of discussion platforms like group and professional bodies has promoted dialogue about student affairs and practices.

This chapter presents an outline of the study. It motivates the need for the study and identifies the problem statement. The chapter presents the research questions for the study followed by research questions that aimed to gather information regarding the problem at hand. The limitations of the study are also explained. Furthermore, a summary of the choice of research design and sampling method undertaken, followed by the limitations of the study, are also highlighted in this chapter.

1.2. MOTIVATION FOR THE STUDY

The practice of student services has gained the attention of many scholars. While there have been many international studies surrounding assessment in student affairs, there is insufficient literature relating to student satisfaction of student support services offered by universities. Moreover, student satisfaction surveys have normally been conducted among
students on the completion of their studies. Very seldom have students been asked for their opinion about service offerings whilst they are studying at a university. This study will therefore contribute to the field of student affairs by providing research that has concentrated on establishing student perceptions regarding the various aspects of student support services.

With the intention of becoming the University of Choice, the University of KwaZulu-Natal (UKZN) ensures it provides a holistic learning environment to students. This study has been undertaken using the UKZN as its location. Hence, the university will benefit directly from this study. The research undertaken will provide significant insights about student satisfaction levels of services offered by the university and how the university can improve their service offerings to benefit the students.

The participants of the study were all the students of the UKZN at the time of the study. The study will benefit the students as it has provided them with an opportunity to express their opinion about the student services offered by the university. Their participation will ensure that the suggestions made for improvement are driven by the majority stakeholders of the university. Other stakeholders will benefit from this study as student services will be a value-adding functional unit to the university.

The findings of this study could be used by other universities to draw compression to their student services, and thus provide them with an opportunity to improve their student support services.

1.3. FOCUS OF THE STUDY

The students of the UKZN pay fees for their degree courses. These fees include the provision of student support services. Hence, no additional payment has to be made by a student should he/she want to use any of the support services offered.

The focus of this study was confined to all the registered students of the UKZN as at 27 February 2015. This study will provide findings related to student satisfaction about the services offered and suggest improvements to the UKZN for their student support services. Teaching, restructuring and operational changes in the Student Services Department were not covered for this study.
This study is unique in that the university will gain insights on how the current students perceive the student support services, and may provide a starting point for other South African universities to explore the field of student services from the perspective of students as "clients" of the services.

1.4. PROBLEM STATEMENT

The UKZN is a pioneer in the South African higher education landscape. The University of Durban-Westville, founded in 1972, and the University of Natal, established in 1949, merged in 2004 to form the University of KwaZulu-Natal. Over these years, UKZN has seen many changes in management and organisational structure. With the aim of caring for student needs in a holistic manner, the Student Services Department was established at the inception of the university in 2004.

The literature reviewed in Chapter 2 highlights the need for provision of student support services to enhance the overall student experience. It also advises a university to satisfy the needs of their students holistically, acknowledging the demographic, cultural, economic and social diversity among students they serve. Harden (2012) argued that unless universities provide for the needs of their students, they will not be able to sustain the student numbers and will lose students to other institutions globally.

It is important that UKZN evaluates the student satisfaction regarding student services offered in order to determine if the services are successful in providing the required support to students. This study has sought to determine how UKZN could improve their student support services to encompass and care for diverse student needs. The question that arises is—what are the student perceptions of the student services offered by the UKZN”.

1.5. AIM AND OBJECTIVES

The study aimed to establish the student perceptions of student services offered at UKZN. The following were the objectives to address the aim and the research questions for this study:

1. To establish the knowledge of current students regarding the student services offered at UKZN.
2. To determine if student services are accessible to all students at UKZN.
3. To determine which services are commonly used by the students at UKZN.
4. To determine the student satisfaction levels with the service provided by the student services department.
5. To identify improvements that could benefit the service offering of the student services department at UKZN.

1.6. LIMITATIONS OF THE STUDY

A key limitation experienced was the scarcity of literature available on assessment of services evaluation in general. Although there have been some international studies investigating student services practice, very few of them focused on assessing student support services by evaluating student perspectives of the services offered. There is evidence of student satisfaction surveys conducted by many universities globally and in South Africa, however, the focal point in those surveys has been academic and university facilities with less attention given to the quality of student support. Also, no research could be found that documented the use of such evaluations and assessments to improvise the current services offered by a university. These limitations have been documented and are discussed in detail in Chapter 5.

1.7. OUTLINE OF THE STUDY

The research process undertaken was conducted in a methodically and logically. The structure of the five chapters of this study is illustrated in Table 1.1.

Table 1.1: Structure of the research study

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>This chapter provides an outline of the research study. It highlights the motivation of the study and establishes the problem statement, aim and objectives of the study. Finally, this chapter concludes by listing the limitations encountered while conducting the study.</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>This chapter presents a literature review which introduces the student services practice in higher education. It explains the significance of student services in higher education and their direct relationship in enhancing the student experience.</td>
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</tbody>
</table>
1.8. **SUMMARY**

Higher education can benefit to a great extent from the student support services that are offered to students as a means of support. Aimed at satisfying the needs of students in today's globalised world, student support services often find it difficult to provide holistic care and support to enhance the overall student experience. This study aimed to assess the student services offered at the UKZN and to provide recommendations for improvement.

The problem statement, aim, and objectives based on the research questions, have been presented in this chapter. This chapter has also highlighted the focus and motivation of the study along with the limitations of the study. It has also provided an outline of the manner in which the study has been structured into various chapters. The next chapter will present a review of the literature in contemplation of providing a deeper understanding of the student services practice and student satisfaction in higher education services, and will thus provide the foundation for the empirical study to follow.
CHAPTER 2
LITERATURE REVIEW

2.1. INTRODUCTION

Higher education has become increasingly competitive commercially due to the development and expansion of global education markets (Nejati, 2013). Along with the consideration given to societal values, higher education institutions have expressed concern regarding the skills and competence of their graduates and the perceptions of students about their educational experience. In general, students need to be involved in or engaged with their programme of study and student life in order to have a positive student experience. Student services practitioners have traditionally defined their primary goals as having to enrich and enhance the development of students. If practitioners have a better understanding of how students find their true identity, they will be in a better position to add value to student learning and development at universities and other tertiary institutions. In this way they will gain —satisfied” customers (Torres, Jones & Ren, 2009).

This chapter discusses the analysis conducted on student services in the context of higher education. It provides insights on the importance of student services and how these services address the needs of students. In addition, this chapter explains student perceptions of student support services and their effect on student life.

2.2. LANDSCAPE OF HIGHER EDUCATION

Historically, higher education was seen as a means of providing special education to selected individuals in their fields of interest beyond mere basic education (Havery, 2011). With advancements in the centuries that followed, higher education transformed into a principal mechanism for coaching individuals in various field of study. In today’s globalised world, higher education has evolved from a privilege enjoyed by few to a necessity of many. Advanced education is perceived as a focal component in society. In many nations, advanced higher education has turned into a substantial complex venture (Nkondo, 1976, Altbach, Reisberg & Rumbley, 2010).

2.3. EVOLUTION OF HIGHER EDUCATION IN AFRICA

Education is widely accepted as a significant mechanism to stimulate economic growth (Aghion, Boustan, Hoxby & Vandenbussche, 2009). Higher education, also called tertiary
education, comprises undergraduate education, and postgraduate education including doctoral degrees. The African continent has experienced a long history of evolution of higher education. In the early 1900s, higher education was widely neglected in Africa (Bloom, Canning & Chan, 2005). Such disregard was partially due to the lack of empirical evidence that higher education can foster economic growth and curb poverty. Instead, higher education was looked at as a possible cause of social unrest and political instability (Friedman & Friedman, 1980; King & Baxter-Magolda, 1996). According to Bloom, Canning, Chan and Luca (2014), after their independence in the early 1960s, the majority of new African states perceived higher education as a key to economic and social prosperity. McDonnell (2008) noted that consequently, policy makers decided to input monetary resources in widening the scope of universities in various states. Marmolejo (2011 cited in Schuh, 2014, p. 2) estimated that while there were only 120,000 students in African universities at independence (in the early 1960s), this number has dramatically grown to 9.3 million students in less than 50 years”. Rena (2010) argued that it is generally agreed that African higher education is very weak and does not meet standards. For these institutions to compete globally, massive injections of intellectual and financial resources are needed, as well as political will and commitment. To some extent this has been a legacy inherited by African states from their colonial past.

2.4. LANDSCAPE OF HIGHER EDUCATION INSTITUTIONS IN SOUTH AFRICA

In South Africa, the apartheid system saw the establishment of separate "homeland" or "bush" universities during the late 1950s (Ehrenreich, 2013). These then newly formed universities were deliberately denied resources as they were intended for "blacks”, while the resource-abundant customarily "white” colleges constituted the opposite side of the coin of higher education during the apartheid era (Lumadi & Mampuru, 2010).

In 1979, Technikons were introduced in South Africa. The term technikon is exclusive to the South African higher education system and its closest theoretical and automatic comparable is the Polytechnic, created under the British arrangement of training and embraced in different nations, especially former British colonies (Mandew, 2003). Initially, technikons were limited to offering diplomas but the Higher Education Act of 1997 permitted technikons to offer degree programmes in technology. According to this new
education system, universities and technikons formed the third tier commonly known as higher education.

"All South Africans have the right to a basic education, including adult basic education and further education" according to the South African Human Rights Commission (2002). As declared in the Bill of Rights of the Constitution, "the state has an obligation, through reasonable measures, to progressively make this education available and accessible" (South Africa.info, 2013). Presently, South Africa has a dynamic higher education sector, with 23 state-funded higher education institutions: 11 universities, six universities of technology, and six comprehensive institutions (South Africa.info, 2013). These universities are expected to enrol 650 000 students in the following two decades (MacGregor, 2012). Private higher institutions have also emerged over the last few decades, after the apartheid era.

"As young people have moved in increasingly large numbers through primary and secondary levels of education, there has been a sustained increase in student enrolment in higher education since late 1994, following the uplifting of the laws enforced by the apartheid system" (HESA, 2014). South African higher education institutions serve a wide base of student consumers in the highly globalised education market. Statistics reveal that higher education is conclusively an essential need for students not only on the continent but also in the rainbow nation of South Africa (South Africa.info, 2013). Simultaneously, there has been a change in the perception of the paradigms of higher education.

2.5. THE CONCEPT OF STUDENT EXPERIENCE

-Students constitute the most central stakeholder group in higher education around the world” (Altbach et al., 2009, p.97). There have been various studies examining the various aspects of student experience. However, it is paradoxical that not many attempt to define it. While _student experience_ cannot be accurately defined, there are some scholarly explanations to what constitutes student experience. Wahr, Gray and Radloff (2009) noted that originally, student experience was largely attributed to a student’s _academic_ experience. Despite this primary view of higher education, there has been growing acceptance of student experience comprising many more attributes than merely a student’s academic journey (Thomas & Galambos, 2006 cited in Morgan, 2013).
As higher education progressively evolves into a highly competitive market and as students become more demanding and better informed, providing a better quality student experience is vital to organisational survival (MacBeath, 2012). According to Mokhtarian (2013), being focused on enhancing the student experience can enhance student retention, and thereby decrease student withdrawal rates. Thus, provision of a superior student experience has the potential of providing a higher education organisation a competitive advantage. Forest and Kinser (2002) stated that the term –student life” is used widely in higher education to describe the activities and services that target the care and education of students external to the conventional setting. –Student experience encompasses all aspects of student life (i.e. academic, social, welfare and support) with the academic imperative at the heart of it” (Seldin, 1999, p.1). Figure 2.1 illustrates the factors contributing towards student experience.

**Figure 2.1: Factors contributing towards student experience in higher education**  

As shown in Figure 2.1, entrepreneurial higher education institutions increasingly aim to satisfy students with the intention of expanding education beyond mere gathering of knowledge (Forest & Kinser, 2002). Student facilities impact students' choice of university which in turn affects students' overall experience in higher education (Price, Matzdorf, Smith & Agahi, 2003). Student support activities form a university offering in addition to
the regular academic activities that students experience in the teaching and learning process. Komives and Woodard (2003) stated that professional competency of staff plays a major role in the teaching and learning process. Students are not satisfied by mere exposure to academic activities that cannot be translated into work opportunities. Many students spend a fortune on higher education and perceive work opportunities as a means of acquiring returns on their investment in education (Bembenutty, 2011). According to Baron and Corbin (2012), networking among students, staff and industry professionals fosters student development by creating a holistic learning environment. Apart from these contributing factors, Hall and Gotz (2013) stated that emotional wellbeing and personal expectations of students influence their student experience.

2.5.1. The student body spectrum: Multiculturalism

Altbach et al. (2009) observed that the student population in higher education institutions has changed dramatically in the 21st century. These include changes in size, demographics, needs, aspirations and expectations. These students have exerted additional pressure on the higher education institutions, forcing them to make changes to their operational structure and to reconsider policy. Moja, Schreiber and Luescher-Mamashela (2014) noted that in South Africa, segregated white-only Afrikaans universities now have integrated student bodies which reflect the dynamics of the student population. They explain that 20 years post apartheid, South Africa has commenced a distinct age of higher education, as students from distinguished racial backgrounds, who have never encountered racial segregation, interact within the higher education landscape. This has raised the need for ‘multiculturalism’.

Scholars define multiculturalism in different ways. One view is that multiculturalism is a process of establishing a contemporary world where people, regardless of their differences, are welcomed and celebrated (Reynolds, 2001 cited in Major & Mangope, 2014). Fowers and Richardson (1996) characterised multiculturalism from an intellectual viewpoint, expressing that it is a social, intellectual development that encourages the value of dissimilarity, demanding respectful and unbiased treatment. According to Verkuyten (2008), while overcoming obstacles of racial segregation and politics, South African universities endeavour to challenge racism, sexism and other forms of discrimination in order to advocate multiculturalism in higher education. These changes in policy and operations are also contributing to holistic student success.
2.5.2. Holistic student success

According to Jackson (2011, p.77), “learning is a complex, holistic, multi-centric activity that occurs throughout and across the student experience”. Simply put, student success can be defined as a favourable student outcome. The leaders in higher education normally refer to student success through “graduation and retention rates” (Latorre, 2007). Fortunately, there is strong research available to allow the stakeholders of education to think of student success as being something beyond success or failure of a student in academic tasks (Manning, Kinzie & Schuh, 2013).

