



**QUALITY CULTURE AND ITS ROLE IN SERVICE DELIVERY AT A UNIVERSITY
OF TECHNOLOGY**

By

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ABSTRACT

Customer satisfaction is a topic of global interest in higher education and it also forms the backdrop of the research presented in this thesis. This study focuses on the employees (academics and non-academics) in the Faculty of Education at a South African university of technology (UoT) who play a key role in providing the services that their customers receive. The study is underpinned by the understanding that in order for the customer's experience of service provision to be positive, a healthy relationship between the customer and the service provider is critical.

The organization, in this case a higher education institution, has to have a sense of quality culture in order for the service provider to maintain a good relationship with a customer. Quality culture assessment can help to better understand complex organizational culture and its impact on service delivery. Quality culture assessment also helps to direct the implementation of organizational changes for better service delivery structures. The type of quality culture dominant in an organization may positively or negatively affect service quality, employee performance and motivation. As a result, the service delivery experience of the customer may be influenced. Quality culture affects the way in which employees interact with each other and with their customers. This study therefore, presents an inquiry into quality culture within a higher education context with the aim to evaluate quality culture within the Faculty of Education at a UoT using quality management principles (QMPs) as a framework. This study employed QMPs because of their increased effectiveness in enhancing customer satisfaction and improving customer loyalty. The quality management principles are: customer focus, leadership, engagement of people, process approach, improvements, evidence-based decisions and relationship management (ISO 9001, 2015:Online).

This study used a quantitative research approach and was designed as a survey case study. Data was collected through a structured questionnaire that was disseminated to all the academic and non-academic staff in the Faculty of Education at the UoT. Statistical Package for Social Sciences (SPSS) software was used as a tool for data analysis.

Findings in this study reveal that a safe working environment, communication between employees, communication between management and employees, in addition to good working relationships, may affect service quality in the Faculty of Education at the UoT. This implies that having a healthy working environment in an organization is beneficial for employees in order to perform their duties better and to provide quality services to their customers. In an organization with good quality culture, there is close cooperation between employees which leads to good service quality. If the institution under study is concerned with providing value to customers, it needs to consider improving customer value by formally applying QMPs throughout the organization. QMPs are central to the practice of quality management and service delivery. The findings of this study suggest that quality culture affects service quality in the Faculty of Education at the UoT as some of the quality management principles are lacking.

This study recommends that the Faculty of Education have a closer look at improving communication between employees, communication between management and employees, in addition to encouraging good working relationships as well as an enabling environment that allows employees to work efficiently. It is also recommended that quality culture be on the Faculty of Education's agenda in order to enhance the service delivery experience of customers. The Faculty of Education should support a quality culture environment by providing appropriate structures such as service delivery structures within their organizations. These structures may be needed in order to facilitate, maintain and show commitment of staff members towards a quality culture environment and service delivery. Furthermore, these structures may contribute to quality culture by introducing new shared values and behavioural norms that might facilitate the long-term success and well-being of the organization. It is also recommended that the institution under study formally apply quality management principles throughout the organization for the purpose of improving customer value, customer experience and meeting customer needs.

Key Words: Quality Culture, Service Quality, Service Delivery, Organizational Culture, Higher Education Institution, University Of Technology.

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DEDICATION

I dedicate this thesis to my son Avuzwa Avra Sané and my daughter Okuhle.

