



**A CUSTOMER SATISFACTIONS STUDY OF ADMISSION PROCESS AT A  
SOUTH AFRICAN UNIVERSITY**

**by**

**YOLANDA KETSE**

**Dissertation submitted in partial fulfilment of the requirement for the degree**

**Master of Technology: Business Administration**

**in the Faculty of Business and Management Sciences**

**at the Cape Peninsula University of Technology**

**Supervisor: Dr Bethuel Sibongiseni Ngcamu  
PHD, DTECH**

**Cape Town**

**Date submitted:  
24 June 2016**

**CPUT copyright information**

The dissertation/thesis may not be published either in part (in scholarly, scientific or technical journals), or as a whole (as a monograph), unless permission has been obtained from the University.

## DECLARATION

I, Yolanda Ketse, declare that the contents of this dissertation represent my own unaided work, and that the dissertation has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

---

**Signed**

---

**Date**

## **ABSTRACT**

In South Africa there is a fierce competition among Higher Education Institutions (HEIs) to attract as many students as possible. This makes most institutions to strive to meet and exceed students (customer) satisfaction. Most institutions strive to meet and exceed customers' (students) expectations similar to business organisations. It however remains to be investigated if they do succeed in this goal. The purpose of this study was to explore students' and staff members' perceptions in regards to customer satisfaction and the level of efficiencies during the registration process at the Business and Management Sciences Faculty at CPUT. This study measures if the registration processes is aligned with students' needs.

Qualitative and quantitative research was adopted in this study. Three hundred (300) questionnaires were distributed to registered students at the faculty and 299 questionnaires were returned which makes 99.7% response rate which is good for reliability and validity. In-depth interviews were conducted with five (5) staff members directly working with faculty student admissions. The findings of this study indicated that the majority of the research participants implied lower perceptions regarding customer satisfaction; service delivery and efficiency during the registration period. However, there were also positive results concerning effectiveness of the registration process. Emanating from the research findings and perceptions on the admission process at CPUT is divided and staff members do not offer exceptional administrative services. The present study provides recommendations to eradicate late responses and work load for staff members and introduction of an on-line application system.

## ACKNOWLEDGEMENTS

### I wish to thank:

- God and my ancestors for the grace, strength, courage and guidance in pursuing this project.
- Dr. Bethuel Sibongiseni Ngcamu for; practical guidance; tireless dedication, support; commitment and sharing his expertise in seeing this project through.
- My family and friends for the encouragement in pursuing my goals.
- My colleagues at Management and Project Management department for the support and guidance.
- Mr. Deepak Singh for assisting with statistical analysis.
- Students and the Business and Management Sciences Faculty staff members for availing their time in participating in this study.

## **DEDICATION**

This dissertation is dedicated to my parents Thozama Ketse and Mlulameli Caleni, the Ketse family, my late grandfather Camagu Vivian Ketse, my late aunts Pumla and Ntombekhaya Ketse, you will always be remembered for your upbringing boo Kwangeshe.

# TABLE OF CONTENTS

<b>DECLARATION</b> .....	<b>II</b>
<b>ABSTRACT</b> .....	<b>III</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>IV</b>
<b>DEDICATION</b> .....	<b>V</b>
<b>TABLE OF CONTENTS</b> .....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
<b>GLOSSARY</b> .....	<b>XI</b>

## **CHAPTER 1: A CUSTOMER SATISFACTION STUDY OF ADMISSION PROCESS AT A SOUTH AFRICA UNIVERSITY . 1**

1.1	INTRODUCTION AND BACKGROUND TO THE RESEARCH PROBLEM .....	1
1.2	STATEMENT OF RESEARCH PROBLEM .....	2
1.3	BUSINESS PROCESSES AND STUDENT ADMISSION .....	2
1.4	SERVICE DELIVERY OF STUDENT ADMISSION .....	3
1.5	CUSTOMER SATISFACTION OF STUDENT REGISTRATION .....	3
1.6	SERVICE QUALITY IN HIGHER EDUCATION INSTITUTIONS .....	4
1.7	EFFECTIVENESS ON STUDENT ADMISSION .....	4
1.8	EFFICIENCY IN STUDENT REGISTRATION .....	5
1.9	OBJECTIVES OF THE RESEARCH .....	5
1.10	RESEARCH QUESTIONS .....	6
1.11	DELINEATION OF THE RESEARCH .....	6
1.12	SIGNIFICANCE OF THE RESEARCH .....	6
1.13	EXPECTED OUTCOMES, RESULTS AND CONTRIBUTIONS OF THE RESEARCH .....	6
1.14	CLARIFICATION OF BASIC TERMS AND CONCEPTS .....	6
1.14.1	Student admission .....	6
1.14.2	Business processes .....	6
1.14.3	Service delivery .....	7
1.14.4	Customer satisfaction .....	7
1.14.5	Effectiveness .....	7
1.14.6	Efficiency .....	7
1.14.7	Service Quality .....	7
1.15	CHAPTER BREAKDOWN .....	7

## **CHAPTER 2: CUSTOMER SATISFACTION AND STUDENT ADMISSION: A SOUTH AFRICA/ INTERNATIONAL SCENARIO ..... 9**

2.1	INTRODUCTION .....	9
2.2	TOTAL QUALITY MANAGEMENT IN HEIs .....	9
2.3	QUALITY MANAGEMENT AND CUSTOMER SATISFACTION .....	10
2.4	CUSTOMER RELATIONSHIP MANAGEMENT .....	11
2.5	STUDENT SATISFACTION .....	12
2.6	EMPLOYEE SATISFACTION .....	13
2.7	ENROLMENT MANAGEMENT .....	13
2.8	DECISION SUPPORT SYSTEM AND ENTERPRISE RESOURCE PLANNING .....	14
2.9	STUDENT ADMISSION SYSTEMS .....	15
2.10	LATE REGISTRATION .....	16
2.11	STUDENT REGISTRATION IN DEVELOPING COUNTRIES .....	16
2.12	ONLINE REGISTRATION .....	17
2.13	TOUCH TONE TELEPHONE SYSTEMS .....	18
2.14	COMPUTER TELEPHONY INTEGRATION REGISTRATION SYSTEM .....	18

2.15	TOUCH TONE BANKING REGISTRATION SYSTEM.....	19
2.16	CONCLUSION.....	19

**CHAPTER 3: STUDENT ADMISSION IN HIGHER EDUCATION INSTITUTIONS: A SOUTH AFRICAN CONTEXT .....20**

3.1	INTRODUCTION.....	20
3.2	CONCEPTUALISATION OF STUDENT ADMISSION .....	20
3.3	HIGHER EDUCATION DEVELOPMENT .....	21
3.4	SERVICE DELIVERY IN HIGHER EDUCATION .....	23
3.5	STUDENT ADMISSION AND ACCESS.....	24
3.6	ADMISSION EFFECTIVENESS AND EFFICIENCY.....	25
3.7	ADMISSION STANDARDS AND QUALITY .....	26
3.8	SA LEGISLATIVE FRAMEWORK.....	27
3.9	CPUT ADMISSION SELECTION POLICY.....	28
3.10	CPUT VISION 2020: THE STRATEGIC PLAN .....	29
3.11	FACULTY STRATEGIC PLAN 2015-2019 .....	30
3.12	CONCLUSION.....	31

**CHAPTER 4: RESEARCH DESIGN .....32**

4.1	INTRODUCTION AND OVERVIEW .....	32
4.2	FOCUS OF THE STUDY.....	32
4.3	RESEARCH OBJECTIVES.....	32
4.4	RESEARCH QUESTIONS.....	32
4.5	QUANTITATIVE RESEARCH DESIGNS.....	32
4.6	SAMPLING PROCEDURE AND DESCRIPTION OF THE SAMPLE .....	33
4.6.1	Sampling for the quantitative research method .....	33
4.6.2	Sampling for the qualitative research method .....	34
4.7	MEASURING METHOD.....	34
4.7.1	Survey method.....	34
4.7.2	Case study .....	35
4.7.3	Description of the frame.....	35
4.7.4	Composition of the sample .....	35
4.8	CONSTRUCTION OF A QUESTIONNAIRE .....	35
4.8.1	Questionnaire structure and design .....	36
4.8.2	Description and purpose of questionnaire .....	36
4.9	DATA ANALYSIS .....	36
4.9.1	Descriptive statistics .....	37
4.9.2	Frequency and percentage .....	37
4.9.3	Inferential statistics.....	37
4.10	STATISTICAL ANALYSIS OF THE QUESTIONNAIRE .....	38
4.10.1	Validity: Factor Analysis .....	38
4.10.2	Reliability: Cronbach's Coefficient Alpha .....	38
4.11	QUALITATIVE RESEARCH TRADITION .....	38
4.11.1	Research method .....	38
4.11.2	Sampling for qualitative research .....	38
4.11.3	Target population .....	39
4.11.4	Data collection methods.....	39
4.11.5	Researchers' role and recording of data.....	40
4.11.6	Data analysis .....	40
4.11.7	Semi-structured interview .....	40
4.11.8	Validity and reliability of the interview.....	40
4.12	PILOTING .....	40
4.13	ETHICAL CONSIDERATIONS .....	41

4.14	CONCLUSION.....	41
<b>CHAPTER 5: RESEARCH FINDINGS, INTERPRETATION AND DISCUSSION OF THE RESEARCH FINDINGS .....</b>		<b>42</b>
5.1	INTRODUCTION.....	42
5.2	RELIABILITY STATISTICS .....	42
5.3	FACTOR ANALYSIS .....	433
5.4	DIMENSIONS OF THE STUDY .....	455
5.4.1	Student admission process .....	45
5.4.2	Service delivery during the registration process.....	47
5.4.3	Customer satisfaction .....	499
5.4.4	Efficiency during the registration period .....	50
5.4.5	Effectiveness during the registration process.....	51
5.4.6	Service quality during the registration period .....	533
5.5	CONCLUSION.....	54
<b>CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS.....</b>		<b>55</b>
6.1	INTRODUCTION.....	55
6.2	CONCLUSION.....	55
6.3	LIMITATION OF THE STUDY .....	56
6.4	OPPORTUNITIES FOR FURTHER RESEARCH .....	56
6.5	RECOMMENDATIONS .....	56
LIST OF REFERENCES .....		58



## LIST OF ANNEXURES

ANNEXURE A: STUDENT QUESTIONNAIRE .....	688
ANNEXURE B: IN-DEPTH INTERVIEW QUESTIONS.....	733
ANNEXURE C: ETHICS CLEARANCE CERTIFICATE .....	74
ANNEXURE D: CONSENT LETTER .....	755
ANNEXURE E: PROOF READER CERTIFICATE.....	766
ANNEXURE F: TURN IT IN CERTIFICATE .....	777
ANNEXURE G: FACTOR ANALYSIS .....	788

## LIST OF TABLES

TABLE 5.1: CRONBACH'S ALPHA SCORE .....	42
TABLE 5.2: SECTION A: BIOGRAPHIC DATA.....	43
TABLE 5.3: ETHNICITY .....	44
TABLE 5.4: STUDENT ADMISSION PROCESS .....	455
TABLE 5.5: SERVICE DELIVERY .....	47
TABLE 5.6: CUSTOMER SATISFACTION.....	499
TABLE 5.7: EFFICIENCY .....	50
TABLE 5.8: EFFECTIVENESS .....	51
TABLE 5.9: SERVICE QUALITY .....	533

## GLOSSARY

<b>Abbreviations</b>	<b>Explanation</b>
APIP	Admissions Policy Implementation Plan
AP	Admission Policy
CCA	Cronbach's Coefficient Alpha
CPUT	Cape Peninsula University of Technology
FBMS	Faculty of Business and Management Sciences
HEA	Higher Education Act
HEQC	Higher Education Quality Committee
HEIs	Higher Education Institutions
HEQF	Higher Education Qualifications Framework
ITS	Institutional Transformation Strategy
NHEIAS	National Higher Education Information and Applications Service
NIMNP	National Institutes in Mpumalanga and Northern Cape
NQF	National Qualifications Framework
NPHE	National Plan for Higher Education,
NSFAS	National Student Financial Aid Scheme
PHES	Public Higher Education Sector
PSETC	Post School Education and Training Council
QAPSAP	Quality Assurance Policy and Student Admission Policy
SAHEIs	South African Higher Education Institutions
SAHES	South African Higher Education System
SPSS	Statistical Package for Social Sciences
UJ	University of Johannesburg
WSPF	Wave of Student Protests on Fees
WP	White Paper's

# **CHAPTER ONE**

## **A CUSTOMER SATISFACTION STUDY OF ADMISSION PROCESS AT A SOUTH AFRICA UNIVERSITY**

### **1.1 INTRODUCTION AND BACKGROUND TO THE RESEARCH PROBLEM**

The increasing competition among Higher Education Institutions to attract students forces these institutions to focus on customer satisfaction and service quality issues. According to Kitcharoen (2004:32), research on service quality in higher education focused more on academic areas than administrative areas. Asmal (2002:125) speculates that South African Higher Education System has been shaped by apartheid past, and that the current process of institutional structuring of the Public Higher Education Sector is part of a broader transformation of the sector. The main aim of this transformation is to redress the inequalities and to meet the challenges of the 21<sup>st</sup> century. However, promoting student access in higher education remains a perennial challenge due to limitation of places that the HEIs have to compete with, and budget allocations (HESA, 2011:3). Gruber, Fub, Voss and Glaser-Zikuda (2010:114) maintain that fee-paying students anticipate value for money. Furthermore, Hasan, Fitri, Ilias, Rahman and Razak (2008:165) append that, students as customers require attendance of their views. With higher education regarded as a business-like service industry, focus has to be on meeting and exceeding students' needs. Hence the attempt of this study is to investigate students' satisfaction with services rendered by the University.

The study by Angelova and Zekiri (2011:232) recommended that pleased customers form the basis of any successful business, because customer satisfaction leads to optimistic word of mouth, repurchase and loyalty. Hence this study attempts to explore the University's service atmosphere during registration. In addition, maintain that customer satisfaction and service quality are important conceptions to be understood by organisations to reasonable expand.

According to Shanahan and Gerber (2004:170), quality is determined by stakeholders. Kitcharoen (2004:23) identifies reasons to focus on service quality in higher education institutions on administrative units as the following:

- The first experience of the student to the University is through the administration office.
- High quality service provided gives positive judgment about the institution.
- Administrative departments are a replica of public institutions.

This investigation is concerned with the perceptions of students to customer satisfaction of admission processes provisions. In a service environment an established corporate culture widens an appreciation for excellent service and customer point of reference (Gronroos, 1990:7). Thus, numerous researchers (Nasser and Abouchedid, 2004 and Kitcharoen, 2004) contend that developing countries have a challenge of struggling with bureaucracies and inefficient infrastructures.

## **1.2 STATEMENT OF RESEARCH PROBLEM**

The admission processes in South African Higher Education Institutions are perceived fragmented, irrelevant and irresponsive to clients' needs. The fragmented business processes have negative impacts to students. According to Arderne (2008:4), registration process at Cape Peninsula University of Technology (CPUT) is problematic and causes frustration for students and staff. With the growth of private higher education institutions, students have a variety of options to choose from. Most institutions strive to meet and exceed customers' expectations parallel to business organisations, but require customer awareness among staff (Hasan et al. 2008:165). This study is aligned to the views presented above, although it ropes their arguments by investigating the institutions' core values and principles on efficiency.

## **1.3 BUSINESS PROCESSES AND STUDENT ADMISSION**

Davenport (1993) defines business processes as a planned, careful set of activities intended to construct a detailed production for a particular customer. This corresponds with Rummler and Brache (1995) definition that business processes refer to a sequence of steps designed to produce a service. In addition, Johansson *et al.* (1993) describes business processes as a position of correlated activities that take an input and transform it to an output. With the above-mentioned definitions, the emphasis is on the following characteristics: definable; in order; customers; value-adding; implanted and cross-functionality (Davenport, 1993; Johansson, 1993 and Rummler and Brache, 1995). The significance of this study originates from the chaotic experiences and pressure in the administrative offices during the registration period. According to Nasser and Abouchedid (2002:199), administrative Departments of the University are more likely to be a duplication of public institutions because registration continues a customary manual process. Therefore, concept suggests that service delivery can be affected by the processes.

#### **1.4 SERVICE DELIVERY OF STUDENT ADMISSION**

Services are deeds, processes and performances (Angelova and Zekiri quoting Parasuraman, Zeithmal and Berry, 1985). Kotler and Keller (2012:378) describe a service as an intangible unattainable act one can offer to another. Armstrong and Kotler (2010:257) counsel on four special characteristics of service as follows: intangible; inseparable; variable and perishable. le Roux and van Rensburg (2014:234) advise that services are in conversion from the traditional perception of a service to a skill. This study intends to investigate strategies available to promote customer satisfaction in this institution.

A plethora of researcher (Nasser, 2002 and Kitcharoen, 2004) claim that administrative services such as registration are perceived as rude and intolerant because registrar offices are overburdened by the manual registration processes. van der Westhuizen (2014:409) argues that there is information about poor service delivery in the education industry, mentioning problems within registration business processes such as poor support from administrative staff. Sengupta, Balaji and Krishnan (2015:665) emphasize that failures in service delivery are predictable and when service failure occurs, customers experience disconfirmation and disappointment. With the arguments above, authors put emphasis on the importance to examine services provided by institutions to ensure customer satisfaction.

#### **1.5 CUSTOMER SATISFCATION OF STUDENT REGISTRATION**

On the other hand, Hirmukhe (2012:1) characterises customer satisfaction as shared outcome of observation, valuation and emotional response of the utilisation practice of the service. On the other hand, Yusoff and Woodruffe-Burton (2015:89) describes satisfaction as a service quality effect. Gruber *et al.* (2010:107) point that satisfaction is the consumer's good judgment. With students viewed as customers of higher education services, they will be discerning and `insisting. In the HEI context service augmenters, such as strong and effective administrative department will be a positive factor towards increasing the levels of students' experiences, resulting in satisfaction (le Roux & van Rensburg, 2014:23). They further argue that institutions with strong administrative co-ordination can influence student loyalty to the University.