Each higher education institution's definition of student success forms a principal component of its strategy formulation. Authors have consistently noted a number of key factors contributing to student success. Figure 2.2 shows some of the major contributing factors of student success in higher education.

Figure 2.2: Major contributing factors for student success in higher education

It is evident from Figure 2.2 that student success is the aggregate product of various elements. It is an exhaustive, holistic exercise engaging every facet of an institution. The primary dependency of student success on the factors illustrated in Figure 2.2 can be explained as follows:

- **Active learning** – The challenges in supporting active involvement (engagement) have been a primary cause for higher education professionals referring to it as the “grand meta-principle” of student learning (Cross, 1993). The time and energy the student invests both inside and outside the classroom determine the probability of student success (Cuseo, 2009). A greater involvement in academic work leads to a greater engagement in the academic experience of college which in turn enhances knowledge and cognitive development (Pascarella, Terenzini & Feldma, 2005).

- **Collaboration** – Collaboration promotes human engagement, which in turn promotes interpersonal relationships between the different components of the university – peers, faculty, staff, and administrators (Barkley, Cross & Major, 2014). According to Vygotsky (2012), in accordance with epistemological theory of social constructivism, social interaction gives rise to conversations which aid in shaping thoughts.

- **Multiculturalism** – As explained in section 2.5.1, multiculturalism promotes diversification of the student body. This allows exchange of thoughts among students of different backgrounds and schools of thought, enhancing social integration.

- **Faculty** – According to Twale (2015), while the content and level of preparation of lecturers influence student attendance, the relationship between faculty and students is important to help in the successful completion of the degree or programme for which the student is enrolled. She explained that in order to encompass the emotional aspect of students, the faculty needs to adjust these relationships to assist students in bringing out their best not only academically but also intellectually and socially.

- **Campus facilities** – Temple (2008) noted that in higher education the association between the physical environment and learning is intricate. Kok, Mobach and Omta (2011) explained that the more facility services directly affect the educational process, the higher will be their potential contribution to educational achievement. McLaughlin and Faulkner (2012) stated that informal ad hoc spaces facilitated active
learning to a greater extent than the traditional classroom setting. The campus facilities’ role is thus supporting and enabling learning, teaching and researching on the university campus (Kärnä & Julin, 2015).

- **University climate** – A welcoming university climate which creates a positive learning environment for students also creates an environment for sustained social interaction among the student population (Sleeter, La Vonne & Kumashiro, 2014). Such an environment is conducive to learning and creates a sense of “belonging” among the students. The university surroundings thus accommodate the different needs of students and promote learning and self-fulfilment (MacNeil, Prater & Busch, 2009).

- **Personal development** – Another key attribute of student success is that of personal development. Examples of indications of student success due to personal development include development of self-esteem, development of personal identity and development of self-identity (Paulsen & Smart, 2013).

Student success is therefore integrative and systematic. It means different things to different individuals and institutions. Student success is defined differently by scholars, faculty and institutions. An inappropriate way of defining student success based on quantitative statistical data from classical testing instruments is frequent in educational institutions (Hass, Fischman & Brewer, 2014).

### 2.6. BEHIND THE SCENES: STUDENT SERVICES

Student services is sometimes referred to as "student affairs", "student development" or "student personnel" as the name is governed by its operational philosophies. According to Stringer and Swezey (2006), although some scholars have successfully traced the roots of student services back to Athenian education and to the Middle Age universities, the profession of student services primarily emerged in the 20th century. It is known that worldwide the colonial model of higher education only included students who could pay for their education. An influx in the number of higher education entrants was the principal motivation behind formulating the provision of student services in higher education institutions (Altbach *et al.*, 2009).

According to Schuh, Jones and Harper (2010), there has been significant growth in student services since its inception. As student bodies continued to become increasingly
diversified, an increasing need emerged for additional support services for students. To fulfill this need, hiring professional administrators and practitioners seemed to be the solution (Altbach et al., 2010). Universities have therefore started to recognise the value of service provision to students and have started implementing steps that will learn to acquire knowledge of their diverse student population.

2.6.1. Addressing student needs

As identified frequently by various researchers, universities have become broad multifarious organisations demanding critical planning of service provision to students. Student services attempt to recognise the distinctive issues presented by various subgroups of students and endeavour to meet their needs (Harper & Nichols, 2008). According to (Tull, Hirt & Saunders, 2009), the population of students who will access higher education in future is expected to be much more diverse than at any previous time in history. They explained that universities noted that they needed to employ student affairs practitioners who could develop cross-cultural competencies, community development skills and knowledge of under-represented cultures and philosophies. Further, they noted that this could be achieved by creating partnerships with students and academic staff. Such partnerships would foster holistic learning for students. Likewise, students would benefit from the different student affair programmes and support services offered, thus enhancing their experience (Xing & Hok Ka Ma, 2010).

Higher education challenges students in more ways than one: financially, academically and psychologically. Students therefore often require assistance and support not only from academic staff but also from their colleagues and non-academic staff. The mission of student services is to enhance students' experience and facilitate development and growth” (Sharer, 2014, p.27). Looking at past frameworks, we are reminded that student services emerged out of the determination of faculty to ensure that these services were included in the “involved” part of students' university life (Wheeler, 2012). Student services are therefore required to advance the student as an entire individual, combining the different aspects of campus life and educational modules into a reliable and integral "whole" (Hurtado & Guillermo-Wann, 2013). According to Roper (2011), although a complete encompassment of various student activities seems a difficult task, it is a desire of many student affair professionals, providing a direction to measure the effectiveness of such
student activities. While student services focus on student affair programmes and support services, they also engage with the academic and administrative staff.

2.6.2. Role of student services

According to Schreiber (2013, p.617), "fundamentally, student services aim to provide support, services and development to students, while engaging with academic and administrative staff on issues of policy and practice". Although student services concentrate on various intra- and inter-personal aspects of students' lives, according to Pascarella et al. (2005), they can help determine the degree to which students are embedded in the higher education institutions. The practice of student services strives to encompass the various aspects of student experience, and includes establishing itself as mediator, should the need arise.

While discussing the role of student services, it is necessary to understand that it not just "what" services need to be offered but it is also crucial to investigate "how" these services are offered to students. -Student services is a key role-player in shaping and enabling complex learning within the many explicit and invisible curricula in higher education that are contributors to student success" (Ludeman, 2002). Student services straddle this pluralist intersection of the co-curricular and the curriculum, of faculty and student (King &Baxter-Magolda, 1996; Case, 2007; Scott, 2009). This concept of holistic learning reverberates far and wide within the literature of student services. The elementary meaning of learning lies in its application. Active application of student services in the various aspects of the university is therefore seen repeatedly in the distinguished literature of the service of student affairs.

2.6.3. Student services as a universal concept

Although students are at the core of any academic establishment, numerous universities in the past have given very little consideration to their students. According to Altbach et al. (2009), such was the trend in traditional European universities. They noted that such higher education institutions failed to consider their students' overall experience as more important than just the provision of quality education. A greater part of the rest of the world followed the European scholarly tradition, either because it was forced by the pioneers of the principle (by the colonial rule) or, as in the instances of Japan and Thailand, where it was picked voluntarily (Altbach et al., 2009).
According to Lazerson (2010), early higher education in America developed after the model of colleges and universities throughout Europe. He explained that in America the students usually remained at home or boarded with local families, unlike the students at the European universities who stayed on campus along with their professors. This led to the United States of America (USA) being an exception to the European pattern of higher education. From the very onset, the USA was concerned with the life of students beyond the classroom. Lee (2011) stated that at the heart of higher education in America is to believe that the university is in loco parentis and is therefore, responsible for its student well-being.

According to Kuh (2009), since their inception, American universities showed genuine concern for the extra-curricular life of students. He noted that students' well-being was initially the responsibility of professors, later taken over by student services professionals.

Colonisation by the English, French, Portuguese, Belgians, Germans and Dutch has hugely impacted Africa (Hrituleac, 2011). Models of higher education adapted from these nations have affected African colleges and student services to a great extent (Badat, 2010). No other continent has had such a large number of external influences as Africa (Altbach et al., 2009).

2.6.4. Transformation of student services in South Africa

The idea of student services was superficial in South Africa until 1976. In its infancy, student services concerned itself with residences, sports and recreation and student government. Post-1976, black university campuses were called “laboratories of protest and crucibles of discontent” (Ludeman, 2002). Student services began emerging as a formal profession in South Africa in 1994 after the collapse of apartheid. Nkondo (1976) expressed the opinion that “education and politics in South Africa were inextricably entwined”. The organisational structure of student services in South Africa is handed down from British rule (Schreiber, 2014b). Nevertheless, in recent times, student affairs practitioners in South Africa have formulated their own processes while borrowing from events worldwide; the well-developed student services structures and programmes have been influenced by those of the USA.
Although there are formal undergraduate and postgraduate university programmes available nationwide, there is no stipulated qualification requirement for student services professionals to practise the profession in South Africa (Altbach et al., 2009). According to Lumadi and Mampuru (2010), the executive management of student services was mainly chartered by the dean of student services in the early years. They explained that over the years, student services began to grow as an integral unit of the functional and organisational structure of universities in South Africa demanding dedicated leadership and management.

### 2.6.5. The umbrella of student service

Student services have always been regarded as a department that typically deals with specialised services (Dietz & Triponey, 1997). Student services professionals specialise in the provision of an array of services (Klein, 2010). According to Marandet and Wainwright (2010), though universities often struggle in understanding the needs and wants of their students, they choose to concentrate on the provision of selected services to their students. According to Myers (2013), classical models of student services in higher institutions collectively include all the administration functions (excluding curriculum decisions and teaching). Traditionally, student services have provided the services of admissions, student funding, orientation, student development, career support, recruitment, student activities and alumni affairs (Zhang, 2011). As a fundamental constituent of student experience, student services are required to provide three fundamental services to students (Kwong Caputo, 2013). According to Hoover (1997), these three primary service areas are (1) recruitment of students, (2) retention of students, and (3) creation of a campus-life environment that is welcoming and allows students to feel connected to the institution”.

Ease with the natural and dread of the diverse are profoundly engraved in all individuals. According to Deardorff (2009), since modern university campuses are home to students from various geographical locations with diverse cultural backgrounds, they could be centres for tension and conflict as diverse students have different opinions and distinguished behavioural characteristics. Hence, student services need to provide support in student health and well-being to maintain their aim of support for holistic student development during higher education. Such support services mainly include counselling, disability and chaplaincy (faith) services (Fry, Ketteridge & Marshall, 2008).
Some of the key functions and activities under the umbrella of student services are listed in Table 2.1.

Table 2.1: Key functions and activities of student services

<table>
<thead>
<tr>
<th>Service</th>
<th>Functions and activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled students' support</td>
<td>• Advise students with disability.</td>
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<tr>
<td></td>
<td>• Provide increased academic and social support for disabled students.</td>
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<tr>
<td></td>
<td>• Assist students in accessing various university facilities.</td>
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<tr>
<td></td>
<td>• Develop awareness and acceptance for disabled students on campus.</td>
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<tr>
<td>Residences</td>
<td>• Provide accommodation to staff and students.</td>
</tr>
<tr>
<td></td>
<td>• Ensure provision of residence facilities to international students.</td>
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<tr>
<td></td>
<td>• Manage miscellaneous aspects of the residence programme.</td>
</tr>
<tr>
<td>Catering</td>
<td>• Provide affordable, hygienic and quality catering services.</td>
</tr>
<tr>
<td></td>
<td>• Ensure catering services meet the needs of a diverse campus community.</td>
</tr>
<tr>
<td>Sports and recreation</td>
<td>• Develop recreation facilities for students (and staff) to ensure holistic development.</td>
</tr>
<tr>
<td></td>
<td>• Promote sporting activities to enhance physical and mental fitness of staff and students.</td>
</tr>
<tr>
<td>Counselling</td>
<td>• Provide counselling to students experiencing psychosocial problems.</td>
</tr>
<tr>
<td></td>
<td>• Equip students with the necessary life skills to cope with stress.</td>
</tr>
<tr>
<td></td>
<td>• Resolve conflicts among students.</td>
</tr>
<tr>
<td></td>
<td>• Offer assistance to students experiencing difficulty with academics.</td>
</tr>
<tr>
<td>Health</td>
<td>• Aim to prevent illness, promote health and manage diseases effectively.</td>
</tr>
<tr>
<td></td>
<td>• Ensure the availability of emergency facilities for students on campus.</td>
</tr>
<tr>
<td>Judicial services</td>
<td>• Enforce student conduct standards to comply with legislation.</td>
</tr>
<tr>
<td></td>
<td>• Issue disciplinary action against student code of conduct violations.</td>
</tr>
<tr>
<td></td>
<td>• Conduct grievance hearings on campus.</td>
</tr>
<tr>
<td>Chaplaincy or multi-faith centres</td>
<td>• Promote religious tolerance through inter-faith events.</td>
</tr>
<tr>
<td></td>
<td>• Ensure religious support to students.</td>
</tr>
<tr>
<td>Student funding</td>
<td>• Administer bursaries, scholarships and loans.</td>
</tr>
<tr>
<td></td>
<td>• Provide financial information to students.</td>
</tr>
<tr>
<td></td>
<td>• Advise students on alternative funding methods.</td>
</tr>
</tbody>
</table>

Globalisation has led to the student body being diverse in nationalities with most universities enrolling many international students (Banks, 2012). Hence, student services need to play an active role in supporting international students for internationalisation of universities. By providing settings to foster student interactions, student services can help promote social well-being of students (Ping, 1999).

2.6.6. Beyond basic service provision

According to Gambino (2009), student services professionals have made a concentrated effort to improve the standard of student affairs as they realise the importance of student services in higher education. Carolissen (2014) defined co-curricular activities as activities outside the prescribed curriculum. These are observed by universities as a crucial element of students’ development as they have to survive in a highly competitive, globalised world. Co-curriculum embraces the non-traditional, lifelong learning issues related to student success. Scholars urge that "co-curriculum needs to be conceptualised much more widely to legitimise all learning, especially that of non-traditional students who make up the majority of students in Africa" (Jackson, 2010 cited in Schreiber, 2014a, p.77).