TABLE OF CONTENTS

Declaration	ii
Abstract	iii
Acknowledgements	v
Dedication	vi
Table of Contents	vii
List of Figures	xi
List of Tables	xiii
Glossary	xiv
List of Abbreviations	xv

CHAPTER ONE: SCOPE OF THE RESEARCH

1.1	Introduction	1
1.2	Background to the research	4
1.3	Statement of the research problem	6
1.4	The research question	7
1.4.1	Investigative sub-questions	7
1.5	Primary research objectives	8
1.6	The research process	8
1.7	Research design and methodology	9
1.8	Ethical considerations	9
1.9	Research limitations and delimitations	9
1.10	Contribution of this study	10
1.11	The rationale of this study	10
1.12	Chapter outline	11
1.13	Summary	12

CHAPTER TWO: BACKGROUND TO THE RESEARCH ENVIRONMENT

2.1	Introduction	13
2.2	History of the university under study: A brief timeline	13
2.2.1	The Cape Technikon	14

2.2.2	The Peninsula Technikon	14
2.2.3	The Cape Peninsula University of Technology	14
2.3	Faculties in the university under study	15
2.4	Higher education institutions as service providers	17
2.5	Quality assurance in higher education institutions	19
2.6	Challenges in higher education institutions	20
2.6.1	Restructuring in HEIs and the reasons for restructuring	20
2.6.2	Funding in HEIs and high student dropout rates	21
2.6.3	Institutional culture and transformation	22
2.7	University of technology	23
2.7.1	Change from Technikon to university of technology	24
2.8	The impact of HEIs' operation on stakeholders	25
2.9	Summary	26

CHAPTER THREE: LITERATURE REVIEW

3.1	Introduction	28
3.2	Defining quality	28
3.2.1	Quality planning	31
3.2.2	Quality control	32
3.2.3	Quality improvement	33
3.3	Culture	36
3.3.1	Organizational culture	36
3.3.2	Organizational culture in service delivery organization	38
3.3.3	The role of employees in organizational culture	40
3.4	Service quality	42
3.4.1	ISO 9001:2015 Quality Management Principles	45
3.4.2	Service quality management	49
3.4.3	Service delivery in higher education institutions	51
3.5	Quality culture	52
3.5.1	Factors affecting quality culture	53
3.5.2	Influence of quality culture on employee performance and motivation	54
3.5.3	The importance of quality culture in advancing quality services	56
3.6	Improvement methodologies for quality services	58

3.6.1	The DMAIC methodology	59
3.6.2	Quality Function Deployment	59
3.6.3	The Balanced Scorecard	60
3.7	Summary	61

CHAPTER FOUR: RESEARCH DESIGN AND METHODOLOGY

4.1	Introduction	62
4.2	Research design	62
4.3	Research approach	63
4.4	Research population and sample	64
4.5	Data collection method and instrument	65
4.5.1	Structured questionnaire	67
4.5.2	Questionnaire dissemination	68
4.5.3	Tools for data analysis	70
4.6	Data validity and reliability	70
4.7	Permission to conduct research	71
4.8	Ethical considerations	71
4.9	Summary	73

CHAPTER FIVE: DATA ANALYSIS AND INTERPRETATION

5.1	Introduction	74
5.2	Response rate and method of analysis	74
5.3	Descriptive statistics	75
5.4	Reliability testing	76
5.5	Presentation of results for demographical information	78
5.6	Presentation of results for statements	82
5.7	Discussion	106
5.8	Summary	108

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1	Introduction	110
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6.2	The research question revisited	111
6.3	Investigative questions and objectives revisited	113
6.3.1	Investigative question 1 and its Objective	113
6.3.2	Investigative question 2 and its Objective	114
6.3.3	Investigative question 3 and its Objective	115
6.4	Conclusion	117
6.5	Recommendations	120
7.	Bibliography	121
Appendix A:	Permission letter	A1
Appendix B:	Ethics approval letter	B1
Appendix C:	Letter to participants	C1
Appendix D:	Consent Form	D1
Appendix E:	Questionnaire	E1
Appendix F:	Combined results for all statements	F1