This research intends to commend to the University as advised by the study of SERVPERV scale that HEIs being in a service industry need to adopt service quality measuring tool similar to commercial firms (Suleyman and Kara, 2009:98). The

authors mention aspects that influence customer satisfaction as: responsive, considerate, informed and supportive employees; billing accuracy; scheduled timelines; service quality; and excellent value. With the views mentioned above by the authors; customer satisfaction is presumed a significant concern in services. Ambroz and Praprotnik (2008:164), argue that service quality and customer satisfaction are correlated but different. Furthermore, advise that customers who are satisfied with the quality of the relationship with the employees are more pleased with service eminence.

## **1.6 SERVICE QAULTY IN HIGHER EDUCATION INSTITUTIONS**

Service quality is identified by Angelova and Zekiri (2011:245-247) as a degree to which a service meets or exceeds the expectation of customers. Green (2014:132) supports the notion that service quality as perceived by the customer, branches from a comparison of what they feel that service should offer with their opinions of performance of and organisations providing the service. Davies, McClellan and Douglas (2008:20) claim that in a service organization, evidence of service quality is provided when the customer interacts with the organization. Furthermore, Nasser and Abouchedid (2002:198) sustain that service quality assists in meeting the purpose of student retention and enrolment in universities. McNeil and Soutar (1996:73) suggest that the way to achieve quality attitude in employees is to build up an understanding that Total Quality Management is concerned with meeting customers' requirements. Thus, the focus on this study is on both clients and service providers to get embedded certainty composition. Moreover, Yee, Yeung and Cheng (2008:9) point up service quality traits as: tangible; reliable; responsiveness; assurance and empathy which will form another scope to investigate the effectiveness and efficiency of the higher education institution as Angelova and Zekiri (2011:245) recommend service quality as a strategic tool for attaining efficiency.

## **1.7 EFFECTIVENESS ON STUDENT ADMISSION**

Rapid changes are happening due to development of the information society. Ambroz and Praprotnik (2008:162) further argue that a customer is well-informed and wants to participate actively in the process of creation and consummation of the service to expand the field of his satisfaction. A study by Denning (2005:12) revealed that customers and employees often perceive organisational effectiveness differently. In this instance, advise that service organisations should seek new and modern ways to satisfy customers and organizational effectiveness aspects. A plethora of studies reveal that organisational culture is one of the important aspects with an influential

position in the establishment of organisational performance (Ambroz and Praprotnik, 2008:162-164).

Organisational effectiveness is associated with service provider capability to satisfy the customer. An institution can settle on procedures that are essential to meet customer needs, if it understands their perceptions. For this reason, this study attempts to achieve an understanding of customer satisfaction as the source for fulfillment of customer expectations. Yee *et al.* (2008:8) suggest that satisfied employees tend to be more involved and dedicated to deliver excellent services. In this regard, advise that the behavior of the service provider during the service encounter influences customer satisfaction. Furthermore, Ambroz and Praprotnik (2008:162) postulate that customer perception in the service encounter is focused on the provider and the service effectiveness, not the service.

## **1.8 EFFICIENCY IN STUDENT REGISTRATION**

Efficiency is classified by Farrell (1952:254) as the point to which resources as time, space, and energy used for anticipation purposes. In this regard, efficiency illustrates a firms' success in providing productivity from set of contributions. The author further argues that one of the main challenges of nowadays' manufacturing is to be efficient and to add into elevated effectiveness. Yee *et al.* (2008:12) support the concept that organizations are usually keen on making operational efficiency a priority. In this regard, opine that the customer is no longer satisfied with basic service features but efficiently applied constructive capability in personal development. In addition, Nasser and Abouchdid (2002:199) reveal that in developing countries, universities have been driven by technological transformation theory with no prominence on human development. This implies that service providers need special kinds of competencies when executing the functions anticipated of them (van Jaarsveldt and Wessels, 2015:2).

## **1.9 OBJECTIVES OF THE RESEARCH**

A better understanding of students' and staff members' perceptions at the Faculty of Business and Management Sciences and Cape Peninsula University of Technology (CPUT) regarding the admission processes can lead to improved service and methods of managing the registration process.

The main objectives of this study are as follows:



- To explore the perceptions of students and staff at the Faculty of Business and Management Sciences on customer satisfaction during the registration process.
- To examine the level of efficiencies during the registration period.
- To measure the effectiveness of the registration processes against the student needs.

## **1.10 RESEARCH QUESTIONS**

This study attempts to answer the following questions:

- What are perceptions of students and staff at the Faculty of Business and Management Sciences on customer satisfaction during the registration process?
- How effective are the registration processes over student needs?
- What additions can be made on the current level?

## **1.11 DELINEATION OF THE RESEARCH**

- The study will be limited to the Business & Management Sciences Faculty.
- The case study will be conducted at the CPUT, and may not be suitable to other higher education institutions.
- Scope of research will be limited to interviews and questionnaires only at CPUT.

## **1.12 SIGNIFICANCE OF THE RESEARCH**

This study can promote efficiency in business processes pertaining registration at the Cape Peninsula University of Technology.

## **1.13 EXPECTED OUTCOMES, RESULTS AND CONTRIBUTIONS OF THE RESEARCH**

The expected outcome is to identify methods that can assist with the user friendly registration processes and put forward recommendations at the Business and Management Sciences Faculty at CPUT.

## **1.14 CLARIFICATION OF BASIC TERMS AND CONCEPTS**

### **1.14.1 Student admission**

Student admission as the act of allowing entry to higher education institution (Botha and Truman 2007:80).

### **1.14.2 Business processes**

Singh and Pycraft (2011:12) define business processes as compilation of correlated tasks which find their end in delivery of a service to a client.

### **1.14.3 Service delivery**

Service delivery is classified by (Robbins; Judge; Odendaal and Roodt, 2010) as an alleged business element that defines interaction amongst providers and clients.

### **1.14.4 Customer satisfaction**

Gruter (2010:188) labels customer satisfaction as the difference connecting customer expectation and perception of service.

### **1.14.5 Effectiveness**

Robbins (2009) outlines effectiveness as successfully meeting the clients' needs

### **1.14.6 Efficiency**

According to Johnson and Pucraft (2011:399), efficiency is the ability to accomplish a job with a minimum requirement expenditure of time and effort.

### **1.14.7 Service Quality**

Robbins (2010:17) defines it as the level to which a service meets or surpasses expectations.

## **1.15 CHAPTER BREAKDOWN**

### **Chapter 1: Introduction**

This chapter provides an in-depth background in regards to student admission followed by the problem statement; research objectives; and hypothesis. This chapter also deals with the study scope, significance, definition of terms as well as the chapter breakdown. In this chapter literature on dimensions selected for this study were examined. The study objectives and research questions are listed to substantiate the intention of the study. Limitations to the research were demonstrated. Importance; expected outcomes; results and contributions of the research were also mentioned in this chapter.

### **Chapter 2: Literature Review-International perspectives**

This chapter critically reviews literature on customer satisfaction in higher education institutions within the admission processes on developed and developing countries Literature on following dimensions: service delivery; admission processes; customer satisfaction; service quality; effectiveness and efficiency of the HEIs in the

international perspective were reviewed to understand the changing environment in the industry.

### **Chapter 3: Literature Review-South African**

This chapter examined the admission processes at CPUT to understand the environment in which the study will be conducted. Alterations in the South African higher education sector have been discussed in this chapter, along with HEIs obligations concerning democracy, equity and redress within the sector. Literature on South African Higher Education Institutions business processes was evaluated to match researchers' arguments and opinions on customer satisfaction in South African Higher Education Institutions. The chapter also discusses students' expectations and perceptions on services rendered during the registration period.

### **Chapter 4: Research methodology**

This chapter commences by discussing the research methods employed including both qualitative and quantitative. Sampling types are discussed including probability and non-probability including its techniques. The data collection and analysis tools used in this study is briefly discussed. The ethical consideration will be discussed and its importance.

### **Chapter 5: Data presentation, analysis and discussion of the research findings**

This chapter presents, give detailed results and discuss the findings obtained from the questionnaires and the interviews in this study. The questionnaire was the tool that was used to collect data and was distributed to various levels of students at the Business and Management Sciences faculty at CPUT. The data collected from the responses was analysed with SPSS version 24.0. The results presenting the descriptive statistics in the form of tables, cross tabulations and other figures for the quantitative data that was collected. Inferential techniques include the use of correlations and chi square test values; which are interpreted using the p-values. The facts collected from the staff members working at the faculty of Business and Management Sciences who were interviewed on this investigation were analysed in detail.

### **Chapter 6: Conclusion and recommendations of the study**

This chapter provides a conclusion of the study guided by the research findings and literature reviewed. Based on the research findings, recommendation for future researchers is articulated as well the recommendation for the study.

## **CHAPTER TWO**

### **CUSTOMER SATISFACTION AND STUDENT ADMISSION: A SOUTH AFRICA/ INTERNATIONAL SCENARIO**

#### **2.1 INTRODUCTION**

The aim of this chapter is to discuss literature on customer satisfaction within the higher education sector in developed and developing countries. South Africa is a developing country with the higher education system shaped by the apartheid past and altering to meet the challenges of the 21<sup>st</sup> century (Asmal 2002:125). le Roux and Van Rensburg (2014:232-234) supports the notion by advising that services are undergoing an adjustment from a traditional conception of a service transaction to an experience. This learning sets out to discover the nature of student satisfaction with regards to student admission services offered by Higher Education Institutions and its impact on student registration. This chapter further discusses systems used by HEIs to be certain of effectiveness and efficiency in student admission processes as Pineda (2013:35) regards effectiveness as a planned outcome.

Abouchedid and Nasser (2002:198) declares that wellness of student registration can be of value to the University's reputation and stature. The authors further opine that increasing competition in student retention forces higher education institutions to focus on customer satisfaction and service quality issues. This is strengthened by Gruber *et al.* (2010:114) who further advise that fee-paying students require value for money. Consequently, this section is guided by customer satisfaction in student registration; services rendered; efficiency of the admission processes and effectiveness of the registration department. Furthermore, le Roux and Van Rensburg (2014:232-234) recommend that HEIs should practice customer satisfaction for student retention implication and association.

#### **2.2 TOTAL QUALITY MANAGEMENT IN HEIs**

According to Kruger and Ramdass (2011:1176), many institutions have used Total Quality Management as the prerequisite of implementing quality service in HEIs. Hakes (1991:3) states six basic concepts of TQM as customers; continuous improvement; business processes control; preventive management; ongoing preventive action and leadership and teamwork. Though Robbins 2003 cited by Pineda (2013:34) illustrate TQM as a philosophy driven by continuous client satisfaction accomplishment through the constant improvement of organisational processes. Furthermore, this chapter discusses TQM as a strategic element to

increase customer satisfaction in universities as Chamchong and Wonglorsaichon (2010:2) recommend.

Kruger and Ramdass (2011:1177) characterise TQM with waste elimination from a system; further describe the types of waste as:

- Time spent waiting in queues.
- Data replication.
- Poor service area layouts.
- Poor communication.
- Inability to supply correct information and alternate services.
- Inhospitality and rudeness of staff members.
- Errors.

This is supported by Sadhu (2013:124) advising that HEIs should worry about quality due to competition; customer satisfaction; standards maintenance; accountability; employee morale improvement and motivation; image and visibility; and credibility, prestige and status.

### **2.3 QUALITY MANAGEMENT AND CUSTOMER SATISFACTION**

Chamchong and Wonglorsaichon (2010:5) opine that quality management practice includes all kinds of quality programs that can reduce cost, improve product and service, and customer satisfaction. Consequently, customer satisfaction seems to be the basis of every successful organisation. Yusoff and Woodruffe-Burton (2015:89) classifies satisfaction with an outcome of service quality. Although Hirmukhe (2012:1) distinguishes customer satisfaction as a cooperative outcome of perception, valuation and emotional reactions of the service experience. le Roux and van Rensburg (2014:23) suggest that service augmenters as effective administrative departments are an optimistic factor in increasing students' levels of experience, resulting in satisfaction in the higher education context. In addition, Gruber *et al.* (2010:107) portrays satisfaction as the consumer's good judgment, thus this study proposes to commend to the University findings discussed in this section.

Angelova and Zekiri (2011) and le Roux and van Rensburg (2014) concur on factors influencing customer satisfaction as friendly, courteous, knowledgeable, and supportive employees; billing accuracy; scheduled timelines; service quality; superior value; and quick service. With the researchers' arguments on satisfaction studies; experts (Yi 1991; Oliver 1981, Fornell 1992 and Tse and Wilton 1988) cited by Angelova and Zekiri (2011), categorize customer satisfaction definitions as an effect of an evaluation process. With the factors and researchers' arguments presented,

customer satisfaction is presumed a significant concern in providing quality service; hence this study assesses the listed aspects within the institution understudy.

This chapter investigates the effectiveness of the client and employee interaction as recommended by Parasuraman *et al.* (1985) in their study of service quality, concurring on defining a service as an activity of intangibles interacting between a customer and a service provider, granted as resolutions to customer problems. Further Parasuraman *et al.* (1985) conclude that services include all economic activities which are intangible and provide value to the customer. Consequently, to the mentioned arguments, building customer relationship is a basis of all organisations.

## **2.4 CUSTOMER RELATIONSHIP MANAGEMENT**

Ogunnaike, Borishade and Jeje (2014:52) speculate that Customer Relationship Management (CRM) is a process of ascertaining customer needs; comprehending and suggesting customer conduct; and applying quality communications strategies to acquire and preserve customers' satisfaction. In addition, Ogunnaike *et al.* describe CRM as a customer alert business strategy aiming at increasing customer satisfaction and customer loyalty by providing a receptive and customized service to each customer. This is strengthened by the study of Grant and Anderson (2002:24) of a vision for higher education, which commends that CRM strategies provide an apparent and comprehensive representation for each individual and all the activities concerning the individual. While Seeman and O'Hara (2006: 23-24) define CRM as position of practices providing a merged incorporated observation of customers across business areas to undertake utmost level of service for each customer. Kotler and Armstrong (2012:12) portray CRM as the building and maintaining process of profitable customer relationships by delivering customer value and satisfaction.

With the arguments addressed above, this chapter acknowledges the views that CRM aims at identifying and providing personalized service to every customer. Hence this part discusses approaches to enhance customer satisfaction. Picton and Broderick (2005) cited by Grant and Anderson observe CRM as a cordial relationship that must exist between the institute and its consumers. In accordance with the concepts mentioned above, Ogunnaike *et al.* (2014:49-50) advise that universities should adopt effective CRM strategies to achieve student satisfaction. In this regard, support by services that CRM provides in the universities as registration processes; student records; career counsel; and academic support services. In addition, this reading is

intended to examine how University resources can be organized to advance CRM competence and achieve competitive benefits.

Feng and Wang (2012:117-119) opine that CRM is a purposeful organizational process that focuses on ascertaining, sustaining, and developing long-term correlations with prospective customers. Thus, this chapter reveals systems that consist of customer-relating capabilities, resulting from the organizational culture that considers customers' need a priority. Consequently, Feng and Wang (2012) entrust key precursors that may strengthen CRM capabilities of an organisation as customer orientation; customer-focused organisational methods; and CRM technology. In addition, Grant and Anderson (2002:28-30) introduces a CRM business strategy for a University's administrative system that would initiate a self-service coordination.

## **2.5 STUDENT SATISFACTION**

This section investigates the student satisfaction environment with regards to student registration services offered at HEIs. The study of satisfaction by Nshimiyimana and Berndt (2015:5-7), opine that students are the main customers of the organisation in an educational institution. This argument is strengthened by Borden (1995), who evaluates the equivalence of student satisfaction on student priorities and campus environment. However, Angelova and Zekiri (2011:234) argue that universities benefit from student satisfaction through provision of quality services that meet student expectations. In this regard, have better chances of attracting potential students whilst reducing student drop outs. This section relates the arguments with the importance and dimensions that affect student satisfaction in HEIs.

While Nshimiyimana and Berndt (2005:8) recommend that institutions should consider students' satisfaction due to the rising competition in the education sector. In this view, further advice that an excellent service can serve as a basis for increased satisfaction. This is supported by Hasan *et al.* (2008:163) who maintain that student satisfaction correlates with student retention and student recruitment. However, Nshimiyimana and Berndt (2005) in their study of student satisfaction reveal that student satisfaction can be a difficult issue; confusing and multifaceted, due to measurement of student's satisfaction dependent on individual dynamics and expectations. In concurrence to the observations, this chapter examines integrity in customer employee interrelations.

## 2.6 EMPLOYEE SATISFACTION

The study of relationship in customer satisfaction and employee satisfaction by Bulgarella (2005:4-6), she reveals a strong positive relationship between employee satisfaction and customer satisfaction. In this instance, she maintains that perceived employee satisfaction; loyalty, and commitment have an impact on alleged service quality. Reasons affecting customer satisfaction have been mentioned by Bulgarella (2005:5) as employee awareness; motivation; empowerment; positive perception of the service; interpersonal sensibility and social account.

Although Baron and Oldfield (2000:87) advise that service providers are significant to the customer they serve and employer they signify. This recommendation is supported by Ogunnaike *et al.* (2015:51), advising that delivering high quality service is vital in achieving a maintainable organisational performance. Furthermore, Baron and Oldfield (2000) argue that satisfaction of customers and services are prerequisites of good quality in the escalation and improvement of every institution. In this regard, they maintain that service procedures; interpersonal aspects; and physical evidence are major dimensions that make up service quality. Furthermore, opine that rigid organisational policies can cause dissatisfaction when employees are incapable to deliver excellent service. Sahney, Banwet and Karunes (2010:57) concur that administrative staff is an essential component in the input-process-output chain in the educational system, and obligate not to disregard their interest. This section commends with the authors' opinion in determining how satisfied is the customer with the service rendered in relation to the employee's ability and compliance to satisfy; behaviour; and appearance. Baron and Oldfield support the views by their study of employee satisfaction concluding that customer and service organization interaction lies at the empathy of service delivery.