Santee (2011) explained the importance of effective advertising of services to promote knowledge about the services offered by an institution. In the modern world of higher education, the subject of co-curriculum has gained interest not only in South Africa but also in other parts of the world. For instance, the European Council of Student Affairs has used co-curriculum successfully to advertise university programmes as they hope to increase university attractiveness. Also, in European higher education, phrases like student satisfaction” are introduced as part of the co-curriculum, and in this way they integrate the two and promote student satisfaction in making education “fun”. Another concept which is gaining much attention is that of “meta-curriculum”. Universities comply with a meta-curriculum as they promote thinking and learning beyond subject matter” (Fogarty & Pete, 2009, p.82). Some universities consider co-curricular activities part of the holistic student success and continually strive to engage students in such activities within their formal curriculum. Student services support such co-curricular activities.
2.6.7. Professional student services bodies

There are multiple professional bodies nationally and internationally that undertake the duty of overseeing the profession of student services. Such bodies promote dialogues on issues faced by students as well as student services practitioners with a view to advance the service provision of such functional units within higher education (Altbach et al., 2009). The International Association of Student Affairs and Services (IASAS) has a vision of “advocating enhancement of the student affairs profession and student affairs professionals worldwide” (IASAS, 2014). The IASAS provides an international platform to network and share ideas to promote student services programmes worldwide.

For decades, various professional bodies have been providing an opportunity to student service professionals and universities within South Africa to discuss concerns and improvements in the practice of the profession. The National Association of Student Development Practitioners (NASDEV), South African Students Congress (SASCO) and South African Association of Senior Student Affairs Professionals (SAASSAP) are among many other professional associations for student services in South Africa (Altbach et al., 2009). The youngest national South African association, Southern African Federation for Student Affairs and Services (SAFSAS), was formulated with support from the Department of Higher Education and Training (DHET) in 2012. The primary idea behind the formation of the SAFSAS was that of creating a national platform for promoting discussions on student affairs and services (UKZN, 2014). Dr Saloschini Pillay, president of SAFSAS and Manager of Student Support Services in College of Health Sciences at the University of KwaZulu-Natal, saw this platform as a means of moving away from the silos in which student services operate and becoming a dynamic and cohesive voice for students in higher education in South Africa” (Hastebeer, 2014).

2.7. CUSTOMER SATISFACTION

Tse and Wilton (1988) stated that satisfaction is a psychological experience which describes an emotional state that results when the customer's prior expectations are met by the actual performance of the product or service. Customer satisfaction usually takes place when the features of a service or product meet or exceed the customer's expectations thereof (Oliver, 1981 cited in Dodge Kelsey & Bond, 2001). Thus, customer satisfaction is often described from the customer's perspective, as all customer satisfaction projects must
begin by identifying people's needs and expectations of a service provider (Thomson, 1998).

―Literature on customer satisfaction identifies two types of customer satisfaction: namely transaction-specific satisfaction and overall satisfaction‖ (Sunder, 2011, p.43). According to Omachonu, Johnson and Onyeaso (2008), customer satisfaction preceding a unitary service encounter is called transaction-type customer satisfaction. On the other hand, he noted that a progressively amended aggregate satisfaction is referred to as overall satisfaction. Customers portray different satisfaction levels for different customer experiences. Additionally, customers may encounter different satisfaction levels for the same service encountered on multiple occasions (Tsiotsou & Wirtz, 2014). According to Bruhn and Grund (2000), a relationship exists between customer satisfaction and gender of the customers. In their opinion, customer satisfaction experiences a gender effect. Siems (2010) explained that individuals of different gender show different satisfaction for the same service.

The Kano model of customer satisfaction, introduced in the 1980s, categorises attributes of product or services from the customer's perspective and their influence on customer satisfaction (Jacobs, 1999). The Kano model illustrates the consequences of customer satisfaction (Hill, Roche & Allen, 2007). Figure 2.3 illustrates the relationship between service attributes and customer satisfaction and product or making use of the Kano model.

Parvey (2014) noted that according to the Kano model, a service can have three types of attributes:

- **Threshold Attributes**: These are attributes customers expect to find in a service. If these attributes are not present, customers are dissatisfied.

- **Performance Attributes**: These are attributes which while not being absolutely essential, enhance the customers' enjoyment of the service.

- **Excitement Attributes**: These are attributes which are unexpected and still enhance customers' enjoyment. Even if only a few performance attributes are present, the presence of an excitement attribute will lead to high customer satisfaction.
It is therefore evident that performance attributes influence customer satisfaction. The Kano model could be applied to higher education to determine student satisfaction.

2.7.1. Higher education as a service

Chavira (2013) said that service is a way in which value can be delivered to customers by enabling them to get what they require without carrying the risks associated with it. More and more institutions are regarding higher education as being similar to an organisation in the service industry. For this reason they are putting more effort into meeting and exceeding the needs of the students. Oldfield and Baron (2000, p.86) noted that, “higher education can be seen as a pure service” and according to Hennig-Thurau, Langer and Hansen (2001, p.332), “educational services fall into the field of services marketing”. The intangible and assorted service of higher education is conjointly "produced" and "consumed" by staff as well as students as a part of the teaching-learning process. According to Shaun and Jerlando (2011), the higher education industry is complex and diverse. On account of such unique characteristics, it is very difficult to objectively

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**Figure 2.3: The Kano model to measure customer satisfaction**

measure the service quality of higher education service (Parasuraman, Zeithaml & Berry, 1985 cited in Gruber, T., Fuß, S., Voss, R. & Gläser-Zikuda, M, 2010).

2.7.2. Customer expectations in higher education

According to Oliver (2010b), the concept of expectation dates back thousands of years. He characterised an expectation as an apprehension of forthcoming occurrences based on preceding experience, prevailing circumstances, or other sources of information. According to Smith (2012), customer satisfaction reflects the customer's expectations of and experiences with a product or service. He noted that "expectations reflect both past and current product evaluation and use experiences. He added that customers hold both explicit and implicit performance expectations for attributes, features, and benefits of products and services".

Teaching is a core university service, and factors related to teaching have a strong impact on students' overall satisfaction. This fact corresponds with findings that argue that a university's most important services offered are its core services, such as lecturing (Hill, 1995; Douglas, Douglas & Barnes, 2006; Vidalakis, Sun & Papa, 2013; Kärnä& Julin, 2015). Noticeably, learning in higher education institutions occurs not only in classrooms and lectures but also in informal ad hoc spaces and through social interaction. Kok et al. (2011, p.252) argued that "the more the facility services directly affect the educational process, the higher their potential contribution to educational achievement".

Many scholars regard students as the primary customers of education and maintain that fee-paying students may expect ‘value for money’ and behave more like consumers (Narasimhan, 2001; Gruber et al., 2010). It is essential for higher education to recognise that what the university produces on campus, in the classroom, or online and then packages to create an output (a college degree) is only the starting point of a longer process that co-creates value (Lusch & Wu, 2012). Also, with increased higher education costs, parents and students expect enhanced customer services and enhanced problem solving regarding issues and concerns (Tull et al., 2009). "As students are increasingly seen as consumers of higher education services, their satisfaction should be important to institutions that want to attract new students" (Thomas & Galambos, 2006, p.252). Similarly, Appleton-Knapp and Krentler (2006 cited in Gruber et al., 2010) suggested that students’ satisfaction with their educational experience should be a desired outcome in addition to learning.
2.7.3. **Assessment of student services**

Tremblay, Lalancette and Roseveare (2012) noted that assessment of student services can be traced back to the early 20th century. The student services profession has experienced assessments in various forms. Arbuckle (1953) provided primary evidence of dialogue amongst various educators to improve student programmes and services. Although student services have not been the primary focus in the consideration of assessment in higher education, they have been tasked with greater accountability in supplementing the educational experience of the students. While some institutions enjoy the liberty of ignoring the pressure of demanded accountability, many others cannot afford to ignore the multidimensional contemporary press for accountability.

Higher education institutions have a responsibility to provide a range of support services adequate to ensure a safe, healthy and secure environment for students, and to contribute to their cultural, social, moral and physical development (Junio-Sabio, 2012). Schuh (2013) suggested that assessment should be considered a fundamental activity in student affairs. In his opinion, such a culture of assessment can be achieved only through the motivation and promotion of a culture of evaluation among the student services professionals; examining “how things are done”.

Assessment of student services has attracted distinguished scholastic views. One way of defining assessment of student services is that it is “a process of collecting and analyzing information to improve the conditions of student life, student learning, and the quality and efficiency of services and programs provided for students” (Blimling, 2013). Another way to define the assessment of student services is through the assessment of the performance capability of student services professionals by using personnel evaluation techniques (Angeli & Valanides, 2008). There are many more faces to assessment within the student services domain. However, these two views are commonly observed in the literature of student services assessment. But, assessment goes beyond mere data collection. It involves using the data collected to analyse limitations and implement quantifiable changes for improvement.
2.7.4. Challenges in assessing student services

According to Blimling (2013), student services are accustomed to assessments. He noted that student services in higher education are frequently compelled by regional accrediting agents to assess their services in some way in order to maintain the required standards. Reluctance of student services practitioners to perform assessments of service quality has been a fundamental challenge in assessment of student services globally (Altbach et al., 2009). According to Stead (2005), literature on student affairs suggests that primarily such reluctance is a result of the time-consuming assessment procedures undertaken by universities. Student services professionals have often raised concerns about the effectiveness of such assessments (Bresciani, 2011). Furthermore, lack of clarity on the methods of conducting assessments and difficulty in the selection of proper assessment methods give rise to additional challenges in the assessment process.

Universities have always been keen on comparing performance results from assessments to benchmark their performance against other universities (Gansemer-Topf, 2014). Resource availability has been another major challenge in assessment of student services (Schuh & Gansemer-Topf, 2010). "As with all successful campus initiatives, assessment efforts need to be supported by adequate resources — including time, personnel, funding, and training. Assessment studies need not be tremendously resource intensive, but they do require staff time and adequate financial resources". Hiring private consultants and outsourcing such assessments could be a solution to this challenge. However, assessing student services through outsourced agents could be perceived as challenging the competence of student services staff at a university. The cost effectiveness of outsourced assessments has also been questioned (Schuh, 2009).

According to Blimling (2013, p.11), "survey fatigue, defined as students' tiring of completing questionnaires, quickly sets in and results in low response rates, which raise serious questions about response bias on many institutional assessment instruments". He noted that in view of survey fatigue, information should be collected from students in the least intrusive way possible, only when necessary, and primarily for the purpose of institutional decision making or analysis.
2.7.5. Linking service quality and customer satisfaction

Customer service quality and customer satisfaction have long been perceived as significant requirements for success in any competitive market. Shemwell, Yavas and Bilgin (1998) noted that despite the conceptual difference between satisfaction and service quality, the two are tightly inter-related. Churchill and Suprenant (1982) were among the first researchers to determine the existence of a direct link between perceived service quality and customer satisfaction. Later, various other studies were conducted that provided evidence supporting this claim. Hu, Kandampully and Juwaheer (2009) noted that despite the success in linking service quality and perceived value of service, studies in the past failed to provide depth in the nature of the relationships that exist between these constructs. According to Al Karim and Chowdhury (2014, p.3), "it is vital to note that, service quality is assessed not only as the end result but also on how it is delivered during the service process and on its ultimate effect on consumer’s perceptions". Hence, organisations belonging to the service sector industry often regard service quality as a crucial constituent of their marketing strategy.

According to Martinez (2013), the foundational principles and ideas that underline excellent service delivery are as applicable to those working in higher education as they are to any other business or organisation. He noted that while most people consider those delivering a service to require a minimal level of technical skills, it is realised that people skills also matter in the service delivery business. He added that it is not only necessary to record good service experiences but also to record bad service experiences in order to provide a good quality service.

According to Ismail, Abdullah and Francis (2009), “quality” of a service is not what an organisation puts in. It is the value that the customer perceives. They noted that quality in customer service requires awareness of the needs, problems, fears and aspirations of customers. They also noted that excellence in customer service should be the primary goal of an organisation as it is the quality of service that is the key to customer satisfaction. According to Warner (2013), employees at every level must be given a clear indication of what underscores superior service, and quality of service must become a priority to everyone in the organisation. He also noted that concrete standards of excellent service quality should be established and regularly measured.
Providing “quality service” means having the ability to gauge services from the customers' point of view and then meeting their expectations (Quinn, 1997 cited in Jayasundara, Ngulube & Minishi-Majanja, 2010). Higher education has gained the attention of scholars and researchers in the context of service quality (Parasuraman et al., 1985; Aldridge, Reisberg & Rowley, 1998; O'Neill, 2003; Kärnä & Julin, 2015). According to Arena, Arnaboldi and Azzone (2010, p. 941), “in the field of higher education, service quality research efforts have been focused on specific areas such as quality of research and teaching, while the quality of administrative and support services has been overlooked.”

Typically, a university campus can be identified as a multifarious and multifaceted learning environment with its various facilities and related services (Den Heijer, 2011). Universities are the service providers in the higher education spectrum, and thus maintaining service quality will involve the universities primarily identifying the attributes of student satisfaction and student dissatisfaction.

According to Zeithaml, Berry and Parasuraman (1996 cited in Dubey, 2011), due to the intangible nature of services, it is difficult for firms to analyse how customers perceive and evaluate the service quality. As customers evaluate their level of satisfaction by experiencing service quality, satisfaction with services is related to conformation or disconfirmation of expectations (Dubey, 2011). As students are the primary customers of universities, student satisfaction is gaining importance amongst universities worldwide (Dominici & Palumbo, 2013). Many universities have been conducting surveys regularly to determine student satisfaction levels regarding student services provided on campus (Kayastha, 2011). These surveys focus on capturing student experiences about student support services. However, professional bodies and researchers have shown interest in conducting research about student engagement and overall student experience (Strydom & Menz, 2010).

According to Knapp (2011), effective communication with customers is a key element of superior service provision. Universities have often revised their methods of communicating with the various stakeholders. Djinis (2012) noted that advancements in technology have led to students preferring digital communication as opposed to traditional communication in written or telephonic form. It is important that universities understand the needs of the students and communicate to them in an effective manner using a suitable communication platform.
Gruber, Reppel and Voss (2010) stated that German universities have responded to the need to link service quality and customer satisfaction by escalating research initiatives undertaken to determine customer satisfaction in higher education since the 19th century. Most American universities carry out yearly student satisfaction surveys to analyse the performance of on-campus student services with the aim of maintaining a high quality of service offered (Hénard & Roseveare, 2012). South Africa is home to some prestigious and world-renowned universities (Murphy, 2012); however, there is very limited literature available on cross-university or nationwide university surveys specific to student services and their performance.