LIST OF FIGURES

Figure 5.1:	Participants from the various departments	79
Figure 5.2:	Participants' age group	80
Figure 5.3:	Participants' work experience at the university under study	81
Figure 5.4:	Participants' previous Institutional affiliation	82
Figure 5.5:	Participants' job title	83
Figure 5.6:	Safe working environment for employees	84
Figure 5.7:	Working environment positively impacts students	85
Figure 5.8:	Environment for efficient services is encouraged	85
Figure 5.9:	Communication between employees	86
Figure 5.10:	Communication between employees and management	87
Figure 5.11:	I feel valued by management	87
Figure 5.12:	Good quality culture environment is promoted	88
Figure 5.13:	I give my best effort in my work	89
Figure 5.14:	I go beyond what is expected of me	89
Figure 5.15:	Commitment to provide quality services to students	90
Figure 5.16:	It is my responsibility to give quality services	91
Figure 5.17:	Service level delivered in the Faculty is satisfactory	91
Figure 5.18:	I am willing to help students in the Faculty	92
Figure 5.19:	I am never too busy to respond to students' requests	92
Figure 5.20:	I understand the needs of students in the Faculty	93
Figure 5.21:	I know how to respond to students' need	94
Figure 5.22:	I believe that the Faculty meets the students' needs	94
Figure 5.23:	I take responsibility for my duties and actions	95
Figure 5.24:	I have enough time to prepare/do my tasks	96
Figure 5.25:	Performance is positively shaped by co-workers' actions	97
Figure 5.26:	I feel motivated to come to work	97
Figure 5.27:	Good working relationships are encouraged in the Faculty	98
Figure 5.28:	I am able to make decisions affecting my work	99
Figure 5.29:	Co-workers' actions positively affect the overall interactions	99
Figure 5.30:	Co-workers' actions positively affect students' interactions	100
Figure 5.31:	Sense of quality culture in the Faculty	101
Figure 5.32:	Good quality culture positively affects students' satisfaction	102

Figure 5.33:	Provision of quality culture is on the Faculty's agenda	102
Figure 5.34:	I am equipped to provide quality services to students	103
Figure 5.35:	Staff input is invited for improvement of quality services	104
Figure 5.36:	Decision-making relating to service improvements	105
Figure 5.37:	Service delivery experience of students	106
Figure 5.38:	Room for improvements in the services offered	107

LIST OF TABLES

Table 5.1:	Cronbach's alpha scale	77
Table 5.2:	Reliability coefficient for quality culture questionnaire	78

GLOSSARY OF TERMS

- Culture** is defined as the “core values, assumptions, interpretations” that relate to an organization (Cameron & Quinn, 2011:3).
- Customer Satisfaction** is the customer’s perception of the degree to which the requirements of customers have been fulfilled (ISO 9001, 2015: **Online**).
- Quality Culture** refers to a set of group values such as beliefs that guide the improvements made to everyday working practices and consequent outputs in the workplace (Malhi, 2013:2).
- Organizational Culture** is the set of shared beliefs, values, and norms that influence the way members think, feel, and behave in an organization (Lunenberg, 2011:1).
- Service Quality** is defined as the assessment of how well a delivered service conforms to the customers’ expectations (Juran & Godfrey, 1999:35).

LIST OF ABBREVIATIONS

CPUT:	Cape Peninsula University of Technology
DMAIC:	Define, Measure, Analyse, Improve and Control
EFQM:	European Foundation for Quality Management
HEI:	Higher Education Institution
HEQC:	Higher Education Quality Committee
ISO:	International Organization for Standardization
MIS:	Management Information Systems
NPHE:	National Plan for Higher Education
NSFAS:	National Student Financial Aid Scheme
PDCA:	Plan Do Check Act
QC:	Quality Control
QFD:	Quality Function Deployment
QMD:	Quality Management Directorate
QMPs:	Quality Management Principles
QMS:	Quality Management System
SPSS:	Statistical Package for Social Sciences
TQM:	Total Quality Management
UoT:	University of Technology

CHAPTER ONE: SCOPE OF THE RESEARCH

1.1 INTRODUCTION

Higher Education Institutions (HEIs) are service providers. In order to excel in service delivery, customer satisfaction should be the focal point of their existence. Quality culture assessment can be used to understand intricate organizational culture and its influence on service delivery (Jaskyte & Dressler, 2005:23). Juran (1999:2) defines quality as the features of products or services that meet customer needs and provide customer satisfaction.