## 2.7 ENROLMENT MANAGEMENT

Bahr, Gross, Slay and Christensen (2013:7) define Enrolment Management as a process that authorises the extent; shape and the peculiarity of an organisation by expressing institutional efforts in admissions, recruitment and marketing. In this regard, Bahr *et al.* illustrate that the precise expression of Strategic Enrolment Management (SEM) process is influenced by an institution's past; purposes; resources; politics and incorporated functions; and student services. While Wallace-Hulecki, and Seagren (2011:1-6) describe SEM as a comprehensive process designed to attain and sustain the optimal recruitment, retention, and attainment of students in the higher education institutions.



Furthermore, Huddleston (2011:25) adjoins that an institution's enrolment is beneficial if extensively developed; and based on a strategic integrative plan that includes the identification, attraction, selection, registration, retention, and graduation of targeted student sections. The author reveals that development of enrolment management emerged from the response of a focus to increase new student enrolments and supply as the energy to widen an operational unit. In this regard increase integration; competence; value of key operations; advance approaches and strategies; support communication with prospective students; and improve maintenance of new students. In view of the arguments posed by Huddleston, this section relates the researchers' opinions with the faculty understudy strategic goals "effective and efficient administration".

The success of enrolment management inspiration is the recognition and combination of administrative units working together to support student's academic success. It is for that reason that this chapter scrutinizes effectiveness of admission processes to ensure that clients are provided with the information they need to make appropriate decisions and that employees seize accomplishment in sustaining reliability. Wallace-Hulecki and Seagren (2011:5) observed student enrolment; learning; success; and institution's competitive benefit as shared responsibilities where student relationships are developed from the preface of contact throughout student life. In addition, advise that knowledge sharing and accurate information is valued.

Seeman and O'Hara (2006:26) incorporate the fundamental precept underlying a SEM philosophy as encouraging campus commitment through a determined and participatory approach to enrolment planning. In this regard, commend main points of attention as improving student experience and accomplishment. Furthermore, Wallace-Hulecki and Seagren (2011:4) maintain that student focus helps append an enrolment management attempt to a common purpose that HEIs preserve to validate. This section further discusses enrolment systems aligned to the views presented, by investigating the institution's resources.

## **2.8 DECISION SUPPORT SYSTEM AND ENTERPRISE RESOURCE PLANNING**

Vohra and Das (2011:64) portray Enterprise Resource Planning (ERP) as procedures and concepts of incorporated management of the institution. In this view, they advise management and use of effective resources to improve efficiency. Furthermore, ERP systems provide a solution caused by sectioned databases; revenue tracking; centralisation; and inventory optimisation. However, Decision Support System (DSS)

is established as a technology suitable for decision support in the higher education institutions. In this regard, produce and present appropriate information and knowledge in admission management decisions. In the study of Intelligent Decision Support Systems of admission management in HEIs in India by Vohra and Das (2011) conclusion was made that education is one of the most important issues all over the world, recommending DSS as the most proficient tool for efficiently required decisions. In this regard, advise that ERP be used together with DSS for admission management in higher education.

## **2.9 STUDENT ADMISSION SYSTEMS**

This section discusses the quality of student admission systems used by HEIs. Huysamen (1996:205-206) declares that in the United States of America, applicants are sorted, focally in terms of their admission-tests scores and high school performance. Additionally, explains categories directed at student selection as inconsistency in underrepresented demographic groups in gender; ethnicity; geographic location; age; previous life experiences; letters of recommendations; special awards; physical disable; family ties to alumni and eligibility for sport scholarships. In this section, effectiveness and efficiency of student admission regarding the quality of services rendered is observed. Pineda (2002:354) perceive effectiveness as an indication of a job well done within the institution.

Bahr *et al.* (2013:7-11) affirm that in California, college student enrolment is managed through student registration policies. In this view, explain priority registration policies as an outline of assigned student registration ranks, where those assigned to a higher rank are allowed to register for courses earlier than are those at a lower rank. Limited seats may force the institutions to implement strict policies to ensure state priorities and institutional system achievement. The study of elite higher education admissions by Zimdars, Sulliva and Heath (2009:648-650) reveal that traditionally British ruling elite has been dominated by Oxford and Cambridge universities graduates. Due to the dominance reflection in the information, majority of Oxford graduates persist in securing leading positions in public life, therefore the Oxford admissions process is politically controversial. In this regard, they argue that Oxford colleges have a history of strong connections with particular private schools. This chapter further discusses systems used by HEIs to ascertain of effectiveness and efficiency in student admission processes as Pineda (2002:35) regards effectiveness as a planned outcome.

## **2.10 LATE REGISTRATION**

O'Banion and Wilson (2010:160) explain late registration as the practice of allowing students to continue registering during weeks after the registration period. Developed countries identified late registration as the barrier to student success, and authors further opine that course registration time has a direct relationship to student strength of mind. Findings from a survey of colleges in UK suggest that late registration is declining and may disappear as a familiar custom. They further maintain that late registration is discouraged but allowed. Student service staff indicated that late registration creates problems with assessment, orientation, advising; financial and registration. Although distinctively covered in the expressions of eliminating registration, the trend may be shifting to the better described as "requiring on time registration" and advise on doing so to: increase student enrolment; perseverance and success; innovations in options for students; progressions in the faculty and student services and staff satisfaction (O'Banion and Wilson 2010:160).

## **2.11 STUDENT REGISTRATION IN DEVELOPING COUNTRIES**

Arderne (2005) highlights the resemblance of slow student registration process in developing countries pointing out manual processes as the basis. Abouchedid and Nasser (2002:198) suggest on how wellness of registering students can be of value to the University's reputation and stature. The investigation in this section is linked to the analysis offered above, while it ties the arguments by exploring the institutions' morals and standards on efficiency. Many researchers (Abouchedid and Nasser 2002; Kitcharoen 2002; Bunoti 2010; and Oldfield and Baron 2000) seem to concur that bureaucratic system is the core of slow student registration process in developing countries. The study conducted by Kitcharoen (2002:23) on importance of performance analysis of administrative departments concludes that University administrative units are a replication of the bureaucratic units or government institutions compared to academic units. Abouchedid and Nasser (2002:199) further concur that student admission divisions in universities are a duplication of strict, obsolete and bureaucratic government administrative units. This section explores staff members' perceptions on services they are rendering.

van der Westhuizen (2014:409) argues that there is information about poor service delivery in the education industry, mentioning problems within registration business processes such as poor support from administrative staff. For this reason, this section reviews the effectiveness of the service delivered within the admission processes. Oldfield and Baron (2000:86) disclose an aspect found in most bureaucratic

organizations as resulting from the rigid nature of policies adopted by an institution. Authors further contend that the rigid organisation's nature can cause discontent when employees are unable to convey excellent service to a customer.

Bunoti (2010:5) reveals complaints of bureaucratic tendencies at a University in Uganda as poor record-keeping; displeasure in queuing. This chapter examines the efficiency of the admission processes that the staff provides with their commitment to the University effectiveness values. While Bronkhors (2005:5-9) reveals that during the interaction in the registration process learning of attitudes and values is generated and further advises that all registration processes have the potential to maximize the opportunities for learning, and build a positive attitude towards the institution and its educational mission.

This study supports customer as the cultural trend of the institution is supported. In Thailand and Lebanon registration processes have been found prejudiced; strict; and discourteous to students by Abouchedid and Nasser (2002) and Kitcharoen. (2002). The researchers concur that traditional student registration is obstructed by the enormity of registering old and new students; and the process of altering a course for students wishing to do so. Furthermore, adjoin that the immensity holds back University production. Additionally, in South Africa a central admission is initiated to better the service delivery and efficiency of the higher education admission processes (National Higher Education Application Services. 2002). The implication of this learning stems from the reference revealed by Abouchedid and Nasser (2002) in their study of assuring quality services in student registration conclude that universities in developing countries have been slow at adapting on-line registration and touch-tone service.

## **2.12 ONLINE REGISTRATION**

The study of improvement of student registration process by Arderne (2008:58-60), reveals that successful online registration attracts more registrants; makes a valuable event; and results in satisfied attendees. In this instance support with aspects to be considered to successfully implement an online system as:

- take time upfront
- maximise registration time
- signing up easy
- help registrants feel at home
- welcome registrants
- give access to detail
- ask deeper questions
- fulfill the desire to buy

- thank your registrants
- add value before the event

This system is supported by Pretorius and Pretorius (2010:227-244) arguing that pressures of a postmodern world; the constant development; and the anticipated needs of future students have become major drivers for the University's future administrative processes. In this regard, the goal of re-engineering the enrolment process is to simplify enrolment and also to make the University administration more accessible and usable for students to take responsibility for their own administration. Furthermore, ISO 9241 reinforces the argument by its classification on efficiency, effectiveness and satisfaction where users attain backgrounds and goals.

### **2.13 TOUCH TONE TELEPHONE SYSTEMS**

In this section student registration systems will be discussed to understand the effectiveness and efficiency of the admission processes. Arderne (2008:60) explains that the Touch Tone Telephone system for student registration was previously not getting positive feedback, till it inserted an option of getting help from the operator. Although he reveals the improvements of automation as caller control; extended operating hours; flexibility to manage a capacity of users without extra staff. In addition to this view, advise that workers can give improved service. Arderne citing Marcus (1999) argues that in student contests, showing a personal hands-on approach is better than in automation. Furthermore, in this instance, he considers that when a university replaces human operators by machines, the University loses the chance to provide intuition that prospective students will be treated like humans. In view of the opinions cited by Ardene, this reading also explores other registration systems that can improve customer satisfaction in HEIs.

### **2.14 COMPUTER TELEPHONY INTEGRATION REGISTRATION SYSTEM**

This section discusses student registration systems used in HEIs. Fahmy (2007:353-354) advises the use of the computer-telephony integration for student registration, explaining that voice processing and computer telephony integration has a significant relevance in education. This technique is illustrated as allowing student registration without standing in queues. Furthermore, supports with benefits of telephony integration registration system as student numbers reduction; efficiency; reliability; and accurate processing of course amendments. In this instance, reveals the inconveniences of manual registration as resulting in uncontrollable students in the registration halls and overloaded registration employees. In addition, Fahmy (2007)

argues that online registration is useful, but predicaments are still encountered due to large student numbers trying to access the University website at once; and that can be a slow and tiresome process. This chapter further explores other student registration systems to ensure customer satisfaction in HEIs.

## **2.15 TOUCH TONE BANKING REGISTRATION SYSTEM**

Lacy and Green (2000:2) explain touch tone banking registration system as an interactive student registration system that uses a computer system with a telephone boundary. In this regard, provide a large quantity of incoming telephone lines; memory; voice output; and data connection to an institution's data processor. In addition, the data processor supplies data banks with student and course information. This is maintained by Lacy and Green's presentation on the student admission using a touchtone telephone. The presentation reveals that a student calls the registration system by succession of the communiqué, registers for courses and acquires information relating to registration. Furthermore, a sequence of operations is conducted in determining if students meet registration requirements. This section explores dimensions such as efficiency; quality; effectiveness of the admission process to determine the level of customer satisfaction within the higher education sector.

## **2.16 CONCLUSION**

This chapter provided insights into student registration systems used in developed countries, while exploring developing countries systems. Strategies to improve customer satisfaction in higher education were also presented in this section. The next chapter discusses student admission in South Africa Higher Education Institutions.

## **CHAPTER THREE**

### **STUDENT ADMISSION IN HIGHER EDUCATION INSTITUTIONS: A SOUTH AFRICAN CONTEXT**

#### **3.1 INTRODUCTION**

This chapter covers customer satisfaction in relation to student admission in Higher Education Institutions in South Africa. Badat (2010:4) argues that social inequalities in South Africa were embedded and reflected in social life, as an of the systemic exclusion object of blacks and women under apartheid. Saunders cited by Huysamen (1996) describes the rapid growth of students seeking admission to universities as a big challenge to education in the history of South Africa. Consequently, the Green Paper on Higher Education Transformation (1996) reveals that the country has intentions on its relationship with HEIs. In this view, the democratic government entrusted in transforming higher education.

Alterations in the South African higher education will be discussed in this section, along with HEIs obligations concerning democracy, equity and redress within the sector. Price (2015) considers admission policies as mechanism for applying redress made by the government with requirements to increase student access. A regulatory standard that guides the efficiency and effectiveness of admission and selection processes is explored in this section. Besides, aspects of quality assurance are also reviewed in this reading. For the purpose of this study an analysis is made within the environment of the South African legislation, institutional policies regarding student admission or access in higher education. In addition, policies and strategies of the institution under study are evaluated in this section in order to identify areas of improvement in customer satisfaction.

#### **3.2 CONCEPTUALISATION OF STUDENT ADMISSION**

Botha, Kiley and Truman (2007:80) define student admission as the act of allowing entrance to the higher education institution. Harman (1994:318) portrays admission as a practice when the prospective student develops interest in accessing higher education institution up till the registration. This is strengthened by the illustration of access to higher education by Walker and Mkwanzazi (2015:40), as one of the considerable ways which people's competences and achievements can be made possible enabled, augmented and protected. In view of the arguments posed by researchers, this chapter investigates customer satisfaction on student admission in HEIs.

### 3.3 HIGHER EDUCATION DEVELOPMENT

According to Chinomona, Chinomona and Moloji (2013:643) transformation begins with the assumption that previous order is not adequate for present's needs. This is supported by the White Paper 3 (1997) confirming that the transition from apartheid to democracy requires reviewing of existing practices; institutions; and values in regards to their suitability for the new era. Malaza (2011:3) postulate that promoting student access in higher education remains a constant challenge. Whilst Cross and Carpentier (2009:6-8) illustrate democratization within the South African context as mainly the access of a large number of learners to levels of education from which they had been excluded due to their membership to a disadvantaged social society. Bezuidenhout, de Jager and Naidoo (2013:1182-1185) cite the unfortunate incident at the University of Johannesburg in 2012 as emphasising the critical need for Higher Education in South Africa and the inability of the existing HE structure to supply for the demand.

The White Paper 3 of 1997 and Asmal 2002) speculate that the current process of institutional structuring of the public higher education sector is part of transformation of the sector to redress the inequalities and to meet the challenges of the 21<sup>st</sup> century. In addition, on steering expansion in higher education, there has been a political demand to convert the system alongside gender, race and disability with a prominence on their access (Jones, Coetzee and Wickham 2008:18). This section focuses on the alterations made in the higher education sector in South Africa.

Naidoo *et al.* (2013:1182-1185) postulate that since the dawn of the South African democratic government in 1994, the country has been building a new education method with the purpose to deliver the democratic society's needs. Authors further mention changes in the HE sector as: global massification; globalisation; global finance pressure; privatization; and marketisation and students' needs. This is supported by the White Paper on Post-School Education and Training (2013) requirement to promote equity; quality; expansion of education and training opportunities as basic principles of democracy set out in the legislation, White Papers and Green Papers. The apprehension of widening access is driven by equity and concerned with strategies and processes that create accessibility to a diversity of students.



Presently, in SA racial division under apartheid which essentially involved social division no longer allows peculiarity between educational institutions in accordance to an explicit racial principle (Cross and Carpentier 2009:6-8). In this view, Badat (2011:9) reveals that there has been enrolment development of black women South African students after 1994. In 2002 the South Africa Higher Education and Training department initiated the National Higher Education Information and Applications Service to effectively manage admission processes and student enrolment nationally (NHEIAS 2002). Furthermore, Green Paper (1996) endorses the National Council for Higher Education with plans to facilitate:

- Legal requirement to all higher education programmes a pass in the further education certificate.
- Establishment of a national service to distribute information and assistance admission processes and requirements.
- Establishment of service to facilitate student applications administration.
- Operation of regional centres with national database.

Through this information service, the department intends to avail school-leavers and adults interested in following higher education studies, a complete list of courses and programs available to entry level students at all the public higher education institutions in South Africa.

National institutes in Mpumalanga and Northern Cape; proposed developments and health care training facility establishment in Limpompo; and Teacher Development plan on new teacher education sites are revealed by the Green Paper for Post-School Education and Training (2012) as areas of developing the education system. This reading explores advances made by the South African Department of Education to advance service delivery in higher education access. In addition to the achievements of higher education in South Africa is the establishment of a student loan, Student Financial Aid Scheme (NSFAS) to provide access equity and opportunity for disadvantaged students with the potential to succeed (Badat 2010 and Soudien 2010).

Although, Soudien (2010:20) reveals that the state does not provide sufficient funds, which result to drop outs for NSFAS beneficiary because the loan not covering the full University costs. The CHE (2008:9) supports the declaration made on its observation that “poverty and race are still overwhelmingly connected in South Africa makes the predicaments of Black students the worse”. The study of challenges of transformation conducted by Badat (2010:18) reveals that higher education public funding is insufficient in terms of the past imbalances and new demands on universities’

prospects. In this regard, warns that inadequate state funding can impede the enhancement of quality and development of the institution.

### **3.4 SERVICE DELIVERY IN HIGHER EDUCATION**

As the perspective of this study is the presentation of the institution, therefore focus on customer satisfaction is an evaluation of the University service delivery rather than evaluating a particular individual. Anderson, Fornell and Rust (1997) further advise that customer should be an essential indicator of the University's performance. While van der Westhuizen (2014:407-409) reveals accessible information in regards to poor service delivery in the education industry. The study by Gbadamosi and De Jager (2009:890) of students' perceptions; service quality, and satisfaction at South African HEIs disclose that students' perceived experiences with services were significantly in HEIs in South Africa lower than their expectations of services, mentioning problems with registration; uncooperative administrative staff; underprivileged computer facilities; and short-term staff during registration. This section is informed by the views of the researchers above as it evaluates customer satisfaction in South African Higher Education Institutions service delivery.

Despite the fact that service delivery is identified by the HEQC as the focal indicator of improvement in quality management, service convenience such as time and effort must be understood within the context of the activities that clients undergo in the process of using a service (Kaura, Prasad and Sharma 2015:406). The aim of this section is to achieve an insight in students' experiences concerning admission services provided by HEI in South Africa. Parasuraman, Zeithmal and Berry (1985:42) argue that literature on service delivery draw attention to the importance on higher education to examine the services they provided in order to commit on constant improvements. In this view conclude that service delivery includes a measure of how well service level has been achieved. Conversely, Angelopulo (2013:49) concedes that universities are increasingly resulting in a beneficial environment to understand the responsibility and importance of service delivery.