2.8. SUMMARY

Students are central to all operations of a modern university. As a result, universities tend to be more service oriented and treat their students more as customers. This chapter has highlighted the importance of student services in higher education and their direct relationship in the enhancement of the student experience. Student satisfaction has always been a leading indicator of the performance of student services at universities. Many higher education institutions conduct some form of evaluation to determine student satisfaction. Student preferences are monitored and fed back into the system so that the institutions can continue to satisfy their customers — the students. However, these evaluations often encompass academic and non-academic issues with little focus on student services. It is evident from the literature presented that there is a scarcity of research focused on service quality and the satisfaction levels of students with regard to student services at universities within South Africa. Therefore, a study concentrating on student satisfaction will help UKZN and other universities to strengthen student learning and development in order to enhance the student experience. The next chapter presents the methodology used for conducting the research for this study.
CHAPTER 3
RESEARCH METHODOLOGY

3.1. INTRODUCTION

Research methods are the various techniques and procedures adopted by a researcher while conducting research. The science of studying how to carry out research is generally referred to as research methodology (Rajasekar, Philominatha & Chinnathambi, 2013). It is therefore necessary for the researcher to not only have knowledge about the research methods, but also the research methodology (Tonon, 2015).

The purpose of this chapter is to discuss the research methods employed in obtaining the results for the study at hand. This chapter highlights the key processes involved in conducting sound research using a suitable research methodology. It provides information along with a discussion of the various options available to a researcher while making decisions regarding sampling, data collection and data analysis.

3.2. ORGANISATIONAL BACKGROUND

UKZN is one of the first merged institutions in South Africa. The merger between the University of Durban-Westville and the University of Natal in 2004 led to the establishment of the UKZN. It is a premier University of African scholarship. With the intention of becoming the University of Choice, the UKZN ensures that it provides a holistic learning environment to students. The mission of the university is to be "a truly South African University that is academically excellent, innovative in research, critically engaged with society and demographically representative to redress the disadvantages, inequities and imbalances of the past" (UKZN, 2015c). The UKZN is rated as one of the top five universities in South Africa and is also one of only three African Universities rated among the top 500 universities of the world (UKZN, 2015c). The university is globally renowned for its outstanding teaching and research and the degrees from the UKZN are internationally recognised (UKZN, 2015b).

The university believes in the holistic development of their students and aims to care for the students' needs by the provision of various student support services. The Department of Student Services at the UKZN provides student counselling, student funding, student
residence and catering, career assistance, academic support, alumni support, disability support, legal assistance and health assistance through support groups (UKZN, 2015a).

According to Suknandan (2013), "universities in South Africa should be moving more towards a research based type of strategy as a means of continuous improvement from a Student Affairs and Services perspective". The Department of Student Services at the UKZN conducts a Graduate Opinion Survey on an annual basis. This survey is aimed at the graduate students exiting the institution. There is no evidence of reporting the information obtained from opinions of the respondents of the survey to a wide audience. Also, no documentation has been published showing evidence that these student opinions have received consideration towards improving the teaching and learning experience. Furthermore, while a graduate opinion survey is conducted towards the end of the students' academic life, there is no evidence of a survey during the graduate years.

3.3. AIM

The aim of this study was to establish student perceptions of the student services offered at the UKZN.

3.4. OBJECTIVES

The following were the objectives of the research conducted:

1. To establish the knowledge of current students regarding the student services offered at UKZN.
2. To determine if student services are accessible to all students at UKZN.
3. To determine which services are commonly used by the students at UKZN.
4. To determine the student satisfaction levels with the service provided by the student services department.
5. To identify improvements that could benefit the service offering of the student services department at UKZN.
3.5. **TYPE OF RESEARCH**

Research can be conducted in different environments and under diverse settings. This gives rise to different types of research classified broadly into four categories by Zimkund, Babin, Carr and Griffin (2012):

1. **Exploratory** – attempts to clarify how and why there is a relationship between two or more objects in ambiguous situations and/or to discover potential business ideas.

2. **Descriptive** – attempts to describe systematically a situation, problems, objects, characteristics, and people or groups to portray the given situation.

3. **Hypothesis testing** – an inferential type of research also known as significance testing; involves testing a claim or hypothesis about a parameter.

4. **Case study** – seeks to study a particular person, group or organisation to perform an in-depth analysis.

The choice of undertaking a particular type of study is based on its purpose. Sekaran and Bougie (2013) analysed the type and purpose of research as shown in Figure 3.1.
<table>
<thead>
<tr>
<th>Type of Research</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Exploratory**  | • Undertaken when very few facts are known about the research problem.  
                 • The primary purpose is to establish elementary ideas and to explain why events occur and to construct, refine, extend or test theory. |
| **Descriptive**  | • Undertaken in order to describe the characteristics of the variables.  
                 • The primary purpose is to "paint a picture" of the specific details of a situation, setting or relationship. |
| **Hypothesis testing** | • Undertaken to explain the nature of certain relationships or to predict outcomes.  
                          • The primary purpose is to draw inferences about the tested theory. |
| **Case study**    | • Undertaken where contextual analysis is needed to understand matters relating to similar situations in other organisations.  
                          • The primary purpose is to perform a detailed analysis of voluminous information about very few units at a single point in time or over a period of time. |

**Figure 3.1: Type and purpose of research**


It is evident from Figure 3.1 that the purpose of research determines the type of research that needs to be undertaken. Based on the literature provided in Chapter 2, coupled with the aim and objectives, the characteristics to be studied are known to exist. The purpose of the researcher was to investigate customer satisfaction regarding student services offered at the university, and therefore as suggested by Sekaran and Bougie (2013), this study is descriptive in nature. The researcher focused on analysing the perceptions of the customers regarding satisfaction of the services offered under the umbrella of student services at the UKZN.
3.6. **RESEARCH APPROACH**

Creswell (2013) suggested that research approaches are plans and procedures that help a researcher to conduct research. He described two basic research approaches:

1. **Qualitative** — This research approach is used for exploring and understanding the meaning that individuals and groups ascribe to a social or human problem.

2. **Quantitative** — This research approach is used for testing objective theories by examining the relationship among variables.

Table 3.1 illustrates the contrast between the basic research methods.

**Table 3.1: Type of research approach**

<table>
<thead>
<tr>
<th>Qualitative research</th>
<th>Research aspect</th>
<th>Quantitative research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discover ideas, used in explanatory research with general research objects</td>
<td>Common Purpose</td>
<td>Test hypotheses or specific research questions</td>
</tr>
<tr>
<td>Observe and interpret</td>
<td>Approach</td>
<td>Measure and test</td>
</tr>
<tr>
<td>Design emerges as the study unfolds</td>
<td>Design</td>
<td>All aspects are carefully designed before study is conducted</td>
</tr>
<tr>
<td>Unstructured, free-form</td>
<td>Data collection approach</td>
<td>Structured response Categories provided</td>
</tr>
<tr>
<td>Words, pictures or objects</td>
<td>Form of data</td>
<td>Numbers and statistics</td>
</tr>
<tr>
<td>Researcher is intimately involved</td>
<td>Researcher independence</td>
<td>Researcher uninvolved</td>
</tr>
<tr>
<td>Results are subjective</td>
<td></td>
<td>Observer</td>
</tr>
<tr>
<td>Small samples - often in natural settings producing less generalisable results (results that apply to other situations)</td>
<td>Samples</td>
<td>Large samples - produce generalisable results</td>
</tr>
<tr>
<td>Explanatory research designs</td>
<td>Most often used</td>
<td>Descriptive research designs</td>
</tr>
</tbody>
</table>

**Source:** Adapted from Zikmund, W., Babin, B., Carr, J. & Griffin, M. 2012. *Business Research Methods*. Canada: Cengage Learning.
As illustrated in Table 3.1, the qualitative and quantitative research methods contrast each other in various research aspects. The choice of either depends on the type of research study. This study is descriptive in nature. Hence, as justified in Section 3.6, a quantitative approach was used, as illustrated in Table 3.1.

3.7. **SAMPLING**

Sekaran and Bougie (2013, p.264) described sampling as the "process of selecting the right individuals, objects, or events for a study". They defined a population as the entire group of people, events, or things of interest that the researcher wishes to investigate. In their opinion, sampling is a process of selecting a sample which is simply a subset of the population.

3.7.1. **Need for sampling**

Usually, it is difficult to gather data from the entire population due to factors such as large population size, time constraints to complete the research, geographical limitations of the study and many others (Ghauri & Gronhaug, 2005). According to Vishwanathan (2006), sampling sheds light on the population parameters which are of interest to the researcher. The primary need for sampling arises from the necessity to build a representative sample that nearly imitates or exhibits features of interest of the population (Neuman, 2011). Daniel (2012) explained that a sample is considered representative of the population to the extent that there is no difference between the sample and the population in terms of the variables of interest.

3.7.2. **Sampling design**

The process of sampling requires the selection of a certain finite number of elements that can represent the entire population such that the researcher studies the sample and generalises the results to the population (Sekaran & Bougie, 2013). Zikmund *et al.* (2012) identified the two types of sampling designs as probability sampling and non-probability sampling. They explained that probability sampling results in every member of the population having a known non-zero chance of selection in the sample, giving rise to a truly random sample. Conversely, non-probability sampling results in a sample where the probability of a particular member from the population being chosen is unknown, giving rise to a sample being chosen by the researcher on the basis of personal judgement or convenience.
As shown in the decision tree in Figure 3.2, Sekaran and Bougie (2013) advise that the researcher should choose a sampling design based on the type and purpose of research along with the degree to which repetitiveness of the sample is important.

Figure 3.2: Choice of sampling design


As this study is one of the first studies undertaken to evaluate customer perceptions regarding the student services offered at the UKZN, the representativeness of the data is
crucial for the research study undertaken. To allow the results from the study to be
generalised to the entire population, a representative sample was required. Hence, based on
the decision tree in Figure 3.3, a simple random sampling design was chosen for the study
since it was the most convenient way in which each element of the population had an equal
chance of being chosen as the subject (Sekaran & Bougie, 2013).

3.7.3. Participants in the study

Oliver (2010a) suggested that the unit of analysis be specified in the research design
process. Sekaran and Bougie (2013) suggested that the unit of analysis impacts the
selection of sample, collection of data and the type of inferences that can be made from the
data acquired in the research.

The population of interest for this study included all the students of UKZN. The location of
the study was determined by the nature of the organisation. UKZN has five campuses
spread across the province of KwaZulu-Natal (KZN), as shown diagrammatically in Figure
3.3.

Figure 3.3: The UKZN campuses
3.7.4. **Sampling frame**

According to Groves, Fowler, Couper, Lepkowski, Singer and Tourangeau (2009), sampling frames basically comprise a list of population elements. They explained that sampling frames aim to identify the components of the population. A sampling frame can be defined as “the quasi list of elements from which a probability sample is selected” (Babbie, 2013, p.216). Monette, Sullivan and DeJong (2013) advised researchers to be cautious while assessing the sample frames to ensure that they include all elements of the population of interest.

The sampling frame for this study was the list of all students at the five campuses of the UKZN, as explained in Section 3.8.3, as at 27 February 2015, after the closing of the registration for 2015. This list was extracted from the student database of the UKZN. The information obtained was verified for accuracy and completeness.

3.7.5. **Sample size**

Mugo Fridah (2011, p.1) stated that "a sample is a finite part of a statistical population whose properties are studied to gain information about the whole". Desu (2012) defined sample size as the number of units in a sample. Sekaran and Bougie (2013) noted that reliability and validity of a sample facilitate the generalisability of the research findings from the sample to the population. Data reliability and validity will be explained later in this chapter. Saunders *et al.* (2009) suggested that the selection of the sample size is dependent on the four basic factors listed below:

1. The size of population from which the sample is drawn.
2. The confidence level required by the researcher in the study undertaken.
3. The margin of error the researcher is prepared to tolerate within the research study.
4. The type of analysis that the researcher will undertake.

The population of this study consisted of 42,740 elements as listed in the student database of the UKZN as at 27 February 2015. Each element is a student at the UKZN. Sekaran and Bougie (2013) provided a generalised scientific guideline for determination of appropriate sample size based on the size of the population. Based on the table, a sample size of 384 participants was determined appropriate for this study.
3.8. DATA COLLECTION

Lind, Marchal and Wathen (2010) explained the purpose of data collection strategies as that of facilitating systematic collection of data about people, objects and phenomena. A poor data collection strategy implies that the data collected for research analysis is of inferior quality and that the researcher cannot possibly analyse it in a useful manner (Norwood, 2010). According to Churchill, Suter and Brown (2010), data collected can be grouped into two basic categories – primary data and secondary data. Data collected first hand specifically for the purpose of the research study undertaken is called primary data and is new to the world, whereas data that has already been collected for some other purpose by an individual or organisation is known as secondary data (Churchill et al., 2010). They explained that secondary data provides the researcher with the advantage of saving time and money, but in the absence of secondary data from internal or external sources, primary data needs to be collected.

Sekaran and Bougie (2013) identified focus groups, panels, interviews, administered questionnaires or observations as primary data sources, as opposed to company records, archives, government publications and industry analyses which are considered to be secondary data sources. They explained that “the choice of data collection methods depends on the facilities available, the degree of accuracy required, the expertise of the researcher, the time span of the study, and other costs and resources associated with and available for data gathering” (Sekaran & Bougie, 2013, p.224). Table 3.2 illustrates the various primary data collection methods along with their benefits and limitations.

Table 3.2: Primary data collection methods

<table>
<thead>
<tr>
<th>Data collection method</th>
<th>Nature of data obtained</th>
<th>Benefits</th>
<th>Limitations</th>
</tr>
</thead>
</table>
| Focus groups           | Qualitative             | – Provide data specific to the research topic  
– Provide the researcher an opportunity to obtain in-depth information  
– All elements of the sample are interviewed one time | – Can be expensive and time-consuming if sample size is large  
– Responses can be influenced by a moderator or the researcher |
<table>
<thead>
<tr>
<th>Data collection method</th>
<th>Nature of data obtained</th>
<th>Benefits</th>
<th>Limitations</th>
</tr>
</thead>
</table>
| Panels                 | Qualitative             | • Allow meeting elements of samples more than once to gather data  
• Certain interventions or changes can be examined over a period of time | • Generally expensive  
• Require time |
| Interviews             | Qualitative             | • Provide rich data  
• Offer the researcher the opportunity to understand interviewees  
• Help to explore and understand complex issues | • Prone to interviewer bias  
• Can be expensive and time-consuming if sample size is large |
| Questionnaires         | Quantitative            | • Can be conducted face to face or telephonically  
• Inexpensive  
• Require less effort  
• Versatile  
• Can easily be used when sample is geographically dispersed  
• Instant feedback can be obtained | • Low response and unmotivated responses for emailed questionnaires  
• Exclude respondents who don’t have email  
• Not suitable to probe deeply if an issue arises |


It is evident from Table 3.2 that administered questionnaires are suitable for large sample sizes; and since this study had the large sample size of 384, this method was considered to be the most appropriate method for collecting data for the survey. This data collection method allowed for inexpensive data collection.