Cameron and Quinn (2011:3) define culture as the core “values, assumptions, interpretations” that relate to an organization. Quality culture also relates to values that assist in shaping improvements that can be made to working practices on a day-to-day basis (Malhi, 2013:2). The focus of this study is on quality culture and its role in service delivery within the Faculty of Education at a South African university of technology (UoT).

This study is an inquiry into quality culture and its role within a higher education context using quality management principles (QMPs) as a framework. According to ISO 9001 (2015:**Online**), there are seven QMPs namely: “customer focus, leadership, engagement of people, process approach, improvements, evidence-based decision-making and relationship management”. This study employs these QMPs as a framework because these principles have been introduced into the higher education sector at both government and institutional levels (Brookes & Becket, 2007; Haug, 2003; Materu, 2007; Srikanthan & Dalrymple, 2003). The importance of using the QMPs as a framework in this study is their increased effectiveness in enhancing customer satisfaction and improving customer loyalty (ISO 9001, 2015:**Online**).

Customer satisfaction in higher education is a topic of global interest and is evident in several studies (Andrlic, Budic & Pismis, 2013; Ilias, Hasan, Rahman & Yaso, 2008; Ogunnaike, Borishade & Jeje, 2014; Van der Westhuizen, 2014; Zhang, Han &

Gao, 2008). It is understood that the customer¹ is critically important to the life of educational institutions, a point that the researcher wishes to acknowledge at the outset. The focus of this research however, is on employees (academics and non-academics) in the Faculty of Education who play a key role in providing the services that the customers receive. In order for the customer's experience of service provision to be positive, a key ingredient would be a healthy relationship between a customer and a service provider. A healthy relationship/environment according to Iliuta (2013:58), would entail proper leadership; trust and communication between employees and management; developing and implementing employee training programs; total commitment and devotion to quality; mutual respect, trust and cooperation between employees. So, in order for the service provider to maintain a good relationship with a customer, the organization has to have a sense of quality culture because a quality culture environment is an effective and meaningful way to develop mechanisms that would ensure improved quality at all levels (Rapp, 2011:6).

Quality culture affects the ways in which employees interact with each other and with their customers. The type of culture dominant in an institution may positively or negatively affect service quality and employee performance and motivation. As a result, the service delivery to the customer may be influenced. If the culture negatively affects service quality the consequence could be customer dissatisfaction. Customer dissatisfaction occurs when deficiencies (in goods or services) result in customer complaints (Juran, 1999:3). Therefore, the aim of this study is to evaluate the quality culture within the Faculty of Education at a university of technology using QMPs.

According to Bendermacher, Oude Egbrink, Wolfhagen and Dolmans (2016:40), quality culture can be considered as a definite kind of organizational culture that involves shared values and commitment to quality. Organizational culture is also seen as shared assumptions that are integral to providing organizations with guidance in terms of identifying and implementing behaviour that is suitable and appropriate within the organization (Ravasi & Schultz, 2006:437). Such collective

¹ For the purpose of this study, students are referred to as customers, the service provider is the university and an employee is someone employed by the institution to deliver services to customers on behalf of the institution.

behaviours and assumptions are taught to new members in an organization and this can include ways in which members perceive, think and feel about quality culture. Thus, quality culture affects the ways in which employees co-operate with each other, with customers and with stakeholders.