The National Plan for Higher Education and Training (2001) reveals that South African Higher Education sector does not currently manage student enrolment in any systemic way. In this regard, initiated a National Higher Education Information and Applications Service (NHEIAS) with the aim of facilitating access to higher education with applications; effectiveness on applications and admissions; and provide institutions with planning information.

This section interrogates the efficiency and effectiveness of service that clients experience on admission processes in South African education sector. Benefits of the NHEIAS for South Africa are mentioned in the plan as to:

- Create base for a realistic enrolment planning of HEIs;
- Obligate institutions to reveal their selection processes, and policies on social redress through special admissions methods;
- Monitor the way institutions respond to widening student access; and
- Relieve institutions on administrative burdens of application and admission process.

In the study of service development by Smit & du Plessis (2012:58), recommendation is made that customer orientation and participation are fundamental key success factors in service development, and further argue that the quality of service is to adjust the practice to the basis of the customer's behavior and to achieve a satisfied customer experience. Thus this section explores the admission processes in relation to the quality of service offered at HEIs in South Africa.

### **3.5 STUDENT ADMISSION AND ACCESS**

In South Africa student access is governed by the legislative framework of the higher education sector. Higher Education Act 101 of 1997 sets the responsibility and accountability for student admission at institutional level. This section further adds that the institution determines: entry requirements; number of student enrolment and selection conduct and the minimum requirements for readmission. While enrolment outlines indicate social exclusion on the basis of race and gender is decreasing, however, class elimination and access of students with disabilities and from rural areas remains an issue (Green Paper for post school and training 2012). Badat (2011:10) concur that it is essential to distinguish between equity on access and on opportunity and consequences for the historically disadvantaged groups. This chapter discusses the state regulations on access to higher education to determine the admission processes within HEIs in South Africa.

Bitzer (2010:298-302) illustrates the concept of affirmative action and the race-based student admission issue as related to the complexities of equity and access in the higher education sector. He further opines that quality, efficiency and equity are basic measures of the effectiveness of any public higher education structure. Bitzer (2010) explains implied and precise conceptions of equity in higher education as merit; equity and fairness. In addition, the author concludes that preference to student applicants from designated groups is ethically indefensible. Makhafola (2010:11)

supports the statement by revealing that widening student access is an equity driven concern in South Africa.

Badat (2011:6) opines that the first process in the admission process is to determine the eligibility of applicants. Jabnoun (2009:421) asserts that systems that are based on merit and power are effective and productive forms of academic administration. The Council on Higher Education (2004) recommend that developing flexible entry requirements and selection mechanisms, such as RPL, or programme entry assessments can develop higher education access in South Africa. Furthermore, Schwartz (2004:32) illustrates a fair admissions method as providing equal opportunity for all to gain admission suitable to their motivations and ability. The one that provides equal opportunity for all regardless of background, and to gain admission to a course suited to their ability and aspirations.

Hill (2009:6) opines that policies are designed to tackle and solve problems. Through intrusion on access to education, White Paper for Post School Education and Training (2013) affirm the intention of policy improvements as to democratise the education method; eliminate unfair discrimination; develop access to education and training opportunities and advance education training and research quality. Within the higher education context an effective selection system will select a high percentage of successful and decline few of students who could have been successful if they had been selected referring to Zaaiman *et al.* (1998:97) description of an effective selection method as one that achieves the desired outcomes. Badat (2010:) advises on the importance of the state budget allocation to higher education as it can paralyse the state's commitments to promote the White Paper's development targets mentioned above. On the statement on the Wave of Student Protests on Fees, research revealed by (CHE 2015) is that high dropouts among University students in the county are due to finances.

### **3.6 ADMISSION EFFECTIVENESS AND EFFICIENCY**

Department of Education defines an efficient system as one that functions well without unnecessary duplication and waste in a reasonable and sustainable manner. Zaaiman *et al.* (1998:97) further affirm that an efficient selection system will operate optimally under finances, time and applicant number restrictions. Sharma *et al.* (2015:405) recommend that service convenience be understood within the perspective of the activities that clients experience in the service process. Green Paper (1996) highlights the fragmented nature of admission processes as obstructing institution's productivity flow. Subsequently, White Paper on Post School Education

and Training (2013) specifically requires quality; academic freedom; justice and redress; development; equality; accountability; and effectiveness and efficiency as standards and values to be represented and promoted in South African HEIs. Thus this chapter questions the efficiency of the admission process in higher education.

The state has an obligation of guiding and synchronising the propositions for relations between the state and HEI. It is maintained by Bitzer (2010:304) that it is a requirement in South Africa, that universities be under regular inspection by themselves and government bodies such as Council on Higher Education; and Higher Education Quality Committee to meet equity racial targets. Green Paper (1996) defines the principles of effectiveness and efficiency as related although distinctive. The paper further explains an effective institution as functioning in a way that attains required goals, do the right things in regards to a specified outline. This plan clarifies an efficient institution as one working well without preventable duplication, and within affordability and maintenance. In this scrutiny do things correctly by making best possible use of available means Green Paper (1996). Consequently, this section questions the effectiveness of the HEIs in South Africa.

### **3.7 ADMISSION STANDARDS AND QUALITY**

Badat (2011:7) opines that admissions standards are clearly detailed and set out on what necessitate the students to demonstrate in order to be considered for admission to a particular institution or programme of study. Whilst Gilboa and Justman (2005:1107) portray admission standards as shaping the size and composition of student body that result on distribution of income, social and economic advancement through higher education. The Council on Higher Education proposed that the Higher Education Qualification Framework should reflect the approach to standards development in higher education. This reading explores standards provided by Higher Education Quality Committee and service quality in South African Higher Education sector.

Quality assurance in South Africa has been perceived as an essential element in the equality and transformation of education. This is supported by Khodayari and Khodayari (2011:38) who emphasize that the enhancement of higher education service quality lies in the University's capacity to provide an atmosphere and culture for change through its systems. Jabnoun (2009:420-421) informs of cultural issues that may affect quality of higher education as: attitudes towards academic freedom; merit; and shared authority. Furthermore, CHE (2003) affirms that quality assurance lies with the HEIs. The Higher Education Quality Framework (2002) reveals that

HEQC has the statutory accountability to carry out audits of Higher Education Institutions. Since corporate governance has relation intentions among the state and Higher Education Institutions Green Paper (1996), this section confers admission standards in HEIs in South Africa.

### **3.8 SA LEGISLATIVE FRAMEWORK**

The Republic of South Africa Constitution of 1996 committed to state and institutions the emphasis on values of human dignity; equality; non-sexism and non-racialism progression; rights; and liberty that the Bill of Rights proclaims. The Constitution also affirms on respect; protection; promotion and fulfilment of the rights embodied in the Republic of South Africa Bill of Rights 1996. Higher Education Act 101 of 1997 supports the statement by affirming the need of creating a single corresponding system; restructuring and transforming higher education to respond to human, fiscal and improvement needs of South Africa.

Green Paper on Higher Education Transformation (1996) supports the notion with institutions' admission policy specifications. It clearly sets that admission policy needs to indicate: the beam of its history; vision and mission; academic programmes; admissions criteria; how it proposes to pursue equity and redress including strategies and mechanisms. Whilst the White Paper (2013) laid emphasis on principle of equity as obligating reasonable opportunities to access higher education programmes.

It also identifies diverse social purposes that HE is intended to serve as to:

- Address development needs and challenges in South African HE sector.
- Contribute to a changing society of social, cultural and intellectual life.
- Increase participation in entry for women; adults; black; and disabled.
- Restructure HE system to meet technologically oriented economy; attend to national needs and to compete globally.
- Support an independent culture of human rights by education programmes.
- Improve quality of teaching; promote quality and quality assurance through institutional audits.

Higher Education Act 101 of 1997 Section 37 obligates that admission policies should: be issued and available on request; provide suitable measures for redress of past inequalities and not discriminate. This Act also authorises HEIs on admission to determine: minimum entrance requirements; number of students to be admitted; selection criteria; readmission and refusal to readmission.

This policy outlines the legal minimum admission to higher education as the National Senior Certificate. In addition, this policy is constituted on background of the admission prerequisites made by section 74 of the Higher Education Act; section 16(7) of the General and Further Education and Training Quality Assurance Act; and Higher Education South Africa (HESA). National Qualifications Framework in South Africa was introduced as a key mechanism for creating a more free education system. Chinomona *et al.* (2013:645) also state one of the policy purposes is to facilitate entry to education and training. For the purpose of this study, the relationship among the state and HEIs should join the self-regulation of institutions with the planning and policies of the legislative body.

### **3.9 CPUT ADMISSION SELECTION POLICY**

This section evaluates the admission processes at CPUT to match legislations on higher education in South Africa. Badat (2011:6) argue that applicants should be eligible to gain admission to higher education. Zaaiman *et al.* (1998:97) explain the main intention of selection for higher education programs as to generally identify students who will succeed in a specific academic program. In this regard opine that student selection policy decisions are usually implemented to ensure that the composition of the selected student group reflects the group for which the program is intended. Furthermore, the selection process must be shown to be justifiable in terms of its fairness, effectiveness and efficiency.

Policy on Student Admission at the Cape Peninsula University of Technology, expresses its relevance on Higher Education Act 101 of 1997 and National Plan for Higher Education, the Higher Education Qualifications Framework 2007; aims; principles; institutional policies; and performance plan.

The main objectives of the policy are as follows:

- Widening higher education access.
- Realistic entry requirements and transparent and fair selection mechanism.
- University commitment to principle that regular admission of students will be granted to those who meet both the minimum entrance.
- The University will explore and apply alternative admission processes to grant access to students.

The mandate is given to institutional admission policies to allocate alternative ways to academic access equivalent to the National Certificate standard. Commonly

admission policies do not reduce merit to scholarly successes alone, but also to set criteria to be employed to establish merit (Jabnoun. 2009).

The CPUT Admission Policy states goals that need to be achieved by:

- Ensuring academic and professional standards in the design, approval, implementation and review of admission and registration strategies for the institution.
- Ensuring consistent principles and practices for access and admission to University.
- Promoting accountability.
- Aligning admission policies with the institution strategies and policies.
- Aligning admission and access principles and practices with national legislation and requirements

These goals are supported by the Higher Education Act of 1997 by ensuring higher education and admission policies are formulated with suitable consideration for its association and influence on education and training in other sectors.

The policy also identifies its principles, that:

- Each department and learning programme be able to demonstrate the setting and maintenance of academic and professional standards
- Admissions practice to be transparent and fair.
- The faculty has the sole right to make the decision to admit or reject an applicant.
- All processes to conform to the requirements of national legislation and regulations for admission to higher education.

In addition to standards, institutions' admission policy obligations and practices are expected to advance the objectives of the Higher Education Act of 1997 and the National Qualifications Framework. In this regard, be consistent with the Minister's policies in terms of the Act (Minimum requirements DoE 2005). Furthermore, the CPUT Admissions Policy Implementation Plan should be applied through an institutional admission strategy that should be internalized by faculties and strategic support units. Hence this section reviews the plans premeditated by the University understudy.

### **3.10 CPUT VISION 2020: THE STRATEGIC PLAN**

The intention of this strategic plan is to provide a shaping framework for CPUT action in the next decade. It further mentions its vision as being responsive to the economic and social needs for the province. The University's vision is "to be at the heart of technology education and innovation focused in Africa" and broadens to the world. A



vast number of students from previously disadvantaged groups have access to Higher Education at CPUT. Council of CPUT has ordered that no academically sound students should be turned away. This plan reveals the institutions' challenge of admitting students on time in programs to ensure conditions for their success due to lack of finance, pass marks leading to the institution dealing with late applicants arriving late for registration and after classes have commenced.

The plan expresses the aim of building a University that is highly efficient, sustainable and environmentally conscious as its mission. The University has the values of supporting equity and striving for efficiency in all its operations. This is confirmed by the CPUT Institutional Transformation Strategy, which understands transformation as to represent a move from the current state to a new state that results in change at a practical systemic level of practices and policies. In addition, it affects aspects such as equity, organisational culture, effectiveness, managerial practices and transforming the curriculum. Apparently Staak (2014) assures that Quality Assurance Policy and Student Admission Policy are underpinning policies supporting transformation at CPUT.

### **3.11 FACULTY STRATEGIC PLAN 2015-2019**

Faculty of Business and Management Sciences is the largest faculty at CPUT with the enrolment of five thousand two hundred (5200) registered students. The faculty strategic purpose is to increase the faculty value by quantity of students, quality and qualified staff. The faculty strategic plan outlines its mandate and obligations towards its students, staff and stakeholders in fulfilling the academic, administrative duties. Applications; registrations; walk-in applicants and amendments are some of the business processes at the faculty.

The faculty with a vision being a leading provider of business education in Africa and beyond concerns its strategic plan on the following goals:

- Build an efficient and sustainable faculty,
- Be known for the quality of teaching and learning,
- Build a responsive and efficient administration.

The plan set to achieve the goals by selection, implementation and selection procedures; ensuring error free student registration process; ensuring efficiency and excellence; and improving professionalism of the administration of the faculty.

In addition, the Faculty of Business and Management Sciences also has plans in its operation:

- Developing additional procedures, processes and policies to support student and staff administration.
- Ensuring the functioning of admission's committee.
- Complying with enrolment targets.
- Implementing online application system and automated selection.
- Streamlining registration amendments.
- Admitting students meeting minimum requirements.
- Conducting training session on selection and admission.

The faculty performs under the principles of excellent customer service; scholarly responsiveness; development; maintenance and transformation. The faculty ensures its implementation by loyalty to Faculty of Business and Management Sciences and its stakeholders values articulately captured in the faculty and the institution values. This chapter is guided by the CPUT values of supporting equity and striving for efficiency in its operations.

### **3.12 CONCLUSION**

This chapter presented the background to the South African Higher Education environment. The discussion also included policies initiated in concern to student admission; student access; quality assurance; efficiency and effectiveness of student admission. An overview of the institution under study policies were presented in this chapter. The following chapter presents the research methodology employed in this study.

## **CHAPTER FOUR RESEARCH DESIGN**

### **4.1 INTRODUCTION AND OVERVIEW**

The aim of this chapter is to present an outline of the methodology that guided this study. This chapter provides an academic background to the research methodology. In this chapter topics such as research designs; qualitative and quantitative research methods; sampling method; data collection techniques; measuring scale; survey designs are extensively discussed. Additionally, ethical considerations and piloting are mentioned in this chapter.

### **4.2 FOCUS OF THE STUDY**

This study focuses on exploring the level of satisfaction in the admission process within the faculty of Business and Management Sciences.

### **4.3 RESEARCH OBJECTIVES**

The main objectives of this study are as follows:

- To explore students and staff perceptions at the Faculty of Business and Management Sciences on customer satisfaction during the registration process.
- To examine the level of efficiencies during the registration period.
- To measure the effectiveness of the registration processes against the student needs.

### **4.4 RESEARCH QUESTIONS**

This study attempts to respond to the following questions:

- What are students and staff perceptions at the Faculty of Business and Management Sciences on customer satisfaction during the registration process?
- How effective are the registration processes over student needs?
- What additions can be made on the current level?

### **4.5 QUANTITATIVE RESEARCH DESIGNS**

Welman, Kruger and Mitchell (2005: 52-56) identify a research design as the arrangement to which research contributors are obtained and information is composed from them. While Mouton (2006:107) classifies a research design as an explanation of how the researcher plans to perform the devised research problem. Huysamen (2001:10) describes research design as the blueprint to which data is to be collected to investigate the study. In addition, Mouton (2006:175) concurs that

objectives of research design are to arrange and execute the appropriate project in a manner that validity of findings is exploited. In this view strengthens with research design aspects as research aspiration; data sources; and of validity and reliability considerations.

Kruger *et al.* (2005:78) reveal research designs types as experimental; quasi-experimental; and non-experimental research; prediction studies; and opinion pools. However, this study employs non-experimental research, because in this type of research variables could be the actual source of observed variation in the depended variables. In this instance, examines the relationship that occurs between variables. Hence in this study geographical information is required in the questionnaire.

#### **4.6 SAMPLING PROCEDURE AND DESCRIPTION OF THE SAMPLE**

Sampling procedure is defined by Huysamen (2001:37-41) as strategies of assuring that the researcher has precise cases in the study, hence in this view allow generalisation from the sample to the population. While Babbie (2010:208-211) defines a sample frame as the list of elements from a selected probability sample. Kruger *et al* (2005:57) counsel that researchers draw a sample of the population for analysis, from population precision to which the research hypothesis applies. In this instance, defines a sampling frame as a comprehensive list which each unit of analysis is mentioned once. Mouton (2006:136-138) illustrate representativeness as the key concept in sampling. Emory and Cooper (1991:247) portray a sampling frame as a complete and correct list of population members. This investigation used stratified simple random probability type of sampling method as advised by Cooper and Schindler (2008:174-188) that a population facet has an equal chance of selection. Additionally, characterize with a procedure which the sample is inhibited to incorporate elements from each section; and that stratified random sampling is statistically efficient. Emory and Cooper (1991:319), advise that the suitable applications are when the conditions indicate that respondents are qualified to provide desired information, thus Business and Management Sciences faculty staff members and students form the population of this study.

##### **4.6.1 Sampling for the quantitative research method**

Huysamen (2001:37-43) declares random, stratified, systematic; and cluster samples as probability sampling techniques. In addition, Kruger *et al.* (2005:56-67) concur mentioning quota samples; snowball samples; self-selection samples; convenience samples; and incidental samples as procedure in non-probability sampling. In this regard, with probability sampling the possibility that an element in the population will

be included in the sample can be determined. Although in non-probability sampling, some elements have no chance of being included in the samples. The authors (Kruger *et al.* 2005 and Huysamen 2001) are in accord with probability sampling advantages that enables the researcher to indicate the probability with which sample results and differ in contradictory degrees for the equivalent population values. In this view, advise that probability sampling makes it possible to estimate sampling error. In addition, non-probability is considered convenient and economical by (Kruger *et al.* 2005 and Huysamen. 2001). This study adopted stratified random sampling method as Huysamen (2001:41) advises that it is certain of representation, irrespective of the sample size.