3.8.1. Description and purpose of instrument

Brown (2001 cited in Dornyei & Taguchi, 2010) defined questionnaires as any type of written instrument that offers respondents a series of questions to which they react and
provide their opinion either by writing out their own answers or by selecting from answers provided to them. According to Brace (2010, p.4), “asking the same questions to different people is the key to most research studies.” He noted that questionnaires provide the researcher an opportunity to ask standardised questions to conduct a survey and questionnaires are versatile as they can be used in various situations for various types of people in different research topics. Figure 3.4 shows the different types of questionnaires that may be administered.

![Figure 3.4: Types of questionnaires](image)


Figure 3.4 shows that self-administered questionnaires can be conducted electronically. Since the current study needed to be self-administered, the online questionnaire was most suitable due to its cost effectiveness and ease of completion, as explained in Table 3.5. Postal and delivery and collection type of questionnaires are time consuming and expensive, and hence were considered inefficient for this survey.

3.8.2. **Construction of the instrument**

Sekaran and Bougie (2013) explained the four fundamental areas for consideration in the construction of a questionnaire—firstly, the wording; secondly, the categories of the variables; thirdly, planning of issues; and fourthly, general appearance of the questionnaire. A well designed questionnaire should achieve the following:

1. Meet the research objectives.
2. Make it easy for the respondents to give the necessary information.
3. Obtain the most complete and accurate information possible (FAO, 2013).

The design of the questionnaire in this study was formulated taking into account the aim of the study. A copy of the questionnaire is provided in Appendix 3. Table 3.3 describes how the questions in the questionnaire were derived for the distinct research objectives of this study.

**Table 3.3: Linking questions in the questionnaire to research objectives of the study**

<table>
<thead>
<tr>
<th>Section</th>
<th>Objective</th>
<th>Question number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demographic details</td>
<td>2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>2</td>
<td>To establish the knowledge of current students regarding the student services offered at the UKZN.</td>
<td>7, 8, 9</td>
</tr>
<tr>
<td>3</td>
<td>To determine if student services are accessible to all students at the UKZN.</td>
<td>22, 23, 24</td>
</tr>
<tr>
<td>4</td>
<td>To determine which services are commonly used by the students at the UKZN.</td>
<td>10, 11, 12, 17, 18, 20, 21</td>
</tr>
<tr>
<td>5</td>
<td>To determine the customer satisfaction levels of the students at the UKZN with the service provided by the student services division.</td>
<td>13, 14, 15, 16, 17, 19</td>
</tr>
<tr>
<td>6</td>
<td>To identify improvements that could benefit the service offering of the student services division at the UKZN.</td>
<td>25, 26, 27, 28, 29, 30</td>
</tr>
</tbody>
</table>

As noted in Table 3.3, the range of questions adequately covered the research objectives to gather sufficient and necessary data for the study.

Zikmund *et al.* (2012) identified the four basic types of scales, namely the nominal scale, which represents the most elementary level of measurement; the ordinal scale, which allows things to be arranged in an order based on how much of some concept they possess and thus making it a ranking scale; the interval scale, which has both nominal and ordinal properties; and the ratio scale, which represents the highest form of measurement which has all properties of interval scales with the additional attribute of representing absolute quantities. Table 3.4 represents the types of scales used in the questionnaire design for this study.
Table 3.4 categorises the questions in the instrument based on the type of scale used for the construction of each question.

3.8.3. Validity and reliability

According to Wood and Kerr (2011, p.198), in the field of research, reliability and validity specifically relate to “the measurement of data as it will be used to answer the research questions”.

3.8.3.1. Validity

Sekaran and Bougie (2013) stated that validity determines the extent to which an instrument, method or process measures a specific concept. Neuman (2011) stated that validity is an indication of truthfulness. He explained that validity indicates the degree to which an idea relates to reality. According to him, “measurement validity” is how well an empirical indicator and the conceptual definition of the construct that the indicator is supposed to measure “fit” together. He noted the following four types of measurement validity:

1. Face validity – refers to the most basic and easiest type of validity a researcher can achieve. It determines how well the indicator really measures the construct. It addresses the question: On the face of it, do people believe that the definition and method of measurement fit?
2. Content validity – measures the extent to which the questionnaire adequately covers the investigation questions (Sekaran & Bougie, 2013). It addresses the question: Is the full content of the definition represented in a measure?

3. Criterion validity – measures the ability of the questions to make accurate predictions (Sekaran & Bougie, 2013). It uses some standard or criterion to indicate the construct accurately.

4. Construct validity – refers to the extent to which the researcher's questions actually measure the presence of the constructs that the researcher intends to measure (Sekaran & Bougie, 2013). It addresses the question: If the measure is valid, do the various indicators operate in a consistent manner?

3.8.3.2. Reliability

Wood and Kerr (2011, p.209) stated that “reliability refers to the consistency, stability, and repeatability of a data collection instrument”. They explained that reliability of an instrument conveys no information about its validity. Zikmund et al. (2012) explained that a measure is understood to be reliable if the distinct experiments to measure a certain concept yield the same result. According to Neuman (2011), reliability can be increased in four basic ways:

1. By clearly conceptualising all constructs. Reliability can be improved by ensuring that each measure describes a single concept.

2. By increasing the level of measurement. Higher and accurate levels of indicators improve reliability; however, it is difficult for them to achieve such a precise level of measurement.

3. By using multiple indicators of a variable. Two indicators of a construct are better than one as they facilitate triangulation and measurements from a wider range of concepts, and thus increase reliability.

4. By using pilot studies and replication. This involves replicating results achieved previously by researchers. This method is time consuming; however, it can improve reliability over the time provided the same definitions of concepts have been used.
3.8.3.3. Relationship between validity and reliability

Neuman (2011) explained that although it is impossible to have perfect validity and perfect reliability, ideally a researcher strives towards their achievement. He noted that reliability is necessary for validity and is easier to achieve than validity. According to him, a measure can yield a result over and over (i.e. has reliability), but what it truly measures may not match a construct’s definition (i.e. validity).

3.8.4. Pretesting of questionnaire

According to Bailey (2008), pretesting is the conclusive and most important stage in questionnaire development. Groves, Fowler, Couper, Lepkowskii, Singer and Tourangeau (2011, p.265) defined pretests as “short rehearsals of data collection conducted before the main survey”. They explained that pretesting aims at assessing the survey instrument used as a data collection strategy along with the sampling procedure used for selection of the respondents.

Solinis, Zabalegui, Arce, Rodriguez and Polanco (2013) and Groves et al. (2011) explained the process of designing and validating a questionnaire as shown diagrammatically in Figure 3.5.

Figure 3.5: Process of designing and validating a questionnaire


As shown in Figure 3.5, once the initial draft of the questionnaire is prepared, it is checked for validity of its content, in order to ensure that it adequately covers the investigation
questions as explained in Section 3.9.3.1. Thereafter, pretests are conducted to limit the questionnaire to a few elements of the sample. This allows the fine-tuning of the questionnaire in order to develop a final version of the questionnaire that will be used in the actual study. The final questionnaire is then checked for validity of its construct, which validates the consistency with which the researcher's questions actually measure the construct, as explained in Section 3.9.3.1.

The process noted in Figure 3.9 was applied to the pilot test group of the present study. The pilot test group comprised of 20 students of the UKZN from the Westville campus from different colleges and in a different year of their course. The issues identified by the pilot group during the pretesting of the survey questionnaire were as follows:

1. The branching logic was not functioning properly due to show and hide options not set up correctly during the initial design of the questionnaire. Therefore, specific options were not displayed but all options were available to the respondents which was undesirable.

2. Spelling and grammatical errors were located.

3. Some members found the questionnaire to be too long due to some questions gathering data that would not be directly related to the research question at hand.

4. A question asking for the age of the respondent under the demographic content was found to be irrelevant.

All of the above-mentioned issues were rectified systematically and the questionnaire was fine-tuned to develop a final version to be used as a data collection instrument for the research study at hand.

3.8.5. Administration of questionnaire

Questionnaire administration is the method of contacting respondents to obtain the required information (Neelankavil, 2007). According to Dornyei and Taguchi (2010), there is substantial evidence available in the literature on questionnaire administration to assert that this process plays a significant role in the quality of the responses obtained.

The administration of the questionnaire was done to ensure that an environment suitable for honest answering of the questions was followed. All administration was handled by the researcher. In this study, the administration of the questionnaire was done by using the
online survey toll on QuestionPro. The respondents were sent a direct email with a
covering letter encouraging them to participate in the study. Two follow-up emails were
also sent to the respondents as a reminder to participate in the survey over a period of two
weeks.

3.9. DATA ANALYSIS

Neelankavil (2007) defined data analysis as the procedure that generates meaning from the
data collected by means of an instrument in order to create insights that can be useful to the
researcher. Sekaran and Bougie (2013) noted that there are three basic objectives in data
analysis: (1) getting a feel for the data, (2) testing the goodness of the data, and (3) testing
the hypotheses developed for the research. According to Dornyei and Taguchi (2010), data
saved on a computer file is most useful for the purpose of analysis. They explained how
the use of user-friendly modern computer programs and online survey media has eased the
job of the researcher in analysing the data collected. According to them, once the data has
been obtained, it needs to be coded and entered into a computer file so that it can be edited
easily.

The questionnaire used in the study at hand was hosted on QuestionPro. QuestionPro is an
electronic data collection platform which collects data from the respondents when they
click on the link emailed to them for the survey. The data from each respondent's
completed survey is saved on an electronic database on a remote server over the internet.
QuestionPro was selected amongst other online survey platforms due to its main advantage
of versatility which allows assigning a numeric code to each variable in order to allow
them to be exported to other software programs like Microsoft Excel or the Statistical
Package for the Social Sciences (SPSS) for further analysis (QuestionPro, 2015).

3.10. ETHICAL CONSIDERATIONS

Informed consent was requested and obtained electronically from each respondent in the
covering letter of the questionnaire. Additionally, a gatekeeper's letter of consent seeking
permission to conduct the study was obtained from the Director of Student Services at the
UKZN. Ethical clearance was granted by the UKZN for conducting the study
(Appendix 4). Further, a letter seeking respondent's consent (Appendix 2) has been
provided and the participants were made aware of their right to withdraw from the survey
at any time.
3.11. SUMMARY

This chapter presented the concepts of research methodology by explaining the key concepts in the process of business research. It illustrated how the questions in the data collection instrument were formulated based on the research objectives. Further, the chapter explained the population of interest for the study along with the rationale behind the selection of the sampling design strategy to accommodate the necessary data collection for the research. A suitable sample size, based on the basic principles of research design, was obtained. After the collection of sufficient data from the survey, the analysis, presentation and discussion of the data were documented and are provided in the following chapter.
CHAPTER 4
ANALYSIS AND DISCUSSION OF RESULTS

4.1. INTRODUCTION

Chapter 3 explained the rationale behind the selection of a suitable research method and research instrument. The purpose of this chapter is to present the findings with the aim of examining and discussing the results obtained from the survey. The results obtained are exhibited in two sections. The first section analyses the demographic profile of the members who participated in the study. The second section investigates the findings in relation to the objectives of the study.

Prior research conducted is the point of departure for the discussion of the findings of this study. As explained in Chapter 3, simple random sampling was selected for the sampling design. Hence, the findings from the study can be generalised to the entire population.

Of the 465 respondents who commenced answering the questionnaire, 389 completed the entire questionnaire, resulting in a completion rate of 84% participation. The average time taken to complete a questionnaire was four minutes which was much lower than the estimated time of ten minutes.

4.2. TREATMENT OF DATA

A primary examination of the data revealed some incomplete questionnaires. The data obtained from these incomplete questionnaires was deleted before undertaking data analysis by the use of "started but not completed" data filter in QuestionPro. The data was then screened to ensure that the responses were from respondents based in KwaZulu-Natal as the five campuses of the University of KwaZulu-Natal are in this region. Through this screening, the responses obtained from other geographical regions were eliminated using a geographical filter provided by QuestionPro that captures the geographical location of each respondent. The findings are presented in tabular and graphical format to ensure easy understanding.

4.3. RELIABILITY OF THE QUESTIONNAIRE

The reliability (internal consistency) of the questionnaire was tested by attempting to calculate Cronbach's alpha. For this purpose, data was extracted from QuestionPro and put
into the statistical analysis package, SPSS, which returned a Cronbach's alpha value of 0.930 suggesting that the items have relatively high internal consistency.

### 4.4. DEMOGRAPHIC PROFILE OF RESPONDENTS

The demographic profile of the respondents, as illustrated in Table 4.1, was established based on the attributes of gender, race, and degree of study, campus they study at and year of study. Since the respondents were university students, as explained in Chapter 3, establishing the age of the respondents was concluded to be irrelevant to the study.