In this study, quality culture is seen as part of the organizational culture. Introducing quality culture into the organizational behaviour of the company involves modifying the organizational culture inside the company. This may require management to engage in activities that transform the organization's culture in order to improve the quality of a customer's experience. Consequently, this could lead to increased customer satisfaction, loyalty, as well as referral business from existing customers. This can only advantage the organization by enhancing its competitive edge. Everett and Morgan (1990:25) state that everybody should be involved in managing service quality. The related activities should be part of an employee's workplace responsibility. It is important that management help employees understand the importance of developing quality culture quickly to stay ahead of the competition and to keep the organization sustainable. If not, it may result in resistance from employees to such organizational culture (Kauder, 2014: 1082-1089) and may limit the organization's potential for service delivery.

Service quality is central to service promotion (Boo Ho Voon, 2007:657). Green (2014:131) is of the opinion that service quality refers to the extent to which a service meets or exceeds the expectations of customers. Employees are unlikely to perform at high levels if quality culture is lacking. This could severely limit the institution's potential for delivering services of high quality and may hamper the employees' potential for growth within the organization. Therefore, customers may be deprived of quality services if the quality culture is weak (Kruger & Ramdass, 2011:1175). This implies that if quality culture is lacking in an organization, service quality may also be lacking.

If the organizational culture is positive in an organization, it will enhance employees' commitment, job satisfaction and decrease employees' retention, automatically the performance will increase (Habib, Aslam, Hussain, Yasmeen & Ibrahim, 2014:220).

This study looks at quality culture in the Faculty of Education at a South African UoT and how it could influence employee performance and motivation in service quality.

1.2 BACKGROUND TO THE RESEARCH

Quality culture is composed of elements or dimensions of organizational culture that are essential for the implementation and practice of quality management (Qi Wang & Cheng, 2011:367). An employee's mindset can lead him/her to take action or behave in ways necessary to show and maintain commitment to the organization. Changing mindsets is not easy, but it is necessary so that employees may behave in ways that are desirable for positive, sustainable organizational change. Kets De Vries, Guillen Ramo and Korotov (2009:3) are of the view that employees who experience internal and external pressures quickly become aware that organizational change is necessary. When employees realize the need for change and have a positive attitude toward organizational change, it provides a platform from which to improve and provide quality services to customers.

Employees with positive mindsets are more open to try out new ways of doing if they know leaders are willing to invest in their futures with the organization (Boundrias, Gaudreau, Savoie & Morin, 2009:626). One way to do this, whilst simultaneously demonstrating good spirit, is by providing training and skills-building programs to help employees adapt to the required changes (Armstrong, 2014:154-155). According to Vinesh (2014:214), training and development are crucial to the growth and success of an organization. It helps to ensure that employees acquire the most relevant knowledge, skills and abilities in order to carry out the tasks assigned to them. This also contributes to the training and empowerment of employees.

Khan, Khan and Khan (2011:2) are of the view that training employees helps employees become effective and efficient, hence its significance in an organization. Training is an important factor in employee performance (Khan, Khan & Khan, 2011:2). It is not only important to train and empower employees, so that they can act in the customer's best interest, but also to involve them in organizational planning

(Irawanto, 2015:160). This is in line with the QMP 3² which relates to the engagement of people. According to Harber, Marriott and Idrus (1991:35), employee participation is considered as a key element in the successful implementation of new management strategies. Furthermore, employee participation plays an important role in determining the degree of job satisfaction, employee commitment and motivation (Harber, Marriott & Idrus, 1991:35).