#### **4.6.2 Sampling for the qualitative research method**

This study implemented non-probability snowball technique as sampling method, hence in-depth interviews on how staff working directly with student registration perceive the admission processes and standards; efficiency; and customer satisfaction. This investigation adopted this method, because it is in view of the advantage it has of picking the sample members to match with the criterion as Emory & Cooper (1991:319) opine.

### **4.7 MEASURING METHOD**

Cooper and Schindler (2011:270) reveal that research measurement comprises of assigning numbers to observed events and objects or activities in conformity with set of rules. In this regard, implies that measurement process of selecting observable practical events; developing mapping rules; and pertaining mapping rules to each observation of event. Hence this study used a structured questionnaire guided by perceptions on customer satisfaction, effectiveness, service delivery, efficiency and service quality on student admission processes during the registration period at CPUT, Business and Management Sciences faculty.

#### **4.7.1 Survey method**

Babbie (2001:286) argues that surveys are useful in describing characteristics of a large population. In this view, Babbie (2001) counsels that a carefully preferred probability sample with a consistent questionnaire offers the opportunity of making developed descriptive assertions about the study. Emory and Cooper (1991:41) reveal three methods of data collection as interviews, self-administered instruments; and experiments. Quantitative and qualitative data collection methods are adopted for this investigation. In-depth interviews and questionnaires were used to gather appropriate data to answer the research questions and interpret data

#### **4.7.2 Case study**

Yin (1984:23) defines a case study as a realistic inquiry investigating an existing occurrence within its real-life perspective. Furthermore, Kruger *et al.* (2005:193-194) concur that in case study research direction is towards understanding the uniqueness and the idiosyncrasy of a particular case in all its complexity. This investigation is a case study, because the study environment is the Business and Management faculty at CPUT.

#### **4.7.3 Description of the frame**

The study's target population is constituted of 5200 registered students within the faculty of Business and Management Sciences at CPUT. A total of 357 research participants will be sampled as per the Sekeran (1992) sampling table. Emory and Cooper (1991:273) state that with non-probability sampling a variety of approaches is used to choose which persons to include in the sample. In-depth interviews will be conducted to five (5) head of departments and fifteen (15) administrators working at the faculty will form the sample of this study. Given the population of five hundred faculty staff members, sample will consist of 20 staff members who deal directly with student admission operations and directly provide the service. The method has been chosen because it will give the researcher liberty of selecting specific units that will defer the relevant and ample data for the study.

#### **4.7.4 Composition of the sample**

The sample of this study was composed of students who are registered full time and part time, males and females from all academic year levels of study in all the departments at the Business and Management Sciences faculty. The sample also consisted of male and female staff members of the faculty dealing directly with student admission and registration.

### **4.8 CONSTRUCTION OF A QUESTIONNAIRE**

In this investigation data was assembled through academic journals; library textbooks; and internet, because Kruger *et al.* (2005:174-180) commend related literature when constructing a questionnaire. In this view, only questions relating to the research should be included in the questionnaire. This study is guided by the views of Kruger *et al.* (2005:174-176) that the decision to conduct a questionnaire survey should be the result of thoughts and discussion. In this regard concepts and variables involved and the relationship being investigated. Furthermore, support by advising on ensuring an acceptable sequence; significant questions; maintaining

neutrality; concise and safe questions. This study adopted the closed type of questions in the questionnaire to be able to conduct an effective and efficient quantitative analysis, with the aim to find out what a selected group of respondents consider, execute and feel as Collis and Hussey (2003:173) commend.

#### **4.8.1 Questionnaire structure and design**

A structured questionnaire used in this study composed of seven sections in a Likert type scale with the measurement of 1 for strongly agree; 2 for agree; 3 for neutral; 4 for disagree and 5 for strongly disagree as Maree (2011:167) advise it as convenient in measuring. Section A contained the biographical information of the sample; Section B included perceptions on student admission processes; Section C included observations of service delivery during the registration process; Section D comprised of views on customer satisfaction of student admission process; Section E and F contained insight on efficiency and effectiveness of the admission process; and in Section G respondents had to reveal their discernment on service quality of the student registration period at the Faculty of Business and Management Sciences at CPUT. While in-depth interviews with opinions from the respondents on how they perceive the state of student admission process at the faculty; and customer satisfaction were conducted.

#### **4.8.2 Description and purpose of questionnaire**

Collis and Hussey (2003:173) portray a questionnaire as a list of cautiously prepared questions with a view of extracting reliable responses from a chosen sample. Questionnaires are a popular method for collecting data, inexpensive and less time consuming, and can take large samples (Collis and Hussey, 2003:174), thus a questionnaire used this study.

### **4.9 DATA ANALYSIS**

This study is guided by views of Mouton (2006:111) that data is analysed by identifying patterns and ideas in the data and draw conclusion from them. In this instance, this section presents reports on results from the empirical investigation. As stated that the research methods were of a qualitative and quantitative scenery. The qualitative scrutiny will be created from the interview responses done with staff members and quantitative analysis from student questionnaires. While data gathered from the interviews and questionnaires are based on the responses of Faculty of Business and Management Sciences at CPUT.

Yin (2011:78) postulates a valid study as the one that collects and interprets its data for conclusions to reflect accuracy and corresponding to valid state of study. Furthermore, Kothari (2004:131) advises that a sound measurement should assemble validity; reliability; and practicality tests.

Methodological triangulation is intended to be used in this study to determine whether data from the questionnaires and interviews converge or lead to the same finding, and if also reveal nonstandard aspects of any trend as recommended by Yin (2011:153 and 2009:114-118). The study will use Statistical Package for Social Sciences (SPSS) for data analysis and testing validity of the information because of its efficiency; use of descriptive statistics and graphs; procedures for checking the reliability of scales (Churchill, 1995: 792-795). The qualitative analytical tool (NVivo) will be used for data categorization and analysis.

#### **4.9.1 Descriptive statistics**

Kruger *et al.* (2005:231) define descriptive statistics as concerned with report and summary of data obtained for individual units of the analysis. While Babbie (2010:467-476) argues that descriptive statistics present quantitative reports in a manageable form. In this regard, describe variations or the associations that connect variables. Furthermore, Mouton (2006:163)?? describes it as concerned with organising and summarising of the data at hand to render it more comprehensible.

#### **4.9.2 Frequency and percentage**

Frequency and percentage are referred by Mouton (2006:164) as frequency and percentage distributions of scores on the variable. In this regard, reveals that the statistics of the variables should give a clear and manageable picture of data. While Babbie (2010:428) defines frequency as a description of the quantity that variable attributes are observed in a sample. In addition, advise that it is easy to see in a graph.

#### **4.9.3 Inferential statistics**

Kothari (2004:131) represents inferential statistics as concerned with significance tests of hypotheses to determine validity of data to indicate conclusions. In this regard, reveals the main concern in inferential statistics as the estimation of population and statistical hypotheses testing. In addition, Babbie (2010:476) characterise inferential statistics with examining statistical measures used for making assumptions from results on sample observations to a larger population.



## **4.10 STATISTICAL ANALYSIS OF THE QUESTIONNAIRE**

Mouton (2006:166) defines statistical analysis as the statistic frequently used to ascertain accurate population values and independence in results of a cross-tabulation chi-square. In this view portrays the chi-square test as a comparison of observed cell frequencies among those with expected relations between variables.

### **4.10.1 Validity: Factor Analysis**

Mouton (2006:129-130) illustrates factor analysis as involving an analysis of the inter-correlations between indicators. While Kothari portrays validity as referring to the scope which a test measures what is measured. Furthermore, Kruger *et al* (2005:9) argue that the research objectives should represent what the researcher is investigating. Hence in this study KMO and Bartlett's Test is used.

### **4.10.2 Reliability: Cronbach's Coefficient Alpha**

Cronbach's Coefficient Alpha is identified by Huysamen (1991:121) as a measurement of internal consistency. In this view, confirming the measure of attribute dimensions. Dennik and Tavakol (2011:53-54) illustrate reliability as concerned with an instrument capacity to measure consistency and validity.

## **4.11 QUALITATIVE RESEARCH TRADITION**

Qualitative research is described by Denzin and Lincoln (2003) as naturalistic effort to study individuals' and community's everyday life in their natural setting. Furthermore, involves ordinary and interpretive approach to its subject matter. In this regard, qualitative research attempts to interpret survey facts.

### **4.11.1 Research method**

Mouton (2006:36) represents research method as a strategy of an enquiry progressing from fundamental assumptions to research design and data collection. Further, reveals that in the research approach familiar arrangement of research methods is keen on qualitative and quantitative. In addition, argues that research method refers to data collection approach; overview; analysis; and illustration drawn from the data. In this regard, suitability of research methods settles on the background; principle; and nature of the investigation.

### **4.11.2 Sampling for qualitative research**

Qualitative research methods establish assembled reality; highlight relationship amongst the researcher and object of study; and accentuate significance of the

inquiry. In addition, Kruger *et al.* (2005:8-9) strengthened the view with the qualitative research traits as:

1. Presentation of data in language instead of digits.
2. Transaction of subjective data.
3. Flexible and explorative methods
4. Everyday experiences investigation.
5. Subjective behavioural observations under study.
6. Management and structuring of research situation.
7. Validation.

Yin (2011:88-109) opines that purposive sampling choose samples in a deliberate manner. In this view, select specific study units that defer relevant data. Furthermore, collecting data for qualitative research implies interacting with real-world situations. Although Kruger *et al.* (2005:204) reveal that qualitative samples tend to be purposive because researchers work with limited universes. Population in qualitative designs consists of small cases. Consequently, qualitative researcher obtains research participants by purposive sampling. In this regard, prefer respondents who possess experience and information. Flick (2011:75-76) explains qualitative research sampling types as:

1. Theoretical sampling which is the process of data collection.
2. Purposive sampling which is characterized with excessive cases and long processes.

#### **4.11.3 Target population**

Target population is defined by Kruger *et al.* (2005:52-53) as population to which the researcher ideally generalises results. In this instance, reveals unreasonable costing to involve all the members of the populations in a study. Furthermore, Mouton (2006:134) portrays population as a collection of objects, events or individuals with a common feature in the interest of study. While Cooper and Schindler (2014:364) are in accord that population is the collection of all elements about which inferences are made.

#### **4.11.4 Data collection methods**

While Emory and Cooper (1991:140) define collection of data as discerning monitoring and interrogation processes. Mouton (2006:67) articulates that data collection involves application of measuring instrument to the sample selected for the investigation. In this view, Cooper and Schindler (2011:89) advise that gathering of data may range from observations. Questionnaires, consistent tests, examinations are among devices used to record unprocessed data. In this instance, selected method determines how data are collected. Furthermore, Yin (2009:56-60) advises on collection of census data; organizational records; archival sources; fieldwork and interviews as data collection methods.

#### **4.11.5 Researchers' role and recording of data**

Creswell (2014:187-189) describes qualitative research as an interpretive research. In addition, opines that a research enquirer is constantly and extensively involved with research participants. In this view, advise on selecting participants purposefully; sampling; and indicating data collection procedure as responsibilities of researcher.

#### **4.11.6 Data analysis**

Kruger *et al* (2005:211) advise that field notes are compiled during qualitative interviewing. In this instance, process field notes for analysis by converting notes into a revised accurate readable product. Emory and Cooper (1991:16) advise that data analysis should be sufficiently adequate to reveal significant and appropriate analysis methods. Creswell (2014:194, 209) highlights the aim of data analysis as to make logic out of text and image data.

#### **4.11.7 Semi-structured interview**

Kruger *et al.* (2005:166) define semi-structured interview as a combination of structured and un-structured interview. This investigation followed the steps advised by the author as analysing the research predicament as understanding obtained information.

#### **4.11.8 Validity and reliability of the interview**

Kruger *et al.* (2005:142) define validity as the scope which research findings accurately represent certainty of the situation. In addition, reveals that a measuring instrument measures the proposed and irrelevant constructs as well as measurement errors. In this view, advise on reliability as concerned relations among credibility and research findings.

### **4.12 PILOTING**

Kruger *et al* (2005:148-149) expose piloting as testing of a developed measuring instrument before directing to the definite sample. In this regard, the researcher has to investigate a limited number of the major population. In addition, strengthens with piloting purposes as:

1. Detecting possible measurement errors.
2. Identifying ambiguous devised items.
3. Observing non-verbal behaviours.

A pilot study is practical if the researcher compiled functional measuring instrument of the research project as Yin (2009:92) commends. In this view, assist the researcher in refining data collecting plans to the piloting content and procedures.

#### **4.13 ETHICAL CONSIDERATIONS**

Huysamen (1994) and Kruger *et al.* (2005) concur on the emphasis that ethics considerations should be a critical part of research process from study initiation to analysis and publication of the research findings. Additionally, Kruger *et al.* (2005:181) postulate that importance of ethical behavior in research, further stating two principles underlying research ethics as integrity and respect for individuals' rights. In this investigation, surveys were administered personally by the researcher to certain confidentiality and anonymity of data. The respondents signed the consent form before participating in this research study. The names of the respondents and the identity of the University would not be used. This study will employ the following ethical considerations:

- The researcher will communicate the aims of the investigation to respondents.
- The study will not ask embarrassing and insulting questions.
- Data collected will be private and confidential.
- Respondents' information will be anonymous.
- Participation will be voluntary.

#### **4.14 CONCLUSION**

In the chapter, case study research method is discussed to provide a clear understanding of the project under study. The methodology employed in this study is discussed. In the following chapter of the dissertation analysis and discussion of the findings of the study is presented.

## CHAPTER FIVE RESEARCH FINDINGS, INTERPRETATION AND DISCUSSION OF THE RESEARCH FINDINGS

### 5.1 INTRODUCTION

This chapter presents research findings and discusses results with the reviewed literature presented in Chapter 2 and 3. This chapter presents descriptive statistics in the form of graphs, cross tabulations and other figures for the collected quantitative data. Inferential techniques comprise of correlations and chi square test values; interpreted using the p-values. The perceptions of staff members which were gleaned through the in-depth interviews are intertwined with the quantitative findings.

### 5.2 RELIABILITY STATISTICS

In total, 300 questionnaires were distributed and 299 returned which gave 99.7% response rate. Five out of the sample of fifteen (15) administrators working directly with student admission were interviewed which gave a 33% response rate. The two most important precision aspects are reliability and validity. Reliability is figured by several measurements of the same subjects. A reliability coefficient of 0.70 or higher is considered “acceptable”.

**Table 5.1: Cronbach’s alpha score**

Name	Number of Items	Cronbach’s Alpha
Student admission process	9	0.783
Service delivery during registration periods	12	0.
Customer satisfaction of student admission process	11	0.920
Efficiency of admission process	10	0.894
Effectiveness of admission process	13	0.942
Service quality of registration period	10	0.893
<b>Overall</b>	<b>65</b>	<b>0.970</b>

The reliability scores for all dimensions was 0.970 which far exceeds recommended Cronbach’s alpha value of 0.700. This indicates a level of acceptance, consistent scoring for these sections of research.

### 5.3 FACTOR ANALYSIS

#### KMO and Bartlett's Test

Annexure G indicates that all conditions are satisfied for factor analysis. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy value was greater than 0.500 and the Bartlett's Test of Sphericity sig. value was less than 0.05. The study findings (refer to Annexure 5.4) noted that the variables that constituted Sections D and E loaded along a single component. This means that statements in these sections completely measured what it set out to measure. Furthermore, the outstanding sections are loaded along sub-themes. In this view, respondents identified different trends within sections.

**Table 5.2: Section A: Biographic Data**

			Gender		Total
			Male	Female	
Age (years)	18 – 24	Count	<b>70</b>	<b>120</b>	<b>190</b>
		% within Age	37%	63%	100%
		% within Gender	59%	66%	64%
		% of Total	23%	40%	64%
	25 – 34	Count	<b>39</b>	<b>46</b>	<b>85</b>
		% within Age	46%	54%	100%
		% within Gender	33%	25%	25%
		% of Total	13%	15%	28%
	35 – 44	Count	<b>9</b>	<b>12</b>	<b>21</b>
		% within Age	43%	57%	100%
		% within Gender	8%	7%	7%
		% of Total	3%	4%	7%
	45 – 54	Count	<b>0</b>	<b>3</b>	<b>3</b>
		% within Age	0%	100%	100%
		% within Gender	0%	2%	1%
		% of Total	0%	1%	1%
Total	Count	<b>118</b>	<b>181</b>	<b>299</b>	
	% within Age	40%	61%	100%	
	% within Gender	100%	100%	100%	
	% of Total	40%	61%	100%	

The table above describes the overall gender distribution by age.

Table 5.2 shows that relation of males to females as 2:3 (40%: 61%). Within the age category of 35 to 44 years, 43% were male. Within the category of males, 8% were between the ages of 35 to 44 years. In this male category the ages of 35 to 44 years formed 3% of the total sample. This section illustrates the majority of research participants were females (63%) and 37% were male participants. In this view, all age groups in the population were represented in the sample. While, the majority (27%) falls into 21 and 30 years' age group and 31 and 40 years' age group. Seventeen

percent (17%) of respondents fall into 51 and older age group. This implies that majority of students enrolling in higher education institutions in South Africa are females.