**Table 4.1: Demographic profile of the respondents**

<table>
<thead>
<tr>
<th>Demographic characteristics</th>
<th>Percentage</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>55%</td>
<td>213</td>
</tr>
<tr>
<td>Male</td>
<td>45%</td>
<td>176</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>36%</td>
<td>140</td>
</tr>
<tr>
<td>Indian</td>
<td>36%</td>
<td>140</td>
</tr>
<tr>
<td>White</td>
<td>19%</td>
<td>74</td>
</tr>
<tr>
<td>Coloured</td>
<td>9%</td>
<td>35</td>
</tr>
<tr>
<td><strong>Campus of study</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westville</td>
<td>32%</td>
<td>125</td>
</tr>
<tr>
<td>Howard</td>
<td>24%</td>
<td>93</td>
</tr>
<tr>
<td>Edgewood</td>
<td>16%</td>
<td>63</td>
</tr>
<tr>
<td>Medical School</td>
<td>15%</td>
<td>58</td>
</tr>
<tr>
<td>Pietermaritzburg</td>
<td>13%</td>
<td>50</td>
</tr>
<tr>
<td><strong>Degree of study</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>42%</td>
<td>162</td>
</tr>
<tr>
<td>Masters</td>
<td>35%</td>
<td>139</td>
</tr>
<tr>
<td>Honours/Post Graduate Diploma</td>
<td>19%</td>
<td>73</td>
</tr>
<tr>
<td>PhD</td>
<td>4%</td>
<td>15</td>
</tr>
<tr>
<td><strong>Year of Study</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td>34%</td>
<td>133</td>
</tr>
<tr>
<td>Third Year</td>
<td>27%</td>
<td>106</td>
</tr>
<tr>
<td>First Year</td>
<td>21%</td>
<td>80</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>15%</td>
<td>57</td>
</tr>
<tr>
<td>&gt; Fourth Year</td>
<td>3%</td>
<td>13</td>
</tr>
</tbody>
</table>
The majority of the respondents were females (55%) as opposed to males (45%). As seen in Table 4.1, the majority of the respondents were Black (36%) and Indians (36%) followed by Whites (19%) and Coloureds (9%) and they collectively formed just above a quarter of the total respondents. The majority of respondents (32%) studied at the Westville campus followed by 24% of the respondents who studied at the Howard campus. Very few respondents studied at the Edgewood, Medical School and Pietermaritzburg campus. This is not in relation to the size of the campus or the number of students enrolled in a particular campus as each campus offers a distinguished set of degree courses having a different number of students enrolled.

It was observed that the majority of the respondents were undergraduates (34%) followed by students pursuing a master's degree (27%). Only 3% of the respondents were doctoral (PhD) students.

The largest group of respondents were noted to be in the second year of their study (34%) while the smallest group consisted of students studying for longer than four years.

4.5. DATA ANALYSIS

The data collected from the survey was analysed according to the objectives of the study. The data is presented using a simple visual representation followed by a discussion of the key findings. This section of the chapter also presents conclusions that resulted from the interpretation of the data.

4.5.1. Objective one: Knowledge of student services

4.5.1.1. Awareness of services offered

With the use of a nominal scale, the respondents' basic awareness of the services offered by the Student Services Department was investigated. The responses of the respondents are illustrated in Figure 4.1.
Are you aware of the Student Services offered at the university?

According to Figure 4.1, 42% of the respondents were aware while 58% of the respondents were not aware of the services offered at the university. These findings demonstrate an issue of concern as the majority of the respondents had no knowledge about these services being offered to them.

The results shown in Figure 4.1 are similar to those from an online survey conducted by the Student Affairs Department of the University of Limerick, to test the awareness and knowledge of the Student Services Department. The test established that many students who did not directly use a service are often unaware of its existence (UL, 2013).

4.5.1.2. Source of knowledge of services offered

The respondents who were aware of the student services were probed to establish their source of awareness. The results are depicted in Figure 4.2.

Figure 4.2: Source of knowledge of services offered
As seen in Figure 4.2, the university website was the respondents’ most popular source of awareness. Hence, it can be inferred that the students prefer using the university website as a source of information about the university as opposed to social media. It can also be inferred that students spread awareness through speaking to others about their own knowledge of these services as 28% of the respondents were aware of services offered by the Student Services Department through word of mouth. Based on Figure 4.1, it can also be concluded that the University Bulletin (UKZN, 2014) and promotional pamphlets have not been effective in spreading awareness about student support services offered at the university. This could be a result of respondents' lack of interest in such advertising material or lack of circulation of the material.

4.5.1.3. Awareness of specific services

In order to determine the respondents’ awareness of specific services, they were presented with a list of the different student support services offered at the UKZN. Figure 4.3 illustrates the results.

**Which of these services are you aware of?**

- Legal Assistance: 1%
- HIV Support: 6%
- Alumni Support: 7%
- Disability Support: 7%
- Career Assistance: 12%
- Student residence and Catering: 13%
- Student Counselling: 16%
- Academic Support: 17%
- Student Funding: 21%

**Figure 4.3: Knowledge of types of services offered**

An online survey conducted at the University of Limerick (UL, 2013) concluded that most students will only learn of a service offering when they need it for their own specific purposes. Figure 4.3 shows that the majority of the respondents were aware of Student Funding, while the service which the lowest percentage of respondents were aware of was Legal Assistance (1%). Redmond, Quin, Devitt and Archbold (2011) noted that due to the
financial challenges faced by most university students, it stands to reason that students will actively seek financial assistance.

4.5.1.4. Relationship between race and awareness of services

The literature in Chapter 2 asserts that awareness of a service plays a significant role in a customer's decision to use the service. In order to determine if there was a relationship between the races of the respondents and their knowledge about the services offered, a cross tabulation of these two variables was conducted. The perceptions are that race has an influence on the awareness of the respondents regarding services offered at the university. The results of the cross tabulation are presented in Table 4.2.

Table 4.2: Cross tabulation between race and awareness of the services offered

<table>
<thead>
<tr>
<th>Race</th>
<th>Are you aware of the student services offered at the university?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Total</td>
</tr>
<tr>
<td>Indian</td>
<td>15%</td>
<td>21%</td>
<td>36%</td>
</tr>
<tr>
<td>Black</td>
<td>17%</td>
<td>19%</td>
<td>36%</td>
</tr>
<tr>
<td>White</td>
<td>6%</td>
<td>13%</td>
<td>19%</td>
</tr>
<tr>
<td>Coloured</td>
<td>4%</td>
<td>5%</td>
<td>9%</td>
</tr>
<tr>
<td>Total</td>
<td>42%</td>
<td>58%</td>
<td>100%</td>
</tr>
</tbody>
</table>

n = 389  
Chi-square = 7.120  
p = 0.07

From Table 4.2 it is evident that the Chi-square test revealed a p value of 0.07. A probability of 0.05 or smaller means one can be 95% certain that the relationship between two variables could not have occurred by chance alone. Hence, the results from Table 4.2 indicate that the race of the respondent and their awareness about the services offered by the university are not related. Therefore, it can be inferred that the awareness of student services offered at the university is not influenced by the race of a student.

However, Table 4.2 illustrates an important finding, namely that 58% of the total number of respondents were not aware of the student services offered at the university. This is concerning as these services are made available to all students. Another crucial point of consideration is that 21% Indian students and 19% Black students were unaware of these
services. The data in Table 4.2 indicates that more students in every race group were unaware than those who were aware of the student services offered at the university.

4.5.1.5. Relationship between campus of study and awareness of services

As noted by Santee (2011), advertising can make students aware of the support services offered by the Student Services Department. Table 4.3 illustrates the results of the cross tabulation between the campus of study of the respondents and their awareness about the student services offered.

Table 4.3: Cross tabulation between campus of study and awareness of student services offered

<table>
<thead>
<tr>
<th>Campus of study</th>
<th>Are you aware of the student services offered at the university?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Westville</td>
<td>15%</td>
<td>18%</td>
</tr>
<tr>
<td>Howard</td>
<td>8%</td>
<td>15%</td>
</tr>
<tr>
<td>Edgewood</td>
<td>4%</td>
<td>12%</td>
</tr>
<tr>
<td>Pietermaritzburg</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Medical School</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42%</strong></td>
<td><strong>58%</strong></td>
</tr>
</tbody>
</table>

n = 389

Chi-square = 22.496
p = 0.00

It is evident from Table 4.3 that the p value of 0.00 is significant and not due to chance. Hence, a strong relationship exists between the two variables. Most of the respondents studying at the Westville campus (18%) were not aware of the student services offered at the university. Another significant conclusion that can be made from Table 4.3 is that 15% of the respondents from the Westville campus and 12% of the respondents from the Edgewood campus were unaware of the student support services. This is a cause for concern as student support services have been made available to students across all campuses of the university. It is only at the Medical School campus that more students were aware of the student services than those who were unaware.
4.5.2. **Objective two: Accessibility of student services department**

This objective aimed at determining if the student services are accessible to students across all campuses. The results are shown in Figure 4.4.

**Is the Student Services Department easily accessible?**

![Accessibility Diagram]

Figure 4.4: Accessibility of Student Services Department

Figure 4.4 illustrates that the majority (67%) of respondents stated that the Student Services Department is not easily accessible.

4.5.2.1. **Reasons for difficulty in accessing Student Services Department**

Figure 4.5 shows the reasons behind the respondents' perceptions of difficulty in accessing the student services.

**Why is the Student Services Department not accessible?**

![Reasons Diagram]

Figure 4.5: Reasons for difficulty in accessing Student Services Department

From Figure 4.5, it is clear that the majority of the respondents (55%) felt that absence of directions to the Student Services Department was the primary cause of the difficulty in accessing the services. This was followed by 29% of the respondents who felt that no signage was one of the reasons for inaccessibility of the Student Services Department.
4.5.2.2. Relationship between gender and accessibility of student services department

In order to determine if a relationship existed between the gender of the respondents and their opinion about the accessibility of the Student Services Department, a cross tabulation was conducted on the two variables. Table 4.4 shows the results of the cross tabulation.

Table 4.4: Cross tabulation between gender and accessibility of Student Services Department

<table>
<thead>
<tr>
<th>Are you aware of the student services offered at the university?</th>
<th>Absence of directions</th>
<th>No signage</th>
<th>Unavailability or absence of support staff</th>
<th>Unavailability of a ramp for disabled persons</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>23%</td>
<td>15%</td>
<td>8%</td>
<td>2%</td>
<td>48%</td>
</tr>
<tr>
<td>Female</td>
<td>32%</td>
<td>14%</td>
<td>3%</td>
<td>3%</td>
<td>52%</td>
</tr>
<tr>
<td>Total</td>
<td>55%</td>
<td>29%</td>
<td>11%</td>
<td>5%</td>
<td>100%</td>
</tr>
</tbody>
</table>

n = 262
Chi-square = 8.813
p = 0.03

The p value of 0.03, seen in Table 4.4, validates that the awareness of the student services offered at the university is significantly different for respondents of different gender. While 55% of the total respondents were of the opinion that student services were not easily accessible mainly due to absence of direction, it is important to note the majority of these respondents (32%) were females. In contrast to this, 8% of the males felt unavailability and absence of support staff was the reason for the difficulty in accessing the services while only 3% of the females were of this opinion. It can be inferred from the results illustrated in Table 4.4 that male and female students’ opinions regarding accessibility of the Student Services Department vary considerably.

4.5.3. Objective three: Commonly used student services

The purpose of this objective was to determine which student services were used most commonly by the respondents.
4.5.3.1. Use of student services

The respondents who were aware of the student services offered at the university were asked if they used any of these services (Figure 4.6).

**Have you ever used any student support services offered by the university?**

Figure 4.6: Usage of services offered by university

Figure 4.6 shows that the majority of the respondents (56%) who were aware of the student services offered by the university had used these services. This is in line with the argument that awareness of a service promotes its use, as discussed in Section 4.5.1.4.

4.5.3.2. Commonly used student services

The findings regarding the commonly used student services are illustrated in Figure 4.7.

**Which of the services offered by the student services have you made use of?**

Figure 4.7: Commonly used services

Figure 4.7 shows that the majority of the respondents (26%) used the student funding service. This was followed by 24% of the respondents who used academic support. This finding confirms the perception that students often tend to give priority to academics over
other activities. The findings shown in Figure 4.7 correspond with the findings about respondents' awareness of the student services offered. Also, it is evident that legal assistance, HIV support, disability support and alumni support are among the less popular services used by the respondents.

4.5.3.3. Frequency of use of student services

Figure 4.8 shows the frequency of use of student services by the respondents.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>3%</td>
</tr>
<tr>
<td>Daily</td>
<td>32%</td>
</tr>
<tr>
<td>Weekly</td>
<td>3%</td>
</tr>
<tr>
<td>Monthly</td>
<td>32%</td>
</tr>
<tr>
<td>Annually</td>
<td>65%</td>
</tr>
</tbody>
</table>

Figure 4.8: Frequency of use of student services

Figure 4.8 shows that the majority of the respondents (65%) have used the student services annually. About 32% of the respondents have used the services on a monthly basis, whereas only 3% of the respondents have used the services weekly. None of the respondents have used these services daily or monthly which explains that the student services offered are not frequently required.

4.5.3.4. Events organised by the Student Services Department

Respondents were questioned on the number of events they had attended which were organised by the Student Services Department. Figure 4.9 illustrates the findings.
Figure 4.9: Extent of attendance of events

Figure 4.9 illustrates that the majority of the respondents (81%) had not attended even a single event, followed by 11% of the respondents who had attended one event organised by the Student Services Department. This finding is very concerning as these events are organised for the university students so that they can support the various functions of the Student Services Department.

4.5.3.5. Continued use of student services

Figure 4.10 shows the results of the respondents' opinion of whether they would like to continue using the student services.

Figure 4.10: Continued use of student services

It is evident from Figure 4.10 that the majority of the respondents (59%) are somewhat likely to continue using these services, despite the difference in their levels of satisfaction...
of the service. Cumulatively, 74% of the respondents indicated that they are likely to continue use of the services. This is a positive finding as it assures the Student Services Department that the students are willing to use the services they have to offer.

4.5.3.6. Value for money

Figure 4.11 shows the student perceptions of student services regarding value for money.

![Figure 4.11: Value for money](chart)

**Student services can be used by all students at no additional cost as it is already included in student fees. Based on this statement, I believe these student services are .....**

- Excellent value for money: 5%
- Good value for money: 13%
- Satisfactory value for money: 23%
- Poor value for money: 42%
- A waste of money: 17%

**Figure 4.11: Value for money**

From Figure 4.11 it is evident that the majority of the students (59%) were of the opinion that student services are not good value for money. This is an important finding as student services aim to provide support to students, and a perceived low value shows that students don't believe that the use of these services adds value to their student experience.

4.5.3.7. Relationship between campus of study and of use of student services

The general perception is that student services are used by students across all campuses of the university. To test if there is a relationship between the campus at which the respondents study and whether they use the student services offered by the university, a cross tabulation was performed between the two variables (Table 4.5).
### Table 4.5: Cross tabulation between campus of study and use of Student Services Department

<table>
<thead>
<tr>
<th>Campus of study</th>
<th>Have you ever used any student support services offered by the university?</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Westville</td>
<td>11%</td>
<td>25%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Howard</td>
<td>11%</td>
<td>9%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Edgewood</td>
<td>6%</td>
<td>3%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Pietermaritzburg</td>
<td>7%</td>
<td>5%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Medical School</td>
<td>21%</td>
<td>2%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>56%</strong></td>
<td><strong>44%</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
<tr>
<td><strong>n = 165</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chi-square = 37.108</td>
<td>p = 0.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The p value of 0.00 shown in Table 4.5 provides assurance that the relationship between the campus of study and the use of student services is significant and not due to chance. Twenty-three percent of the respondents were studying at the Medical School campus, and the majority of them (21%) made use of the student services. This is a positive finding as use of student services is high at this campus. In contrast to this, 36% of all the respondents were studying at the Westville campus, and only a small proportion of them (11%) used the student services offered at the university. This is a cause for concern as these support services are meant to be available to all the students at the university irrespective of their campus of study.