According to Desson and Clouthier (2010:4), when an organization is faced with a changing marketplace or regulatory environment, the implementation of a new technology and the established culture may impede progress unless it too, is changed. Cameron and Quinn (2011:9) posit that change in organizations must be wide-ranging because of the degree and speed of change in the external environment. Du Toit (2000:103) links institutional culture to academic freedom. According to Goldman and Van Tonder (2006:147-148), most of the merged HEIs in South Africa are faced with various challenges. Some of the challenges include the fact that the merged institutions have different organizational cultures and issues around race, for example, have manifested in various ways at different institutions (Gillard, Saunders, Terblanche & Sukel, 2012:25). The various historical backgrounds of merged institutions provide challenges for transformation. Badat (2010:34) points out that the merged South African institutions were challenged in their ability to deliver on the vision of change, due to these differences in historical backgrounds and the unification of the fragmented universities. The institution under study³ is a merged institution. Gordon (2009:39) is of the view that the institution under study, post-merger, had challenges of alignment, as programme content and teaching modes varied. According to Gordon (2009:39), these programmes and teaching modes varied substantially because of the different political, racial and language dynamics in HEIs. These differences, according to Gordon (2009:25), continue to govern attitudes and values regarding quality service provision, hence the researcher saw the need for this study in the Faculty of Education. According to Badat (2010:34), consideration should be given to programmes of transformation in HEIs that are historically white universities. Furthermore, institutional cultures should

² QMP 3 is further discussed in Chapter 3, section 3.4.1.

³ The institution under study is a merged institution where two technikons were combined to form a university of technology. Further discussion on this is provided in Chapter 2, section 2.2.

be transformed in accordance with the values and ideals of the constitution (Badat, 2010:34). The successes of major organizational change initiatives are almost always dependent on internal cultural change.

Quality assurance in HEIs is seen as having the purpose of closely linking policy to the outcomes of university education (Vidovich, 2002:392). Vidovich (2002:392) asserts that quality assurance signifies a growing organizational administration in HEIs. The Quality Management Directorate (QMD) at the university under study is a leading strategic unit that provides expertise on quality management to guide the university to excel (CPUT, 2015:Online). The QMD is responsible for preparing the institution to undergo mandatory auditing processes. The significance of these auditing processes is to incorporate how the institution takes account of the environment and quality assurance in its strategic planning, management processes and internal processes (Kettunen, 2008:325). The national aim of quality audits is to support HEIs in their quality management and performance improvement (Kettunen, 2008:25-26). This helps in the improvement of the organizational planning, management processes and organizational performance.

Quality services help to maintain customer satisfaction and loyalty, and reduce the risk and cost of customer dissatisfaction, for example, when students drop out or change courses (either within the institution or when moving to another institution). According to the Higher Education Quality Committee (2004:6), the transformed national focus on the quality of higher education is supported and promoted by the university under the leadership of the Higher Education Quality Committee (HEQC). Part of the university's attempt to create sound financial management and highly competent administration with the institution is its emphasis on quality (CPUT, 2015:Online). The QMD at the institution under study is there to ensure that quality is evident in all its faculties. Hence, it aims at supporting the entire institution (under study) in its quality assurance, quality management and performance improvement.

1.3 STATEMENT OF THE RESEARCH PROBLEM

Bwisa (2008:2) defines a problem statement as the description of an issue that presently exists and that needs to be addressed. Bwisa (2008:2) further elaborates

that the problem statement is the focal point of any research. The problem statement of this study reads as follows:

Lack of quality culture may result in lack of service quality in the Faculty of Education at a UoT.

HEIs should consider factors that attract and retain students. HEIs that want to gain competitive advantage should focus on effective and creative ways in which to attract students and to build strong relationships with them in order to ensure successful student retention (Ilias, Hasan, Rahman & Yaso, 2008:164). When the institution does not fulfil student expectations it could result in student withdrawal from studying at the institution (Alridge & Rowley, 2001:55-63). Therefore, enhancing quality culture in HEIs may improve service quality that satisfies the customer. The type of culture dominant in an institution may positively or negatively affect service quality, employee performance and motivation. As a result, the service experience of the customer may also be affected. Quality culture in an organization depends on the actions of all employees, as they all have an impact on overall quality in one way or another and good cooperation can only happen if there is a strong quality culture within the organisation (Trewin, 2002:13).

1.4 THE RESEARCH QUESTION

According to Creswell (2009:132), research questions inquire about the attributes of an individual or organization that the investigator seeks to know. The research question focuses the researcher's attention on the topic. Therefore, the main research question for this study is:

To what extent is quality culture present in the Faculty of Education at a UoT and how could it affect service quality?