**Table 5.3: Ethnicity**

			Ethnicity			Total
			National student	International student	Other	
Offering Type	Full-time	Count	216	26	4	246
		% within Offering Type	88%	11%	2%	100%
		% within Ethnicity	82%	81%	80%	82%
		% of Total	72%	9%	1%	82%
	Part-time	Count	46	6	1	53
		% within Offering Type	87%	11%	2%	100%
		% within Ethnicity	18%	19%	20%	18%
		% of Total	15%	2%	0%	18%
Total		Count	262	32	5	299
		% within Offering Type	88%	11%	2%	100%
		% within Ethnicity	100%	100%	100%	100%
		% of Total	88%	11%	2%	100%

Within each ethnicity group, there were similar numbers of students registered as full time students (82.4%, 81.3% and 80.0%). Overall, 82.3% of the students were full-time. While respondents on the Extended programme study level were 7%, followed with 23% of first year students, 31% of second year study level with 2% of third year students, followed with 29% of fourth year level qualification of study and 7% post-graduate students registered at the faculty of Business and Management Sciences faculty. It is illustrated that 88% were full-time South African students, while 12% were international students. In this section, it is indicated that in faculty departments, the majority of 37% students from Human Resources department, followed with 30% from Management and Project Management department. Even though, 12% were Accounting department students, followed with Public Management with 8% and 5% were participants from Entrepreneurship departments. The minority students of 3% were from Events and Tourism, with 2% from Marketing and 1% Retail departments. This gap is implied by the fact that participation is voluntary.

## 5.4 DIMENSIONS OF THE STUDY

### 5.4.1 Student admission process

**Table 5.4: Student admission process**

Admission process	Agree	Undecided	Disagree	Chi Square
	Row N %	Row N %	Row N %	p-value
Improves the admission process	51%	26%	23%	0.000
Has more staff during the registration period	47%	19%	34%	0.000
Shorten queues during the registration period	42%	13%	46%	0.000
Centralisation of admission process	43%	38%	19%	0.000
User-friendly online registration	63%	11%	27%	0.000
Valuable experience of registration process	49%	24%	27%	0.000
Design of admission processes	38%	31%	31%	0.260
Accessibility of registration resources	49%	18%	32%	0.000
Sufficient time for registration	57%	15%	29%	0.000

Table 5.4 indicates that the majority of research participants responded positively in regards to the admission process in the University. Out of nine sub dimensions almost five of the sub-themes were almost 50% agreements about the assertion. The major findings in this study are that the majority of research respondents (51%) agreed that during registration process the faculty improves admission process, and 49% in agreement that students perceive valuable experience of registration process. This finding is supported by Abouchedid and Nasser (2002:198) who declares that wellness of student registration can be of value to the University's reputation and stature.

This ruling is disputed by the findings gleaned from the in-depth interviews, which is exemplified as follows:

*“Registration now I will say it is very slowly if we can compare it to last year, because this year this time numbers were high but now, this year registration is divided I think that is the reason why numbers are going slow because first year students are registering and then returning students are registering on the 15<sup>th</sup> but it is very slowly”.*

Arderne (2005) supports this statement with his highlight on manual processes as the basis of slow student registration process in developing countries.



The majority of 47% agreed that the University has more staff during the registration period. This result disputes the sentence assembled in the in-depth interviews that: *“I think we should, may be employ part time staff to assist the faculty office with the process, because there are too many applications and everybody gets too much load to work with and they need assistance here and there in capturing all the applications.”*

The statement is strengthened by the study of Grant and Anderson (2002:24) of a vision for higher education, which commends that CRM strategies provide an apparent and comprehensive representation for each individual and all the activities concerning the individual.

There were unclear findings in regards to the observation that the University shortens queues during the registration period. This is due to the assertions gleaned by the in-depth interviews that:

*“online registration helped to ease the congestion in terms of long queues”* and *“And also be honest in the faculty office there are many people but if you go there now there are hundreds of people in the queue outside the faculty office”*.

While a total majority of student, a majority of 46% disagreed with the declaration, 42% agreed and 12% were undecided.

A further discovery was the agreement of the majority (43%) of research participants that the University has a central admission process. Though this assertion is in accord with the CPUT Admission Policy on its plan to internalise faculties and strategic support units, findings gathered from in-depth interviews disputed the discovery with the indication that the state of registration process is slow in the faculty, and the disclosure that registration is divided, applications are done manually in a separate department. These results are strengthened by the Green Paper (1996) which highlights “the fragmented nature of admission processes as obstructing the flow of institution’s productivity

Table 5.4 shows that the majority (63%) of students concur with the finding in the in-depth interviews that *“registration system is user-friendly”*.

The majority of respondents 38% indicated that they are satisfied with the design of admission processes, followed by 33% disagreed while 18% were undecided. This is in difference of opinion with the discovery collected from in-depth interviews that:

*“There should be a technological way used to process the applications and give quicker response to the applicants”*.

While the majority 49% of students agreed that the registration resources are accessible, 39% disagreed and 18% were undecided. Most students 62% agreed that the University offers them sufficient time to register, although 29% disagreed and 15% were undecided about the statement. The statement is in difference of opinion with the findings in the in-depth interviews that:

*“I would change the work in process and the registration extension”.*

These assertions are supported by Abouchedid and Nasser (2002:199), who opine that admission sections at universities are a duplication of the beauracratic; strict; government administrative units.

#### 5.4.2 Service delivery during the registration process

**Table 5.5: Service delivery**

Service delivery	Agree	Undecided	Disagree	Chi Square
	Row N %	Row N %	Row N %	p-value
Satisfaction with quality of service	36%	16%	48%	0.000
Supportive administrative staff	35%	26%	39%	0.015
Provision of information prior registration	47%	20%	33%	0.000
Always enough people to assist	27%	25%	46%	0.000
Efficient administrative departments	40%	24%	36%	0.004
Skilled staff members	43%	30%	27%	0.001
Knowledgeable staff members	45%	29%	26%	0.000
Easily accessible information	45%	24%	31%	0.000
Good quality correspondence provision	32%	27%	41%	0.017
Prompt response on queries made by email	27%	27%	46%	0.000
Prompt response on queries made by telephone	28%	26%	46%	0.000
Queries resolved in complete satisfaction	24%	30%	46%	0.000

Table 5.5 specifies that majority of students (48%) are not satisfied with quality of service at the faculty. Majority of respondents 48% disagreed that the University always has enough people to assist during registration period, 27% agreed and were undecided. This is in accord with the in-depth interview discovery that:

*“I think we should, may be employ part time staff to assist the faculty office with the process”*

Another major discovery shown is that the majority (39%) of students disagreed that administrative staff members are supportive in the faculty. This finding is in accords

with van der Westhuizen (2014:409) that there is information about poor service delivery in the education industry, mentioning problems within registration business processes such as poor support from administrative staff.

Most students 47% agreed that the University has provision of information prior registration. While 40% of students agreed that the University has efficient administrative departments. These assertions are in dispute with the in-depth interviews findings that:

*“There are too many applications and everybody get too much load to work with and they need assistance here and there”.*

The majority (44%) agreed that the University has skilled staff members. Although 45% agreed that the University has knowledgeable staff members. This assertion is in dispute with the results gleaned in in-depth interviews that:

*“Staff members are not able to answer questions and communicate with clients and not knowing what to say to students which are our clients”.*

Table 5.5 indicates that the majority (45%) are in agreement that faculty grants easily accessible information about registration. Whilst it is shown that the majority of respondents 41% disagreed that the University provides good quality correspondence. According to the majority 46% of students, the faculty does not afford prompt response to queries made by email; 46% disagreed that the faculty responds quickly to queries made by telephone. Table 5.5 indicates that queries are not resolved in complete satisfaction, because 46% of students disagreed, 30% undecided and 24% agreed with the statement. These results are in agreement with the in-depth interviews discovery that:

*“Yolanda people don’t answer the phones. And also be honest in the faculty office there are many people but if you go there now there are hundreds of people in the queue outside the faculty office”.*

These findings are of the same opinion with Gbadamosi and De Jager (2009:890) revelation that students’ perceptions with services were significantly in HEIs in South Africa lower than their expectations of services, mentioning registration problems; poor computer facilities; unsupportive administration staff; and use of temporary staff as the basis.

### 5.4.3 Customer satisfaction

**Table 5.6: Customer satisfaction**

Customer satisfaction	Agree	Undecided	Disagree	Chi Square
	Row N %	Row N %	Row N %	p-value
Exceptional administrative services	31%	34%	35%	0.694
Friendly staff	40%	26%	35%	0.013
Recommend people study a CPUT	46%	26%	28%	0.000
Overall experience is satisfactorily	40%	31%	30%	0.069
Management listen to our views	32%	30%	38%	0.252
Management act accordingly	33%	33%	32%	0.815
I can further my studies at CPUT	53%	23%	24%	0.000
Staff members provide quick service	28%	28%	44%	0.001
Queries attended assertively	31%	33%	36%	0.610
Reliable staff	33%	29%	36%	0.287
Reliable and accessible office resources	33%	32%	35%	0.815

Table 5.6 above indicates that the majority of students 35% disagreed that the University offers exceptional administrative services. This finding is disputed by le Roux and van Rensburg (2014:23) that effective administrative department motivates of student experience levels, resulting in satisfaction. The majority of 53% research participants had the same opinion to further their studies at CPUT and 46% agreed that they can recommend people to study at CPUT, and. These statements are supported by Angelova and Zekiri (2011:232) that pleased customers are the basis of any successful business as customer satisfaction leads to loyalty; repeat purchase optimistic word of mouth.

This table 5.6 shows that 40% of students are satisfied with the overall experience of admission process. Another major discovery is the majority (40%) agreement that the University has friendly staff members. This is supported by factors that influence customer satisfaction advised by Suleyman and Kara (2009:98) as friendly employees; courteous employees; knowledgeable employees; helpful employees; accuracy of billing; billing timelines; service quality; good value; billing clarity; and quick service etc.

Majority of students (38%) disagreed that management listens to their views, 32% disagreed and 30% of the students were undecided. Even though 35% of

respondents agreed that management act accordingly, 33% were undecided and 32% disagreed with the statement. A total of 44% respondents disagreed that staff members provide quick service. According to the majority 36% of participants, staff members do not attend to queries assertively, while 33% were undecided and 31% disagreed of the assertion. A total of 36% students disagreed and 35% agreed that staff members are reliable, while 29% were undecided.

These statements are in agreement with the findings gleaned in the in-depth interviews that:

*“Colleagues must assist each other”* and that *“applicants need to get response within 24 hours”*.

Furthermore, these findings in this investigation are disputed by le Roux and van Rensburg (2014:23) that service augmenters such as strong and effective administrative department will be a positive factor towards increasing the levels of students’ experiences, resulting in satisfaction.

#### 5.4.4 Efficiency during the registration period

**Table 5.7: Efficiency**

Efficiency	Agree	Undecided	Disagree	Chi Square
	Row N %	Row N %	Row N %	p-value
Service provided on time	27%	26%	47%	0.000
Liberty during service	32%	39%	29%	0.133
Service worth the wait	30%	30%	40%	0.044
Personal improvement on services	34%	33%	33%	0.987
Stringent academic calendar schedules	46%	28%	26%	0.000
Quick service	26%	27%	47%	0.000
Student fees worth the service	32%	27%	41%	0.008
Enquiry outcome is received at the expected time	24%	30%	45%	0.000
Registration records are accurate	48%	33%	19%	0.000
Enquiry responded correctly first time	25%	40%	36%	0.005

Table 5.7 illustrates that the majority (47%) of research participants disagreed that service is provided on time, 46% of students disagreed that the University offers quick service and points out that the majority (40%) of disagreement that service is worth the wait. While majority 41% of research respondents disagreed that student fees are worth the service. This table shows that 45% of the students disagreed that outcome of a query is received at expected time. This is in accord with the in-depth interview findings that:

*“I will provide the online application so that they will be able to get a response within 24 hours”*.

The majority of students 46% agreed that the University is stringent on academic calendar schedules. Another major finding is the majority (34%) agreements on perception of personal improvement on services offered. A total of 34% agreed they experienced personal improvement on services offered, but those who agreed and those who were equal undecided were equivalent on 31% each. This assertion is in agreement with (Yee *et al.* 2008:12) that a customer is not satisfied with basic service aspects but needs an efficiently applied skill in personal development.

Although a total of 48% respondents agreed that the faculty keeps accurate registration records. The assertion discovered in in-depth interviews that the “*system is not registering the students correctly*” is in dispute with the statement. The discovery in this research investigation regarding efficiency has a positive response. This is due to the majority (48%) agreements on accurate registration records and that staff is knowledgeable about admission processes. The result is maintained by the CPUT Business and Management Sciences Faculty Strategic Plan 2015-2019 strengthened the assertion by the institution’s values of supporting equity and striving for efficiency in all its operations.

#### 5.4.5 Effectiveness during the registration process

**Table 5.8: Effectiveness**

Effectiveness	Agree	Undecided	Disagree	Chi Square
	Row N %	Row N %	Row N %	p-value
Well-mannered staff members	41%	27%	32%	0.015
Knowledgeable staff about admission processes	48%	29%	24%	0.000
Staff members adhere to students' needs	33%	32%	34%	0.938
Helpful staff members	43%	30%	27%	0.001
Faculty provides quick service	29%	28%	44%	0.001
Professional staff	46%	29%	26%	0.000
Staff understand the systems	48%	32%	20%	0.000
Competent staff members	42%	39%	19%	0.000
Consistent conduct on queries	33%	37%	29%	0.230
Service experience is satisfactorily	34%	31%	34%	0.840
Admission policies adhere to constitutional models	41%	39%	20%	0.000
Positive registration practices	47%	29%	24%	0.000
Good admission procedures	43%	34%	23%	0.000

Table 5.8 above indicates that the majority 41% agreed that staff members are well mannered; 48% participants agreed that staff is knowledgeable about admission

processes. This table illustrates that staff members are helpful, because 43% agreed, 30% undecided and 27% disagreed.

The majority of students responded positively in regards to the effectiveness of the registration process. This is sustained by the findings in the in-depth interviews that: *“They are strict with their admission requirements, and they are very vigilant in terms of checking for the matric results, making sure that there is no forgery of the results and that they admit students who are actually do meet the requirements for the course”*.

*“Each University and each course has their own additional admission criteria”*.

These findings are in accord with the Higher Education Act (101) of 97 that in South Africa student access is governed by the legislative framework of the higher education sector by setting the responsibility and accountability for student admission at institutional level.

Another major discovery is the 41% majority finding that the faculty admission policies adhere to constitutional models. This sentence is strengthened by the findings in the in-depth interviews that:

*“So I think at CPUT we are doing our best to: one, maintain our standards and two, to meet our enrolment targets”*

According to the majority of students 34% disagreed, 33% agreed that staff members adhere to student’s needs with 32 undecided students. A majority 46% of respondents disagreed that staff members are professional and. A total of 48% students agreed that staff members understand the systems, with. This table shows that 42% agreed that the faculty has competent staff members.

It is shown in Table 5.8 that 41% agreed that CPUT admission policies adhere to constitutional models. Another major finding is that the majority of 47% agreed that registration practices are positive at the University; and 43% agreed that the University has good admission procedures. These findings are strengthened by the findings in the in-depth interviews that:

*“They are strict with their admission requirements, and they are very vigilant in terms of checking for the matric results, making sure that there is no forgery of the results and that they admit students who are actually do meet the requirements for the course”*.

## 5.4.6 Service quality during the registration period

**Table 5.9: Service quality**

Service quality	Agree	Undecided	Disagree	Chi Square
	Row N %	Row N %	Row N %	p-value
Easily reached equipment	30%	27%	43%	0.001
Staff members are always available to assist	32%	30%	39%	0.156
Considerate staff	36%	36%	29%	0.245
Staff knowledgeable about the processes	48%	30%	22%	0.000
Neat and tidy offices	46%	30%	25%	0.000
Presentable staff	60%	24%	16%	0.000
Staff willing to assist	44%	33%	23%	0.000
Easily accessible service offices	37%	34%	29%	0.293
User-friendly communication	39%	29%	32%	0.145
Convenient office hours	47%	26%	27%	0.000

Table 5.9 above illustrates the majority of 43% disagreement that registration equipment is easily reached. A total majority of 39% disagreed that staff members are always available to assist during the registration period. This finding concurs with the in-depth interviews discovery that:

*“I think we should, may be employ part time staff to assist the faculty office with the process, because there are too many applications and everybody gets too much load to work with and they need assistance here and there in capturing all the applications etc.”*

The results in Table 5.9 show that there was a total of (34%) agreement and disagreements that staff members are considerate. A majority 48% of students agreed that staff members are knowledgeable of the processes. These results are disputed by the in-depth interviews findings that:

*“Customer service and staff training and lack of knowledge, staff members are not able to answer questions and communicate with clients”.*

While a majority (46%) were in agreement that offices are neat and tidy. This table shows that a majority of 60% research participants agreed that staff members are presentable, 44% agreed that staff members are willing to assist during the registration period. This is in agreement with the findings in the in-depth interviews that:



*“I am actually contributing to give support telephonically to those students who encounter some problems while they are trying to register at a distance from campus, they actually encounter some problems, they get stuck, and they do not know where to click and not to click. I give them the telephonic support to their problems”.*

This sentence is strengthened by Parasuraman, Ziethmal and Berry (1985) definition of service as an activity of intangibles interacting between a customer and a service provider, granted as solutions to customer problems.

A sum of 37% research participants agreed that service offices are easily accessible, whilst 34% were undecided and 29% disagreed. A majority of 39% agreed, with 32% students disagreed that faculty provides a user-friendly communication channels and 29% were undecided about the statement. Table 5.9 above indicates the majority of 47% agreed that office hours are convenient, while 27% disagreed and 26% undecided. These findings support Kitcharoen (2004:23) reasons to focus on service quality in higher education institutions on administrative units that the first experience of the student to the University is through the administration office.

## **5.5 CONCLUSION**

An outline of research questions of which the study was based, data analysis methods were also presented in this chapter as well as responses of the research participants. Findings of the research responses were statistically presented in this section. Based on the analysis explained in this section, the subsequent chapter will discuss conclusions and recommendations of the study.