These findings are in line with the results obtained from a survey conducted by Kärnä and Julin(2015) where it was observed that there was a significant difference between the use of student support services across two campuses of the University of Tampere in Finland. They argued that this difference in student opinions was because the students perceived the facilities at one campus to be better than those at the other campus.
4.5.4. **Objective four: Level of satisfaction**

With the use of a Likert scale, the aspects of satisfaction with the services provided were tested to determine how satisfied the respondents were while using the student services offered at the university. Firstly, the data collection instrument gathered information about the overall level of satisfaction of the respondents after using the services. Secondly, the respondents were asked to indicate their level of satisfaction with availability and quality of student services they had used. Finally, the respondents were asked to give their opinions about the availability, friendliness, professionalism and promptness of the support staff.

4.5.4.1. **Overall level of satisfaction**

Figure 4.12 shows the results of the overall level of satisfaction which the respondents encountered while using the student services.

![How would you rate your overall level of satisfaction encountered while using student services?](image)

**Figure 4.12: Overall level of satisfaction**

As shown in Figure 4.12, a significant proportion of the respondents (43%) were unsatisfied as opposed to 32% of the total respondents who were satisfied. Also, 25% of the respondents took a neutral stand. Overall satisfaction is based on all of a customer's encounters and experiences with a particular organisation (Kärnä& Julin, 2015). Hence, the findings reveal that respondents' opinions about the overall level of satisfaction could be from either a single service encounter or multiple service encounters.

In study conducted by Kärnä and Julin (2015) they established that accessibility to student services facilities at campus was an important satisfaction factor among the students. The findings shown in Figure 4.12 are in line with the findings of Kärnä and Julin(2015). It can therefore be concluded that the majority of the respondents, in this research study,
indicated a weak overall satisfaction because they felt that the Student Services Department (as shown in Figure 4.4) is not easily accessible.

4.5.4.2. Rating quality and availability of student services

Figure 4.13 illustrates the opinions of the respondents regarding the availability and quality of the student services.

How would you rate the quality and availability of service?

<table>
<thead>
<tr>
<th>Quality of Service</th>
<th>Availability of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>2%</td>
</tr>
<tr>
<td>Good</td>
<td>2%</td>
</tr>
<tr>
<td>Average</td>
<td>17%</td>
</tr>
<tr>
<td>Weak</td>
<td>32%</td>
</tr>
<tr>
<td>Poor</td>
<td>42%</td>
</tr>
</tbody>
</table>

As illustrated in Figure 4.13, the majority of the respondents (42%) rated the quality of service as average, followed by 30% of the respondents who rated it as weak. In addition to this, the majority of the respondents (41%) were of the opinion that the availability of service is weak, followed by 32% of the respondents who felt that it was average. Hence, cumulatively, approximately 50% of all the respondents felt that the quality and the availability of service were either average or weak.

Shemwell et al. (1998 cited in Hu et al., 2009) linked service quality to customer satisfaction. According to them, an increased level of service quality translates to an increased preference to continue using the service with the service provider. Cumulatively, 72% of the respondents (42% plus 30%) felt negatively about the service quality. Hence, it can be asserted that bad service quality is one of the causes for poor customer satisfaction levels of student services.
4.5.4.3. Rating the support staff

Table 4.6 illustrates the results of the respondents' opinions about the student services support staff.

Table 4.6: Rating student services support staff

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Poor</th>
<th>Weak</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability</td>
<td>15%</td>
<td>31%</td>
<td>36%</td>
<td>17%</td>
<td>1%</td>
<td>95</td>
</tr>
<tr>
<td>Friendliness</td>
<td>15%</td>
<td>30%</td>
<td>39%</td>
<td>12%</td>
<td>4%</td>
<td>95</td>
</tr>
<tr>
<td>Professionalism</td>
<td>9%</td>
<td>39%</td>
<td>35%</td>
<td>15%</td>
<td>2%</td>
<td>95</td>
</tr>
<tr>
<td>Promptness</td>
<td>8%</td>
<td>42%</td>
<td>38%</td>
<td>11%</td>
<td>1%</td>
<td>95</td>
</tr>
<tr>
<td>Helpfulness</td>
<td>14%</td>
<td>28%</td>
<td>40%</td>
<td>16%</td>
<td>2%</td>
<td>95</td>
</tr>
<tr>
<td>Overall</td>
<td>9%</td>
<td>32%</td>
<td>42%</td>
<td>17%</td>
<td>0%</td>
<td>95</td>
</tr>
</tbody>
</table>

Table 4.6 illustrates that the majority of the respondents rated the support staff as average in most attributes. It is evident from the results that the majority of the respondents felt that the support staff members were weak in promptness (42%) and professionalism (39%). It is also evident that the majority of the respondents rated helpfulness (40%), friendliness (39%) and availability (36%) of support staff as average.

4.5.4.4. Relationship between gender and overall satisfaction

A common perception is that a relationship exists between the gender of the respondents and their overall level of satisfaction while using the service. Table 4.7 shows the results of the cross tabulation performed between gender and overall satisfaction of the respondents.

Table 4.7: Cross tabulation between gender and overall satisfaction

<table>
<thead>
<tr>
<th>Overall level of satisfaction encountered while using student services</th>
<th>Very Unsatisfied</th>
<th>Unsatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>0%</td>
<td>9%</td>
<td>5%</td>
<td>2%</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>26%</td>
<td>15%</td>
<td>15%</td>
<td>25%</td>
<td>0%</td>
<td>55%</td>
</tr>
<tr>
<td>Total</td>
<td>3%</td>
<td>41%</td>
<td>24%</td>
<td>30%</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>n = 95</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chi-square = 20.518  p = 0.00
As shown in Table 4.7, the p value of 0.00 explains that the relationship between the gender and overall satisfaction encountered while using the service is significant and not by chance. The data in the table indicates that 45% of all the respondents were males and the majority (26%) of them were unsatisfied. In contrast to this finding, 55% of the respondents were females and 25% of them were more satisfied than the males regarding the overall level of satisfaction. From the data presented in Table 4.7 it can therefore be inferred that respondents of different genders experienced different overall levels of satisfaction.

These findings are in line with the results of a study conducted in Switzerland (Bruhn & Grund, 2000 cited in Siems, 2010) to investigate the gender effect on customer satisfaction levels. Siems (2010) explained that customer satisfaction is perceived differently by customers of different gender. However, the study failed to show a strong relationship. In this research study, the relationship between gender and overall satisfaction is significant.

4.5.5. Objective five: Identifying preferences for improvements that could benefit the Student Services Department

Considering that the respondents were dissatisfied with various elements of the services offered, the data was used to determine the preferences of respondents for changes to current student services offerings.

4.5.5.1. Preferences relating to communication

The respondents were asked whether they preferred to receive communication regarding the services offered by the Student Services Department at the university (Figure 4.14).

Would you like to receive regular communication regarding student services?

![Preference for communication graph]

64% YES

36% NO

Figure 4.14: Preference for communication
As depicted in Figure 4.14, the majority of the respondents (64%) were interested in receiving regular communication regarding student services. This is a positive finding as it shows that irrespective of the difference in the level of awareness, as well as use of the student services and overall satisfaction levels encountered while using the service, a significant proportion of the respondents showed interest in these services and would like to receive further communication regarding these services.

4.5.5.2. Preferred medium of communication

The respondents who were interested in receiving regular communication regarding student services were asked to choose their preferred medium of receiving the communication. The results are shown in Figure 4.15.

![Figure 4.15: Preferred medium of receiving communication](image)

From Figure 4.15 it is evident that most respondents (68%) find email the best way to receive regular communication regarding these services. This is in line with the university policy that all communication to students should preferably take place in the form of emails. The UKZN provides each student with a personal student email which makes it easy to facilitate this request. It was noted that there was no significant preference to use any form of social media.

An article regarding preferred method of communication of students at the Duke University in the USA stated that the students preferred email to social media to communicate with the university (Djinis, 2012).
4.5.5.3. Reasons for lack of interest in receiving communication

The respondents who were not interested in receiving communication about student services were asked to select a reason for their lack of interest (Figure 4.16).

![Figure 4.16: Reasons for lack of interest in receiving communication](image)

From Figure 4.16 it is evident that the majority of respondents were not interested in receiving communication about student services because they felt that these services were not beneficial to them or that the services were not applicable to them.

4.5.5.4. Ranking student services offered by the university

The respondents who were interested in receiving communication were presented with the various services offered by the Student Services Department and asked to rank the services in order of importance — from those they believed were most beneficial services to those they regarded as not beneficial (Table 4.8).

Table 4.8: Ranking student services offered by the university

<table>
<thead>
<tr>
<th>Rank</th>
<th>Services</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student Counselling</td>
<td>2.94</td>
</tr>
<tr>
<td>2</td>
<td>Academic Support</td>
<td>3.01</td>
</tr>
<tr>
<td>5</td>
<td>Career Assistance</td>
<td>3.46</td>
</tr>
<tr>
<td>4</td>
<td>Student Funding</td>
<td>3.48</td>
</tr>
<tr>
<td>5</td>
<td>Student Residence and Catering</td>
<td>4.69</td>
</tr>
<tr>
<td>6</td>
<td>Disability Support</td>
<td>5.88</td>
</tr>
<tr>
<td>7</td>
<td>Alumni Support</td>
<td>5.90</td>
</tr>
<tr>
<td>8</td>
<td>Legal Assistance</td>
<td>7.50</td>
</tr>
<tr>
<td>9</td>
<td>HIV Support</td>
<td>8.14</td>
</tr>
</tbody>
</table>
The data in Table 4.8 has been ranked in terms of the mean scores of each service, where the closer to 1 each service was rated, the more beneficial the service was thought to be by the respondent. It is evident that the respondents' highest preference was the student counselling service (with a mean score of 2.94), followed by the academic support service and career assistance service. A comparison of these results to those of respondents' awareness of student services and the most commonly used services by the respondents, it can be inferred that although the majority of the respondents were aware of and used student funding (from the data in Table 4.8), it is evident that student funding is not the most preferred service that the respondents want to receive communication about. The remaining services were ranked in the order quite similar to the order in which the respondents were aware of them as well as their choice of commonly used services.

4.5.5.5. Extent to which UKZN is perceived to be the University of Choice

The respondents were asked to give their opinions on how well the Student Services Department has been able to achieve the strategic goal of making UKZN the University of Choice (Figure 4.17).

![Figure 4.17: Extent to which UKZN is perceived to be the University of Choice](image)

One of UKZN’s strategic goals is to be the INSTITUTION OF CHOICE for STUDENTS. To what extent is Student Services achieving this?

Figure 4.17 has demonstrated an important finding that while the majority of the respondents felt that the Student Services Department of UKZN has partially achieved its strategic goal of becoming the University of Choice, a mere 5% of the respondents felt that this goal has been fully achieved. This is concerning as it implies the university has not been completely successful in establishing its strategic goal.
4.5.5.6. Recommendations to improve the student services

Word clouds are the most commonly used visualisation tools used to interpret open-ended questions. The size of the words represents the frequency of the word. The higher the frequency, the larger the word appears in the word cloud. The respondents were asked to indicate their recommendations to improve the student services. Figure 4.18 illustrates these results using a word cloud.

![Figure 4.18: Recommendations to improve student services](image)

From Figure 4.18 it is evident that the key suggestions for improvement were advertising to create awareness, and to show directions to student services. Improved communication was another strong recommendation.

4.6. KEY FINDINGS

The research question for this study was to establish what the student perceptions are of student services offered at the UKZN. This question was broken into five objectives. In
In order to determine whether this study has sufficiently answered each research objective, a summary is provided in Table 4.9.

Table 4.9: Summary of key findings

<table>
<thead>
<tr>
<th>Objectives set</th>
<th>Key findings</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 To establish the knowledge of student services offered at the UKZN.</td>
<td>It was found that 42% of the respondents were aware while 58% of the respondents were not aware of the services offered at the university.</td>
<td>4.5.1</td>
</tr>
<tr>
<td>2 To determine if student services are accessible to all students at the UKZN.</td>
<td>It was found that 67% felt negatively about the accessibility of the Student Services Department, while 33% of the respondents felt that the Student Services Department is easily accessible. Those respondents who were of the opinion that the Student Services Department is not easily accessible gave their reasons as absence of directions and signage.</td>
<td>4.5.2</td>
</tr>
<tr>
<td>3 To determine which services are commonly used by the students at the UKZN.</td>
<td>Only 56% of the respondents who were aware of the student services offered by the university had used these services. Student funding and academic support were established to be the two most popularly used services.</td>
<td>4.5.3</td>
</tr>
<tr>
<td>4 To determine the student levels of satisfaction with the services provided by the Student Services Department.</td>
<td>A significant proportion of the respondents (40%) were unsatisfied, as opposed to 30% of the total respondents who were satisfied. Also, 25% of the respondents took a neutral stand.</td>
<td>4.5.4</td>
</tr>
<tr>
<td>5 To identify improvements that could benefit the service offerings of the Student Services Department at the UKZN.</td>
<td>64% of the respondents were interested in receiving communication regarding student services. Email was established to be the most popular medium of communication. The popular recommendations made by the respondents were advertising to improve awareness of student services as well as improved communication regarding the services.</td>
<td>4.5.5</td>
</tr>
</tbody>
</table>
4.7. SUMMARY

This chapter presented the findings from the survey as well as an analysis and discussion of the results. Following the presentation of the demographic profile of the respondents, the findings from questions that respondents were asked about each objective of this research study were presented by means of visual representation and tables. Cross tabulation was performed to investigate the existence of relationships between variables.

The chapter demonstrated the key findings of the research objectives and provided a summary of the extent to which the research objectives were met. The following chapter will discuss the conclusions established from the findings of the survey along with the limitations of the study and recommendations for further research.
CHAPTER 5
CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

Worldwide there is a growing consciousness in higher education that student services are a critical part in fulfilling support needs of students. This has led to these services forming an integral service unit of universities as the universities aim to provide effective student services that encompass diverse student needs. The extent to which students find these services effective depends on their expectations of the services. Student satisfaction of the student services offered by the university depends on an array of underlying factors. Ensuring consistency in student satisfaction determines the success of these support services offered to the students.