1.4.1 Investigative sub-questions

Investigative questions for this study are:

- How do employees view quality culture and the role it plays in service quality?
- Does quality culture influence employee performance and motivation?
- Is quality culture important in advancing service quality?

1.5 PRIMARY RESEARCH OBJECTIVES

Research objectives refer to clear, specific statements that pinpoint what the researcher wishes to achieve as a result of doing the research (Saunders, Lewis & Thornhill, 2009:600). The research objectives of this study are:

- To ascertain the significance that employees attribute to quality culture and its role in service quality.
- To determine whether quality culture influences employee performance and motivation.
- To understand the importance of quality culture in advancing service quality.

1.6 THE RESEARCH PROCESS

According to Saunders, Lewis and Thornhill (2009:10), the research process is a multi-stage process that has to be followed in order to start and complete the research project. They indicate that the number of phases in the research process differ from one study to the next, but usually include articulating and clarifying a topic, reviewing the literature, designing the research, collecting data, analyzing data and writing up (Saunders, Lewis & Thornhill, 2009:10).

The important common stages of all scientifically based research include: formalizing a research question, establishing the methodology, collecting evidence, analysing the evidence, drawing conclusions and making recommendations (Cooper & Schindler, 2014:76). In addition to these stages, it is important for the researcher to understand the limitations of the research.

1.7 RESEARCH DESIGN AND METHODOLOGY

Saunders, Lewis and Thornhill (2009:160) state that research design focuses on turning a research question and objectives into a research project. The research design reflects on choices made and research strategies employed by the researcher. The main research strategies identified by Saunders, Lewis and Thornhill (2009:141) include case study, ethnography, experiments, grounded theory, surveys, action research and archival research. This study is designed as a survey case study and uses a quantitative research approach. The data collection method employed in this study is a survey questionnaire. Questionnaires are designed to produce information that is analysed statistically (Babbie, 2008:272). The research design and the methodology used in this study are explained in detail in Chapter 4.

1.8 ETHICAL CONSIDERATIONS

According to Greener (2008:40), ethics relates to moral choices that affect decisions, standards and behaviour. Ethics refers to the appropriateness of a researcher's behavior in relation to the rights of those who become the subject of a study (Saunders, Lewis and Thornhill, 2009:600). Across the stages and duration of a research project a number of key ethical issues arise. Ethical considerations, that are relevant to this study, are: informed consent, right to privacy, confidentiality, anonymity and honesty in reporting the results. These ethical considerations are further discussed in Chapter 4.

1.9 RESEARCH LIMITATIONS AND DELIMITATIONS

According to Simon and Goes (2013:2), limitations are difficulties that arise in a study that tend to be outside of the researcher's control. The scope of the study is restricted by the limitations and these can also affect the end result and conclusions that can be drawn. Every study has limitations no matter how well it is conducted and constructed (Simon & Goes, 2013:2). For example, a study might have access to only certain documents, certain people and certain data in an organization. The research limitations within this study are:

- The availability of participants.
- Willingness of participants to participate.
- Honesty of participants in responding to statements.

According to Simon and Goes (2013:4), the delimitations of a study are those characteristics that define the boundaries of the study plan and limit the scope. Simon and Goes (2013:4) argue that delimitations result from specific choices by the researcher. This study is located within the Faculty of Education at a UoT with a target population that includes both academic and non-academic staff.

1.10 CONTRIBUTION OF THIS STUDY

This study was conducted to pursue a detailed understanding of quality culture and service quality within a university of technology context. This research seeks to enhance awareness and to contribute to knowledge of quality culture and service quality in a higher education context. This study has the potential to add value to the field of quality culture and service quality in higher education.