## **CHAPTER SIX CONCLUSIONS AND RECOMMENDATIONS**

### **6.1 INTRODUCTION**

This study attempted to determine students' perceptions on their satisfaction with the CPU's registration process. Furthermore, this study was aimed at ascertaining efficiencies and effectiveness, service delivery and quality displayed by the University staff members during the registration process. This was investigated by critically reviewing the literature to the aforementioned variables (student's satisfaction, efficiency, effectiveness, service delivery and service quality) which informed both the structured questionnaire that was distributed to students in the faculty and the in-depth interview questions to the University employees who are directly involved during the registration process. This chapter integrates all information from foregoing chapters, and provides essential recommendations and conclusions based on the findings of the observed results. This study revealed findings of interest which are beneficial to the Faculty Manager who is directly involved with the registration process. This chapter concludes and provides recommendations based on the bottlenecks identified by the study findings.

### **6.2 CONCLUSION**

Emanating from the research findings the majority of respondents (students) were happy with the admission processes, whereas the academic employees disputed that finding with the indication that registration process is slow in the faculty. This implies

that academic staff members have limited role to play during this process as it has direct implications on them. This study concludes that the registration process is divided as applications are done manually in the Admission and Graduation Centre. This necessitates that because the applications office receives and captures applications onto the admission system before submitting to the faculties for selection and registration is the core of slow applicants' responses.

Impacting on the assertion that faculty employees and the majority of students' perception that the University does not offer exceptional administrative service, the majority of students responded positively in view of furthering their studies with CPUT. Emanating from the research results, participants are not satisfied with efficiency of the admission period, whilst the majority agreed that the University is stringent on academic calendar schedules; faculty keeps accurate registration records; and staff are knowledgeable about the admission processes. Derived from the research respondents, there are insufficient staff members to assist during the registration period, although the faculty has representable and helpful staff members.

### **6.3 LIMITATION OF THE STUDY**

The limitations that apply to this study are: staff members were not interested in participating in the investigation. It was also difficult to approach all the departments in the faculty. This study was also conducted in one faculty which makes difficult to draw inferences to the entire University.

### **6.4 OPPORTUNITIES FOR FURTHER RESEARCH**

Future research involving the applications office will shed more light on understanding students and staff perceptions at CPUT in regards to admission processes as Business and Management Sciences faculty depend primarily on the applications office. It is open for further research within the CPUT faculties. Future researchers should extend this study to other faculties for comparisons purposes. They must also use other research techniques including the focused groups.

### **6.5 RECOMMENDATIONS**

Emanating from the research findings, thus important to recommend that:

- Registrar should introduce an online application, because of the discovery of slow; late response and work overload to staff members working with admissions.

- The Human Capital Faculty Business Partner should provide staff members with training on customer service, teamwork, communication skills and the ongoing registration systems, due to perceptions that staff members need to be able to respond to student queries and to make students their priority.
- The Business and Management Sciences Faculty Dean should provide more registration centres during the admission period, because this study observed negative responses in regards to sufficient registration computer facilities.
- The faculty of Business and Management Sciences manager should have trained student assistants during the registration period to assist first time registrants with registration.
- HoDs should be involved in the forthcoming admission processes, because academics disclose that they do almost 25% of the selection and by the time most of applications are received they are already in recess, then faculty administrators do the selection on their own.
- The Faculty manager should ensure that sufficient computers and registration points are provided during the registration period, because staff members perceive that there are insufficient computers to accommodate all the students wishing to register.

## LIST OF REFERENCES

- Abouchedid, K. and Nasser, R. 2002. Assuring quality service in higher education: registration and advising students in a Private University in Lebanon. *Quality Assurance in Education*, 10(4):198-206.
- Ambroz, M. and Praprotnik, M. 2008. Organizational Effectiveness and Customer Satisfaction. *Organizacija*, 41(5):161-173. September-October.
- Anderson, E. W., Fornell, C. and Rust, T. R. 1997. Customer Satisfaction, Productivity and Profitability: differences Between Goods and Services. *Marketing Science*, 16(2):129-145.
- Angelova, B and Zekiri, J. 2011. Measuring customer satisfaction with service quality using American Customer Satisfaction Model (ACSI). *International Journal of Academic Research in Business and Social Sciences*, 1(3):232-258.
- Angelopulo (2013:49)
- Anuchat, C and Phusit, W. 2010. The relationship between customer satisfaction and total quality management: a case in the Thai convenience store. University of the Thai Chamber of Commerce. Thailand.
- Arderne, R. J. 2008. An approach to the improvement of the registration process at a University of Technology. Cape Peninsula University of Technology. Cape Town.
- Armstrong, G. & Kotler, P. 2010. *Principles of Marketing*. South Africa: Pearson.
- Asmal, K. 2002. Private Higher Education in South Africa. *Perspectives in Education*, 20(4):125. December.
- Babbie, E. R. 2010. *The Practice of Social Research*. USA: Wadsworth. City
- Babbie, E.R. and Mouton, J. 1998. *The practice of social research*. Cape Town: Oxford University Press.
- Badat, S. 2010. The Challenges of Transformation in Higher Education and Training Institutions in South Africa. Development Bank of Southern Africa. South Africa.
- Badat, S. 2011. University Access and Admissions. *Higher Education South Africa Insight*, (3), September.
- Bahr, P. R., Gross, J. L., Slay, K. E and Chistensen, D. R. 2013. First in Line: student Registration Priority in Community Colleges. *Sage*:1-33.
- Bailey, A. C. 2007. *A Guided to Qualitative Field Research*. 2<sup>nd</sup> ed. London: Pine George Press.
- Baron. S. and Oldfield. B. M. 2000. Student perception of service quality in a UK University business and management faculty. *Quality Assurance in Education*, 8(2):85-95.
- Bezuidenhout,G.; de Jager, J.W. and Naidoo, V. 2013. Factors that affect students' choice of private higher education institutions. *South African Journal of Higher Education*, 27(5):1181-1196).

- Bitzer, E. M. 2010. Some myths on equity and access in higher education. *South African Journal of Higher Education*, 24(2):298-312.
- Borden, V. M. 1995. Segmenting student markets with a student satisfaction and priorities survey. *Research in Higher Education*, 36(1):73-136.
- Botha, J.; Kiley, J. and Trutam, K. 2007. *Practising education, training and development in South African Organisations*. Cape Town: Juta.
- Bronkhors, J. V. 2005. A study of students' learning during a registration process at a Further Education and Training College. Cape Peninsula University of Technology. Cape Town.
- Bulgarella, C. C. 2005. Employee Satisfaction and Customer Satisfaction: Is there a relationship? *GuideStar Research White Paper*. February.
- Bunoti, S. The quality of Higher Education in Developing Countries Needs Professional Support. Kyambogo University, Uganda.
- Cape Peninsula University of Technology. 2013. *CPUT Vision 2020: The Strategic Plan*. Cape Town.
- Chamchong, A., Wonglorsaichon, P. 2010. The Relationship between Customer Satisfaction and Total Quality Management: A case study in the Thai convenience store. University of the Thai Chamber of Commerce. Thailand.
- Chinomona, E., Chinomona, R. and Moloji, K. C. 2013. Elements of Quality Assurance at Institutions of Higher Education: Vaal University of Technology in South Africa. *Mediterranean Journal of Social Sciences*, 4(14):643-656. Italy.
- Churchill Jr., A. G. 1995. *Marketing research methodological foundations*. 6 ed. United States of America: The Dryden Press.
- Cloete, N., Maassen, P. and Bailey, T. 2015. *Knowledge Production and Contradictory Functions in African Higher Education*. Education Dynamics Series 1. Cape Town, South Africa: African Minds.
- Collis, J and Hussey, R. 2003. *Business Research: a practical guide for undergraduate & postgraduate students*, 4<sup>th</sup> ed. New York: Palgrave Mcmillan.
- Cooper, D. R. and Schindler, P. S. 2008. *Business Research Methods*. UK: McGraw-Hill Education.
- Cooper, D. R. and Schindler, P. S. 2011. *Business Research Methods*. 3<sup>rd</sup> ed. London: McGraw-Hill.
- Cooper, D. R. and Schindler, P. S. 2014. *Business Research Methods*. Boston: Irwin McGraw Hill.
- Council on Higher Education. 2004. *Criteria for programme accreditation*. Pretoria: CHE.
- Creswell, J. W. 2014. *Research Design*. United Kingdom: Sage. City
- Cross, M. and Carpentier, C. 2009. "New Students" in South African higher education: institutional culture, student performance and the challenge of democratisation. *Perspectives in Education*, 27 (1):6-18. March.

Darko, M. 2015. *Faculty of Business and Management Sciences Strategic Plan: 2015-2019*. Cape Peninsula University of Technology. Cape Town, South Africa.

Davenport, T. H. 1993. *Process Innovation: reengineering Work through Information Technology*. Boston: Havard Business School Press.

Davies, J.; McClelland, R. & Douglas, J. 2008. The development of a conceptual model of student satisfaction with their experience in higher education. *Quality Assurance in Education*, 16(1):19-35.

Dennik, R. and Tavakol, M. 2011. Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2:53-55.

Denning, S. 2005. Transformation innovation. *Strategy & Leadership*, 33(3):11-16.

Denzin, N. K. and Lincoln, Y. S. 2003. *Collecting and Interpreting Qualitative Materials*, 2<sup>nd</sup> ed. UK: Sage.

DHET. 2013. White Paper for Post School Education and Training: Building an expanded, effective and integrated post-school system. Pretoria, South Africa: Department of Higher Education and Training.

Domegan, C. and Fleming, D. 2007. *Marketing Research in Ireland: theory and Practice*. Ireland: Gill & McMillan.

Emory, C. W. & Cooper, D. R. 1991. *Business Research Methods*. 4<sup>th</sup>ed. **United States of America**: Irwin Inc. **City**

Fahmy, M. 2007. Automated students' courses registration using computer telephony integration. *The International Arab Journal of Information Technology*, 4(4):353-358.

Farrell, M. J. 1957. Measurement of Productivity Efficiency. *Journal of the Royal Statistical Society*. 120(3):253-290.

Fitri, H., Hasan, A., Ilias, A., Rahman, R. A. and Razak, M. 2008. Service quality and student satisfaction: a case at private higher education institutions. *International Business Research*, 1(3):163-175.

Flick, U. 2011. *Introducing research methodology: a beginner's guide to doing research*. Los Angeles: Sage

Ford, J. B., Joseph, M. & Joseph, B. 1999. "Importance's of performance analysis as a strategic tool for service marketers: the case of service quality perceptions in business students in New Zealand and the USA". *Journal of Service Marketing* 13(2):171-186.

Gbadamosi, G. and De Jager, J. 2009. What you see is what you get: Service quality, students perceptions and satisfaction at South African universities. *South African Journal of Higher Education*, 23(5):887-893.

George, A. L & Bennett, A. 2005. *Case Studies and Theory Development in the Social Sciences*. England: MIT Press.

Gilboa, Y. and Justman, M. 2005. Academic Admission Standards: implications for output, distribution and mobility. *Journal of European Association*, 3(5)1105-1133.

- Grant, G. B. and Anderson, G. Customer Relationship Management: a vision for Higher Education. 2002. Jossey-Bass Inc.:23-32.
- Green, P. 2014. Measuring service quality in higher education: A South African case study. *Journal of International Education Research*, 10(2):131-142. Second quarter.
- Gronroos, C. 1990. Relationship Approach to Marketing in Service Contexts: The Marketing and Organizational Behaviour Interface. *Journal of Business Research*, 20:3-11.
- Gruber, T., Fub, S., Voss, R. & Glaser-Zikuda, M. 2010. Examining student satisfaction with higher education services. *International Journal of Public Sector Management*, 23(2):105-123.
- Gruter, A. 2010. *Introduction to Operations Management: a strategic approach*. Cape Town, South Africa: Pearson.
- Hakes, C. 1991. *Total Quality Management: the key to business improvement*. London: Chapman and Hall.
- Harman, G. 1994. Student Selection and Admission to Higher Education: policies and practices in the Asian region. *Higher Education*, 27(3)313-339.
- Higher Education South Africa. 2005. *Perspectives on the Report: student enrolment planning in Public Higher Education*. Pretoria: HESA.
- Hill, M. 1995. Managing service quality in higher education: the role of the student as primary consumer. *Quality Assurance in Education*, 3(3):10-21.
- Hirmukhe, J. 2012. Measuring Internal Customer's Perception on Service Quality Using SERVQUAL in Administrative Services. *International Journal of Scientific and Research Publications*, 2(3). March.
- Huddleston Jr., T. 2000. Enrolment Management. *New Directions for Higher Education*, 111:65-73, Fall.
- Huysamen, G. K. 1994. *Methodology for the Social and Behavioural Sciences*. **South Africa**: International Thomson Publishing. **City**
- Huysamen, G. K. 1996. Fair and unbiased admission procedures for South African Institutions of higher education. *South African Journal of Higher Education*, 10(2):199-207.
- Huysamen, G. K. 2001. *Methodology for the social and behavioural sciences*. Oxford University Press. Oxford.
- Jabnoun, N. 2009. Economic and cultural factors affecting university excellence. *Quality Assurance in Education*, 17(4):416-429.
- Johansson, J. H., McHugh, P., Pendlebury, A. J., Wheeler, W. A. 1993. **Business Process Reengineering: Breakpoint Strategies for Market Dominance.**
- Jonathan, L. T. 2000. Quality assurance and evaluation in African universities: developing a sustainable quality culture in a changing environment. *South African Journal of Higher Education*, 14(2):45-49.



Jones, B., Coetzee, G., Bailey, T. and Wickham, S. 2008. Factors that facilitate success for disadvantaged higher education students: an investigation into approaches used by REAP, NSFAS and selected higher education institutions. Cape Town.

Jussi, H. 2002. From supply to demand chain management: efficiency and customer satisfaction. *Journal of Operations Management*, 20:747-767.

Kaura, V., Prasad, D. and Sharma, S. 2015. Service quality, service convenience, price and fairness, customer loyalty, and the mediating role of customer satisfaction. *International Journal of Bank Marketing*, 33(4):404-422.

Kenyon, G. N., Sen, K. C. 2015. *The Perception of Quality Mapping Product and Service Quality*. London: Springer.

Khodayari, F. and Khodayari, B. 2011. Service Quality in Higher Education. *Interdisciplinary Journal of Research in Business*, 1(9):38-46.

Kistan, C. 1999. Quality assurance in South Africa. *Quality Assurance in Education*, 7(3):125-134.

Kitcharoen, K. 2004. The importance-performance analysis of service quality in administrative departments of private universities in Thailand. *ABAC Journal*, 24(3):20-46.

Kothari, C. R. 2004. *Research Methodology Methods and Techniques*. New Age Publishers. New Delhi.

Kotler, P. and Armstrong, G. 2012. *Principles of Marketing*. 14<sup>th</sup> ed. New Jersey: Pearson.

Kotler, P. and Keller, K. L. 2012. *Marketing Management*. 14<sup>th</sup> ed. England: Pearson.

Kruger, D. and Ramdas, K. 2011. Establishing a Quality Culture in Higher Education: a South African perspective. Technology Management in the Energy Smart World. Proceedings of PICMENT 2011. South Africa:1175-1183. **In Italic Journal Name**

Lacy, B. A. and Green, J. J. 2000. Telephone registration system for schools. **Incomplete**

Le Roux, A. and van Rensburg, J. 2014. Students perceptions of customer experience in a higher education environment. *Acta Commerci*, 14(1):232-240.

Makhafola, M. 2010. Student Access and Articulation. Walter Sisulu University. South Africa. **Incomplete**

Malaza, D. 2011. Integrating the Challenges relating to Higher Education, Access and Admission. *Higher Education South Africa Insight*, (3), September.

Maree, K. 2011. *First Steps in Research*. Pretoria: Van Schaik.

Mouton, J. 1996. *Understanding Social Research*. Van Schaik. Pretoria.

Nasser, R. & Abouchdid, K. 2002. Assuring quality service in higher education: registration and advising attitudes in a private university in Lebanon. *Quality Assurance*, 10(4):198-206.

- Nshimiyimana, S. and Berndt, A. 2015. Student Satisfaction: the case of Rwandan Higher Learning Institutions. University of Rwanda. Rwanda. **If this is thesis Reference it So**
- NWG (National Working Group), 2001. *The Restructuring of the Higher Education System in South Africa: Report of the National Working Group to the Minister of Education*. Government Gazette No. 23549, 21 June 2002. Pretoria: Government Printers.
- O'Banion, T. and Wilson, C. 2013. The case for on-time registration. Walden University. America. USA. **(Who is the Author and which City in America)**
- Ogunnaike, O. O., Borishade, T. T. and Jeje, E. O. 2014. Customer Relationship Management Approach and student satisfaction in Higher Education Marketing. *Journal of Competitiveness*, 6(3):49-62.
- Parasuraman, A., Ziethmal, A. V. and Berry, L. L. 1985. A Conceptual Model of Service Quality and Its Implications for Future Research. *Journal of Marketing*, 49:41-50, Fall.
- Pineda, A. M. P. 2013. Total Quality Management in educational institutions: influences on customer satisfaction. *Asian Journal of Management Sciences and Education*, 2(3): 31-46.
- Price, M. 2015. An Admission Policy to expand diversity. University of Cape Town Alumni News. Cape Town.
- Pycraft, M., Singh, H.; Phihlela, K.; Slack, N.; Chambers, S. and Johnston R. 2010. *Operations Management* 2<sup>nd</sup> ed. South Africa: Pearson.
- Republic of South Africa Council on Higher Education. 2013. *Annual Report 2012-2013, Framework for the Development of Qualifications Standards in Higher Education*: CHE.
- Republic of South Africa Department of Education. 1996. *Green Paper on Higher Education Transformation*. Pretoria: DoE.
- Republic of South Africa Department of Education. 1997 *Education White Paper 3: A programme for the Transformation of Higher Education*. Pretoria: Government Printers.
- Republic of South Africa Department of Education. 2001. *Draft National Plan for Higher Education in South Africa*. Pretoria: Ministry of Education.
- Republic of South Africa Department of Education. 2004. *Higher Education Qualifications Framework*. Pretoria: DoE.
- Republic of South Africa Department of Education. 2004. *The Higher Education Qualifications Framework*. Pretoria: Ministry of Education.
- Republic of South Africa Department of Higher Education and Training. 2010. *Strategic Plan 2010-2015*. Pretoria: DHET
- Republic of South Africa Department of Higher Education and Training. 2012. *Green Paper for Post-School Education and Training*. Pretoria: DHET.
- Republic of South Africa Department of Higher Education and Training. 2013. *White Paper for Post-School Education and Training*. Pretoria: DHET.