The data findings obtained from the survey were analysed and presented in Chapter 4. This final chapter discusses the results of the findings relative to the literature review in Chapter 2. It summarises the data and provides conclusions for the findings of the study. Additionally, the chapter presents recommendations that the UKZN could implement to improve its student support services. The limitations of this study are also documented in this chapter, and recommendations for further research are provided.

5.2. CONCLUSIONS AND RECOMMENDATIONS

The data analysis presented in Chapter 4 highlighted the key findings of the study. Based on the key findings, conclusions and recommendations have been drawn for each objective set for the study and are presented here.

5.2.1. Raising awareness of student services

It is evident from this study that there is lack of awareness of the student support services offered at the university. Raising awareness about the services is one way in which the university can motivate the students to use these services. The UKZN Student Services Department has been organising events to promote student support services. It is evident from the data collected that these events have failed to connect with and attract the students as majority of the survey respondents had not attended any such organised event. It is therefore recommended that the Student Services Department at the UKZN should redesign these event offerings in order to attract students to attend them. Then at the events
they should create more awareness of the student services offered at the university to suit the needs of students.

Furthermore, lack in advertising these services was evident from the research data. Also, it is inferred from the findings that different campuses showed different levels of student awareness. Advertising helps to make consumers aware of a product or service offering and assists in creating an inclination towards the product or service. Additionally, advertising could be done in a cost-effective way using a combination of traditional and digital advertising techniques. Hence, the university would benefit from considering a small budget advertising campaign across each campus to spread the word about the student support services it has to offer.

5.2.2. Making student services more accessible

Another key finding that deserves consideration is the issue of accessibility of the student services at UKZN. Inaccessible services are inefficient and often ignored by their target audience. The university can benefit from investing in attractive yet simple signage and directions that can easily guide students to these services. Displaying such signs and directions will also help students to identify the services offered by the Student Services Department. Another recommendation is to standardise the design of these services across the various campuses so that students can easily associate with such signage is the visual representation of the institution's ability to care for the needs of its students.

5.2.3. Encouraging use of student services

As discussed in the earlier sections of the chapter, the research suggested that students at UKZN are not fully aware of the student services offered at the university. Additionally, they perceive these services to be difficult to access. This has been observed as one of the primary reasons for lack of use of these services. In order to boost the use of the services, firstly and as discussed, the awareness of these services and their accessibility should be improved.

Improving the satisfaction levels of students who have made use of these services will also help to boost the re-use of these services by such students. There is evidence from the data gathered in the study that students have shown a willingness to use these services despite low satisfaction levels. The university could use this to their advantage and ensure proper
mechanisms are in place to promote the use of student support services among students. Students have shown preference for digital communication.

5.2.4. Providing more value for money

It is evident from the research that students perceive student services as being low value for money. This could be improved by means of short customer experience surveys, using digital technology, which will help students voice their opinions about services encountered and the level of their effectiveness. Based on this input from students, and as these services become more effective, they will add value to the experience of their users. Also, by involving students and obtaining their input about the services would help the department to understand the student needs better and thus enable them to offer services that are more useful to those students.

5.2.5. Improving staff competency, availability of services and overall student satisfaction

Support staff members are the ambassadors of the Student Service Division. These are the first members that the students encounter when using the support services. This study has established low overall satisfaction levels of service and support staff at the Student Services Department of the UKZN. The department would have to ensure that it listens to and understands the expectations of the students it aims to please. Based on recommendations of the respondents of the survey, additional staff recruitment could be considered to increase the number of support staff in order to promote staff availability. Also, conducting regular staff evaluations will help the department identify underperforming staff members. Furthermore, the department can select an appropriate training programme that could help improve the competency of support staff; and professional development programmes can assist the support staff in offering these services in a more efficient and effective manner.

5.2.6. Employing an effective digital communication strategy

It is evident from this study that students have a strong preference for the use of email as an official communication platform to receive regular communication regarding student support services from the university. The Student Services Department could create an online strategy to use digital communication as a tool to market the student services they offer. The university could also look into increasing student engagement on social media
by the use of paid advertisements. However, care should be taken to ensure that students are not fatigued from all the information provided on digital media as this could have a negative effect on the promotion of student support service.

5.3. LIMITATIONS OF THIS STUDY

Though a researcher aims to address the problem statement to the best of their ability, research cannot necessarily address all matters of the study adequately.

A major limitation encountered for this study was the lack of significant academic literature and research conducted on perceptions of students presently studying at universities. Most research encountered had been conducted on students about to exit their institutions. Also, not much research with the focus on student services is available, as opposed to the abundance of research available on the university as a whole. Since the majority of the prior research was conducted with an academic focus, it was difficult to compare those results with the results obtained from this research study.

This study aimed to evaluate student perceptions of the support services offered at the university. However, due to the absence of a study conducted on student services professionals, correlations and cross findings could not be established.

5.4. RECOMMENDATIONS FOR FUTURE RESEARCH

The findings of this study, coupled with the limitations, provide guidance for future research. The recommendations for further research are as follows:

- The research could be repeated year on year to draw comparative results to previous findings.

- Further research can be conducted using a qualitative research design to investigate the perceptions of members in management positions regarding improvement in student support services at the UKZN.

- More research can be conducted at universities in other parts of the world. The results thereof, and the results of this study, could be used to suggest quality improvements to student services at universities.
• Research can be conducted from the perspective of the student services professionals (staff) so that the challenges encountered by staff could be used to improve the student support services offered by universities.

• This study adopted the simple random sampling technique. Future studies could be conducted using another type of probability sampling technique, like stratified random sampling to ensure generalisability while reducing the sampling error from the simple random sampling technique.

5.5. CONCLUSION

The aim of this study has been met and the research objectives set for this study have been satisfied. This study has established the perceptions of students regarding student services offered at the UKZN and has provided relevant recommendations for improvement to them. However, from this research study it can be inferred that offering student support services successfully is a collaborative effort of the students, the support staff at the Student Services Department, and the University.
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Appendix 1
Introductory Letter

UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Dear Respondent,

MBA Research Project
Researcher: Ms Nupur Suresh Warke (0835864416)
Supervisor: Prof. Anesh Maniraj Singh (031-260 2675)
Research Office: Ms P Ximba 031-2603587

I, Ms Nupur Suresh Warke an MBA student, at the Graduate School of Business and Leadership, of the University of KwaZulu-Natal. You are invited to participate in a research project entitled Perceptions of Student Services offered by the University of KwaZulu-Natal. The aim of this study is to establish the perceptions of current students regarding student services offered at the University of KwaZulu-Natal.

Through your participation I hope to understand the current students' satisfaction with the service offerings of the Student Services Division at the University of KwaZulu-Natal. The results of the focus group are intended to contribute to establishment the perceptions of the current student's regarding the student services and to identify improvement that could benefit the service offering of the Student Services Division at the university of KwaZulu-Natal.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above. The survey should take you about 10 minutes to complete. I hope you will take the time to complete this survey.

Sincerely

Investigators’ Signature ___________________________ Date ________________
CONSENT

I, Nupur Suresh Warke, hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT DATE

............................................................................................................................................
Appendix 3
Questionnaire

1. UNIVERSITY OF KWAZULU-NATAL GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Dear Respondent,

MBA Research Project
Researcher: Ms Nupur Suresh Warke (0835864416)
Supervisor: Prof. Anesh Maniraj Singh (031-260 2675)
Research Office: Ms P Ximba 031-2603587

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I hope you will take the time to complete this survey.

Regards,
Ms Nupur Suresh Warke

2. Gender:
   o Male
   o Female

3. Race:
   o White
   o Indian
   o Black
   o Coloured
4. Which campus are you studying at?
   - Edgewood
   - Howard
   - Medical School
   - Westville
   - Pietermaritzburg

5. I am
   - An Undergraduate student
   - An Honours/PG Dip student
   - A Masters student
   - A PhD student

6. I am currently in my my
   - 1st year of study
   - 2nd year of study
   - 3rd year of study
   - 4th year of study
   - > 4th year of study

7. Are you aware of the Student Services offered at the university?
   - Yes
   - No

8. Since you have answered YES to question 7, how did you come to know about these services?
   - Word of mouth
   - Advertising on campus
   - Campus leaflet
   - Promotional pamphlets
   - Social Media
   - University website
   - University News Bulletin (UKZNDABA Online)

9. Since you have answered YES to question 7, which of these services are you aware of?
   - Student Counselling
   - Student Funding
   - Student residence and Catering
   - Academic Support
   - Career Assistance
   - Disability Support
   - Alumni Support
   - Legal Assistance
   - HIV Support
10. Have you ever used any student support services offered by the university?
   - Yes
   - No

11. Since you have answered YES to question 10, which of the services offered by the student services have you made use of (Select ALL that apply)?
   - Student Counselling
   - Student Funding
   - Student residence and Catering
   - Academic Support
   - Career Assistance
   - Disability Support
   - Alumni Support
   - Legal Assistance
   - HIV Support

12. How often do you use student services offered by the university?
   - Never
   - Daily
   - Weekly
   - Monthly
   - Annually

13. How would you rate the following:

   Overall level of satisfaction encountered while using student services


14. How would you rate these student services on the following attribute?

   Availability of service


15. How would you rate these student services on the following attribute?

   Quality of Service


16. How would you rate the support staff in their service to students on the following attributes?

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Weak</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
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</tr>
<tr>
<td>Friendliness</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
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</tr>
<tr>
<td>Professionalism</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
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<tr>
<td>Promptness</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
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</tr>
<tr>
<td>Helpfulness</td>
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<td>❏</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
</tr>
<tr>
<td>Overall</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
</tr>
</tbody>
</table>

17. How likely are you to continue using these services?
- Very likely
- Somewhat likely
- Neutral
- Somewhat unlikely
- Very unlikely

18. How likely is it that you would recommend these services to another student at the university?
- Very likely
- Somewhat likely
- Neutral
- Somewhat unlikely
- Very unlikely

19. The following are the student support services offered at the university. Please drag and rank (1st to 9th) in the order you believe are the most beneficial student services offered where 1 is most beneficial and 9 is least beneficial.

1. Student Counselling
2. Student Funding
3. Student residence and Catering
4. Academic Support
5. Career Assistance
6. Disability Support
7. Alumni Support
8. Legal Assistance
9. HIV Support
20. How many events organised by the Student Services Division have you attended last year?
   o 0 events
   o 1 event
   o 2 events
   o 3 events
   o 4 events
   o 5 events
   o > 5 events

21. Which of these events have you attended (Select ALL that apply)?
   o Alumnus Reunion
   o Career Counselling
   o Wellness Day
   o New Students Orientation
   o Womens Day
   o World AIDS Day
   o Right to Respect Campaign
   o Information and Awareness Session for Deaf and Hard of Hearing learners
   o Other

22. Is the student services department easily accessible?
   o Yes
   o No

23. Since you answered NO to question 22, why is the student services department not accessible?
   o absence of directions
   o no signage
   o unavailability of a ramp for disabled persons
   o unavailability or absence of support staff

24. Student services can be used by all students at no additional cost as it is already included in student fees. Based on this statement, I believe these student services are .....  
   o Excellent value for money
   o Good value for money
   o Satisfactory value for money
   o Poor value for money
   o A waste of money

25. Would you like to receive regular communication regarding student services?
   o Yes
   o No
26. Since you have answered NO to question 25, why would you not like to receive regular communication regarding student services?
   o I am not interested
   o I don't have time to use them
   o I believe they are not beneficial
   o They are not applicable to me
   o They don't meet my needs

27. Since you have answered YES to question 25, how often would you like of the receive communication for the following student services? Please drag and rank (1st to 9th) in the order where 1 is most often and 9 is least often.

1. Student Counselling __________
2. Student Funding __________
3. Student residence and Catering __________
4. Academic Support __________
5. Career Assistance __________
6. Disability Support __________
7. Alumni Support __________
8. Legal Assistance __________
9. HIV Support __________

28. How would you like to receive communication?
   o Email
   o SMS
   o FaceBook
   o Twitter
   o WhatsApp
   o BBM

29. One of UKZNs strategic goals is to be the INSTITUTION OF CHOICE for STUDENTS. To what extent is Student Services achieving this?
   o Not achieved at all
   o Partially achieved
   o Fully achieved

30. What suggestions do you have for improving the Student Services offered at the university?
Appendix 4
Ethical Clearance

20 April 2015

Ms Nupur Suresh Warker (213568806)
Graduate School of Business & Leadership
Westville Campus

Dear Ms Warker,

Protocol reference number: HSS/0342/015M
Project title: Perceptions of Student Services offered by the University of KwaZulu-Natal

Full Approval – Expedited Application

With regards to your application received on 15 April 2015, the documents submitted have been accepted by the Humanities & Social Sciences Research Ethics Committee and FULL APPROVAL for the protocol has been granted.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

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

Yours faithfully

Dr Shalaka Singh (Chair)

/s

Cc Supervisor: Professor Anesh Maniraj Singh
Cc Academic Leader Research: Mr Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyraj / Ms Gina Mshengu

Humanities & Social Sciences Research Ethics Committee
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Telephone: +27 (0) 31 260 3567/3568 Fax line: +27 (0) 31 260 4609 Email: rsc@ukzn.ac.za / smaniraj@ukzn.ac.za / mhoque@ukzn.ac.za
Website: www.ukzn.ac.za

100 YEARS OF ACADEMIC EXCELLENCE

1910 – 2010
Appendix 5
Certificate of Proof of Editing

Jeanne Enslin
Freelance language practitioner

17 York Close
PARKLANDS
7441
21 June 2015

Proof of language editing

I, Jeanne Enslin, acknowledge that I did the language editing of Nupur Warke’s dissertation submitted in partial fulfilment for the degree of Master of Business Administration.

The title of the dissertation is:

Perceptions of student services offered by the University of KwaZulu-Natal.

If any text changes are made to the electronic document which I sent to Nupur Warke on 21 June 2015, it needs to be returned to me to check the language of the changes. Technical editing, formatting and checking of references were done by a technical editor, Ronel Gallie.

Jeanne Enslin
082 696 1224
Language editor

Ronel Gallie
084 7780 292
Technical editor

J H Enslin BA (US); STD (US); Hons Translation Studies (UNISA)