- Republic of South Africa. 1996. *Constitution of the Republic of South Africa, Act No. 108*. Pretoria: Government Printers.
- Republic of South Africa. 1997. *Higher Education Act 101*. Pretoria: Government Printers.
- Republic of South Department of Education. 2010. *Annual Report 2009-2010*. Pretoria: DoE.
- Robbins, S. P.; Judge, T. A.; Odendaal A.; Roodt, G. *Organisation Behaviour*. South Africa: Pearson.
- Rummler, A. G. and Brache, A. P. 1995. *Improving performance: how to manage the white space on the organization chart*. San Fransisco: Jossey-Bass.
- Sadhu, T. 2013. Total Quality Management in Higher Education Institutions. *International Journal of Social Science and Interdisciplinary Research*, 2(6):121-131.
- Sahney, S., Banwet, D. K. and Karunes, S. 2010. Quality framework in education through application of interpretive structural modelling: An administrative staff perspective in the Indian context. *The TQM Journal*, 22(1):56-71.
- Seeman, D. E. And O'Hara, M. 2006. Customer relationship management in higher education. *Campus-Wide Information Systems*, 23(1):24-34.
- Sekaran, U. 1992. *Research methods for business: a skill building approach*, 2nd ed. New York: John Wiley and Sons.
- Sengupta, A. S., Balaji, M. S. and Krishnan, B. C. 2015. How customers cope with service failure? A study of brand reputation and customer satisfaction. *Journal of Business Research*, 68:665-674.
- Shanahan, P. and Gerber, R. 2004. Quality in university student administration: stakeholder conceptions. *Quality Assurance in Education*, 12(4):166-174.
- Smit, D. N. E. and du Plessis, P., J. 2012. New service development: A literature survey. *Southern African Business Review*, 4(1):54-65.
- Soudien, C. 2010. Transformation in higher education: A briefing paper. Development Bank of Southern Africa.
- Soutar, G. and McNeil, M. 1996. "Measuring service quality in a tertiary institution". *Journal of Educational Administration*, 34(1):72-82.
- Staak, A. 2014. *CPUT Comprehensive Transformation Strategy*. Cape Town. **Is it how to reference this?**
- Suleyman, A. L. and Khattab, A. 2005. Assessing students' satisfaction with quality service of students' information system. Bin Talal University. **If this is thesis Reference it So**
- Suleyman, M. & Kara, Y. A. 2009. The SERVPERF scale. *Quality Assurance in Education*, 17(4):393-415.
- Tanga, M. 2013. *Cape Peninsula University of Technology Enrolment Plan 2014-2019*. Cape Peninsula University of Technology. Cape Town. **If this is thesis Reference it So**

- Teddlie, C. & Tashakkori, A. 2009. *Foundations of Mixed Methods Research*. Washington DC: Sage.
- van der Westhuizen, E. J. 2014. Student experiences of service delivery in an academic department at a higher education institution in South Africa. *Journal of Public Administration*, 49(1): 406-432.
- van der Westhuizen, L. J. 2000. Policy development of quality assurance: a critical perspective of past and future issues. *South African Journal of Higher Education*, 14(2):56-61.
- Van Heerden, E. 2011. Reflection on the challenges in managing access with success. *Higher Education South Africa Insight*, (3) September.
- van Jaarsveldt, C. L. and Wessels, J. S. 2015. Information technology competencies in undergraduate Public Administration curricular at South African universities. *International Review of Administration Sciences*, 0(0): 1-8.
- Visser, A. J. and Hanslo, M. 2005. Approaches to predictive studies: possibilities and challenges. *South African Journal of Higher Education*, 19(6):1160-1176.
- Vohra, R. and Das, N. N. 2011. Intelligent Decision Support Systems for Admission Management in Higher Education Institutes. *International Journal of Artificial Intelligence and Applications*, 2(4):63-70.
- Walker, M. and Mkwanzazi, F. 2015. Challenges in accessing higher education: A case study of marginalised young people on one South African informal settlement. *International Journal of Educational Development*, 40:40-49.
- Wallace-Hulecki, L. and Seagren, A. T. 2011. Managing change with Strategic Enrolment Management. University of Victoria. Monitaba. **If this is thesis Reference it So**
- Wang, Y. and Feng, H. 2012. Customer relationship management capabilities. *Management Decision*, 5(1):115-129.
- Welman, C., Kruger, F. & Mitchell, B. 2005. *Research Methodology*. 3<sup>rd</sup>ed. Cape Town, South Africa: Oxford University Press.
- Welman, J. C. & Kruger, S. J. 1999. *Research Methodology for the Business and Administrative Sciences*. Cape Town, South Africa: Oxford University Press.
- Yee, R. W. Y; Yeung, A. C. and Cheng, T. C. E. 2008. The impact of Employee Satisfaction on Quality and Profitability in High-contact Service Industries. Hong Kong: The Hong Kong Polytechnic University.
- Yin, R. K. 1984. *Case Study Research: Design and Methods*, 5<sup>th</sup> ed. Newbury Park: Sage.
- Yin, R. K. 2011. *Qualitative Research from Start to Finish*. London: The Guilford Press.
- Yin, K. R. 2009. *Case Study Research Design & Methods*, 4<sup>th</sup> ed. Washington D C: Sage.

Yusoff, M. McLeay, F. and Woodruffe-Burton, H. 2015. Dimensions driving business student satisfaction in higher education. *Quality Assurance in Education*, 23(1):86-104.

Zimdars, A., Sulliva, A. and Heath, A. 2009. Elite Higher Education Admissions in the Arts and Sciences: Is Cultural Capital the Key? *Sociology*, 43(4):648-666.

# **ANNEXURES**

## Annexure A: Student Questionnaire



### **A customer satisfaction study of the admission process at a South African university: a case of Cape Peninsula University of Technology.**

This survey is conducted for purposes of exploring students and staff perceptions on customer satisfaction; how well registration processes meet students' needs and to understand and identify students' expectations of admission processes.

The questionnaire is **ANONYMOUS** and all responses will remain **STRICTLY CONFIDENTIAL** and will be used for academic purposes only.

We thank you in advance on your time and effort in filling out this questionnaire.

Should you require additional information concerning this research study or further clarity, you may contact the researcher as per the following details:

---

**Yolanda Ketse**

**[ketsey@cput.ac.za](mailto:ketsey@cput.ac.za)**

**021-460 3805**

## Section A: Biographical Data

### 1. Gender

Male	01
Female	02

### 2. Age

18-24	01
25-34	02
35-44	03
45-54	04
55-64	05

### 3. Level of Study

ECP	01
Year 1	02
Year 2	03
Year 3	04
Year 4	05
Post-graduate qualification	06

### 4. Department

Accounting	01
Human Resources	02
Management & Project Management	03
Events and Tourism	04
Retail	05
Entrepreneurship	06
Real Estate	07
Sports Management	08
Public Management	09
Marketing	10

### 5. Offering Type

Full-time	01
Part-time	02

### 6. Ethnicity

National Student	01
International student	02
Other	03



**Admission process:**

Student admission is defined by Botha and Truman (2007:80) as the act of allowing entrance to the higher education institution. Admission process is when a potential student extends interest in access to higher education in anticipation of enrolment in a higher education institution and register for a certain program.

**INSTRUCTIONS:** rate will be on the following categories:

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

**Section B: Student admission process**

My university:						
1.	Improves the admission processes	1	2	3	4	5
2.	Has more staff during the registration period	1	2	3	4	5
3.	Shorten queues during the registration period	1	2	3	4	5
4.	Admission process is centralised	1	2	3	4	5
5.	Online registration is user-friendly	1	2	3	4	5
6.	Registration process is a valuable experience	1	2	3	4	5
7.	Admission processes are well designed	1	2	3	4	5
8.	Registration resources are accessible	1	2	3	4	5
9.	Has sufficient time to do the registration	1	2	3	4	5

**Section C: Service delivery during registration period**

In my university						
1.	I am satisfied with the quality of services provided	1	2	3	4	5
2.	Administrative staff members are supportive	1	2	3	4	5
3.	Information prior registration is provided	1	2	3	4	5
4.	There are always enough people to assist	1	2	3	4	5
5.	Faculty has efficient administrative departments	1	2	3	4	5
6.	Staff members have skills	1	2	3	4	5
7.	Staff members are knowledgeable	1	2	3	4	5
8.	Information about registration is easily accessible	1	2	3	4	5
9.	Faculty provides good quality correspondence	1	2	3	4	5
10.	Faculty responds promptly to the queries made by email	1	2	3	4	5
11.	Faculty responds quickly to the queries made by telephone	1	2	3	4	5
12.	Enquiries are resolved in my complete satisfaction	1	2	3	4	5

## Section D: Customer satisfaction of student admission process

In my university						
1.	Faculty provides exceptional administrative services	1	2	3	4	5
2.	Staff members are friendly	1	2	3	4	5
3.	I will recommend people to study at CPUT	1	2	3	4	5
4.	Overall experience is satisfactory	1	2	3	4	5
5.	Faculty management listen to our views	1	2	3	4	5
6.	Faculty management act accordingly	1	2	3	4	5
7.	I can further my studies at CPUT	1	2	3	4	5
8.	Staff members provide quick service	1	2	3	4	5
9.	Staff members attend to the enquiries assertively	1	2	3	4	5
10.	Staff members are reliable	1	2	3	4	5
11.	Office resources are reliable and easily accessible	1	2	3	4	5

## Section E: Efficiency of admission process

In my university						
1.	Service is provided on time	1	2	3	4	5
2.	There is liberty during the service	1	2	3	4	5
3.	The making of the service is worth the wait	1	2	3	4	5
4.	There is personal improvement on services rendered	1	2	3	4	5
5.	Faculty is stringent on the academic calendar schedules	1	2	3	4	5
6.	The faculty provides quick service	1	2	3	4	5
7.	Student fees are worth the service	1	2	3	4	5
8.	Outcome of enquiry is received at the expected time	1	2	3	4	5
9.	Registration records are accurate	1	2	3	4	5
10.	An enquiry is responded correctly on the first request	1	2	3	4	5

## Section F: Effectiveness of admission process

In my university						
1.	Staff members are well-mannered	1	2	3	4	5
2.	Staff members are knowledgeable about the admission processes	1	2	3	4	5
3.	Staff members adhere to students' needs	1	2	3	4	5
4.	Staff members are helpful	1	2	3	4	5
5.	Quick service is provided by the faculty	1	2	3	4	5
6.	Staff members are professional	1	2	3	4	5
7.	Staff members understand the systems	1	2	3	4	5
8.	Staff members are competent	1	2	3	4	5
9.	Staff members attend enquiries in a consistent conduct	1	2	3	4	5
10.	Service experience in the faculty is satisfactory	1	2	3	4	5
11.	Admission policies adhere to constitutional models	1	2	3	4	5
12.	Registration practices are positive	1	2	3	4	5
13.	Admission procedures are good	1	2	3	4	5

## Section G: Service Quality of registration period

In my university						
1.	Equipment is always easily reached	1	2	3	4	5
2.	Staff members are always available to assist	1	2	3	4	5
3.	Staff members are considerate	1	2	3	4	5
4.	Staff members have knowledge of the processes	1	2	3	4	5
5.	Offices are neat and tidy	1	2	3	4	5
6.	Staff members are presentable	1	2	3	4	5
7.	Staff members are willing to assist	1	2	3	4	5
8.	Service offices are easily accessible	1	2	3	4	5
9.	Faculty provides a user friendly kind of communication	1	2	3	4	5
10.	Office hours are convenient	1	2	3	4	5

***Thank You!!!***

**Annexure B: In-depth Interview Questions**

**IN-DEPTH INTERVIEWS**

1. If you had an opportunity to change anything in the admission processes. What would you change?

.....  
.....  
.....

2. What will you change to better the service delivery in the faculty?

.....  
.....  
.....

3. What changes do you see CPUT making in order to raise the admission standards?

.....  
.....  
.....

4. Are there any changes in progress to develop the standards?

.....  
.....  
.....

5. How can you contribute to the effectiveness of service delivery during the registration period?

.....  
.....  
.....

6. What will you add to the faculty to sustain or improve the quality of the registration process?

.....  
.....  
.....

***Thank You***

## Annexure C: Ethics Clearance Certificate



---

P.O. Box 1906 • Bellville 7535 South Africa • Tel: +27 21 6801680 • Email: [salief@cput.ac.za](mailto:salief@cput.ac.za)  
Symphony Road Bellville 7535

Office of the Chairperson Research Ethics Committee	Faculty: <b>BUSINESS</b>
--	--------------------------

At a meeting of the Research Ethics Committee on 17 February 2016, Ethics Approval was granted to KETSE, YOLANDA (203095340), for research activities

Related to the MTech/DTech: MTech: BUSINESS ADMINISTRATION at the Cape Peninsula University of Technology

Title of dissertation/thesis:	A customer satisfaction study of admission process at a South African university  Supervisor: Dr B S Ngcamu
-------------------------------	---

Comments:

Decision: APPROVED

 <hr/> Signed: Chairperson: Research Ethics Committee	<b>17 February 2016</b> <hr/> Date
---	---------------------------------------

---

Clearance Certificate No | 2016FBREC344

## Annexure D: Consent Letter



Cape Peninsula  
University of Technology

From the office of Dr BS Ngcamu (Senior Lecturer)

Tel : 021-480 9867

Email : [ngcamub@cput.ac.za](mailto:ngcamub@cput.ac.za)



DATE : 27 August 2015

TO : Nephthali P  
Vice Chancellor and Principal  
Cape Peninsula University of Technology

FROM : Dr BS Ngcamu  
Senior Lecturer

SUBJECT : REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY


As partial fulfilment of Yolanda Kotso's studies for the MTech Business Administration at the Cape Peninsula University of Technology (CPUT), please allow this student to conduct a study titled: "A customer satisfaction study of student admission process at a South African university" within the Faculty of Business and Management Sciences. This project will be conducted under my supervision, and I would like to assure you that the Faculty and the university's name will not be used in this dissertation or for article publication purposes.

Upon completion of the study, I undertake to provide the Faculty with a bound copy of the full research report.

Should you have any queries, please do not hesitate to contact me.

Thank you.

  
Dr BS Ngcamu  
Senior Lecturer, Public Management

  
7/3/16

## **Annexure E: Proof reader Certificate**

**Annexure F: Turn it in Certificate**



## Annexure G: Factor Analysis

### KMO and Bartlett's Test

Name	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	Bartlett's Test of Sphericity		
		Approx. Chi-Square	df	Sig.
Student admission process	0.813	675.089	36	0.000
Service delivery during registration period	0.895	1748.955	66	0.000
Customer satisfaction of student admission process	0.924	1931.171	55	0.000
Efficiency of admission process	0.894	1400.888	45	0.000
Effectiveness of admission process	0.943	2632.823	78	0.000
Service quality of registration period	0.888	1492.942	45	0.000

### Rotated Component Matrix

Section B	Component	
	1	2
Improves the admission process	0.170	0.754
Has more staff during the registration period	0.181	0.740
Shorten queues during the registration period	-0.020	0.777
Centralisation of admission process	0.270	0.561
User-friendly online registration	0.621	0.259
Valuable experience of registration process	0.771	0.124
Design of admission n processes	0.771	0.101
Accessibility of registration resources	0.772	0.109
Sufficient time for registration	0.641	0.128

Section C	Component	
	1	2
Satisfaction with quality of service	0.575	0.372
Supportive administrative staff	0.630	0.372
Provision of information prior registration	0.718	0.073
Always enough people to assist	0.645	0.245
Efficient administrative departments	0.708	0.348
Skilled staff members	0.726	0.223
Knowledgeable staff members	0.712	0.269
Easily accessible information	0.735	0.108
Good quality correspondence provision	0.551	0.552
Prompt response on queries made by email	0.224	0.790
Prompt response on queries made by telephone	0.098	0.828
Queries resolved in complete satisfaction	0.348	0.773

Section D	Component
	1
Exceptional administrative services	0.681
Friendly staff	0.698
Recommend people study a CPUT	0.730
Overall experience is satisfactorily	0.807
Management listen to our views	0.751
Management act accordingly	0.796
I can further my studies at CPUT	0.642
Staff members provide quick service	0.809
Queries attended assertively	0.809
Reliable staff	0.751
Reliable and accessible office resources	0.755

Section E	Component	
	1	
Service provided on time	0.750	
Liberty during service	0.729	
Service worth the wait	0.786	
Personal improvement on services	0.762	
Stringent academic calendar schedules	0.690	
Quick service	0.813	
Student fees worth the service	0.703	
Enquiry outcome is received at the expected time	0.764	
Registration records are accurate	0.480	
Enquiry responded correctly first time	0.675	

Section G	Component	
	1	2
Easily reached equipment	0.053	0.818
Staff members are always available to assist	0.322	0.825
Considerate staff	0.393	0.736
Staff knowledgeable about the processes	0.483	0.636
Neat and tidy offices	0.675	0.216
Presentable staff	0.829	0.068
Staff willing to assist	0.762	0.341
Easily accessible service offices	0.678	0.370
User-friendly communication	0.497	0.524
Convenient office hours	0.574	0.312

Section F	Component	
	1	2
Well-mannered staff members	0.767	0.207
Knowledgeable staff about admission processes	0.611	0.500
Staff members adhere to students' needs	0.828	0.233
Helpful staff members	0.772	0.299
Faculty provides quick service	0.753	0.234
Professional staff	0.789	0.338
Staff understand the systems	0.635	0.434
Competent staff members	0.682	0.437
Consistent conduct on queries	0.726	0.337
Service experience is satisfactorily	0.604	0.476
Admission policies adhere to constitutional models	0.316	0.793
Positive registration practices	0.263	0.826
Good admission procedures	0.275	0.829