1.11 THE RATIONALE OF THIS STUDY

The purpose of this study is to evaluate quality culture in the Faculty of Education at a South African UoT, using quality management principles as the framework. According to ISO 9001 (2015:**Online**), there are seven quality management principles namely: engagement of people, evidence-based decision, improvement, customer focus, leadership, process approach and relationship management. The significance of service quality is that quality culture, in any organization, depends on the actions of all employees as all can have an impact on the quality of services provided to customers in one way or another. As a result, quality culture affects the ways in which employees interact with each other and with their customers. In addition, the foundation of any quality improvements is to develop a quality culture or a positive mindset and integrate it throughout the organization. Quality culture is the most effective and meaningful way to develop mechanisms that would ensure improved quality at all levels of the organization and therefore the organization has

to have a sense of quality culture in order for the service provider to maintain a good relationship with a customer (Rapp, 2011:6). This study has largely been motivated by the fact that HEIs ought to provide quality services to their customers. In light of complaints made by customers in the faculty at the university under study, to the researcher, about the level of service provision in the faculty, over the past few years, a study of this nature was deemed relevant.

1.12 CHAPTER OUTLINE

The remaining chapters in this thesis are organized as follows:

Chapter 2 provides an overview of the current state of HEIs. The challenges in HEIs, the changing of Technikon to the University of Technology and the history of the university under study with its current faculties are explained in detail in this chapter.

Chapter 3 presents literature related to service quality in HEIs and quality culture in higher education. Furthermore, it elaborates on literature that deals with quality culture, describing matters on quality culture and service quality in HEIs. It also presents relevant concepts in order to enhance the understanding of quality culture and service delivery. This chapter seeks to develop an understanding of quality culture and its benefits to the UoT, in particular the importance of developing quality culture to improve or develop change in an organization.

In Chapter 4 the research design is elaborated upon and the research approach is explained. The target population and sample design are also defined. The data collection method and the instrument used to collect data are explained in detail. Tools for data analysis, data validity and reliability are also elaborated upon in this chapter. Ethical considerations pertaining to this study are discussed.

Chapter 5 presents an analysis and interpretation of data gathered from the survey conducted in Chapter 4, in accordance with the objectives of the study. It demonstrates the results that were obtained from statements on quality culture and the role it plays in service delivery at the UoT under study.

In Chapter 6 the research problem, research background and investigative objectives are revisited. Conclusions are drawn in terms of the results obtained, according to participants' responses. Finally, recommendations are provided.

1.13 SUMMARY

The scope and focus of the study presented in this thesis was outlined in this chapter. The research statement, research questions, research objectives, assumptions, limitations and delimitations were presented. The research design and methodology were briefly explained in this chapter and are discussed in detail in Chapter 4. The contribution of this study and the rationale of the research were also elaborated upon.

The next chapter presents the background and insight into the research environment which further contextualizes the study.

CHAPTER 2: BACKGROUND TO THE RESEARCH ENVIRONMENT

2.1 INTRODUCTION

To ensure customer satisfaction, it is imperative that service excellence is implemented in HEIs so that they may compete in the higher education arena (Khan & Matlay, 2009:769). Service excellence is the focal point for HEIs and so employees in higher education are directly responsible for the provision of quality services (Khan & Matlay, 2009:769). Furthermore, Khan and Matlay (2009:770) claim that a motivated workforce, staff loyalty, high performance in the organization, innovation and an institutional competitive advantage can be achieved through a strong institutional culture that values customers. With increasing competition within the service sector, customer service and service excellence are essential management practices that are at the frontline in the higher education environment (Yanovitch, 2014:5). Staff motivation and retention could be increased by involving management and staff in implementing service excellence, as suggested by Khan and Matlay (2009:778). As a result, HEIs may gain a competitive advantage and deliver the best services. Staff motivation is increased if employees are given more responsibility. According to Iliuta (2013:53), an organization cannot reach success if employees are not motivated to fulfil their tasks and achieve their goals.

This chapter provides insight into the state of HEIs as service providers. Quality assurance in higher education and the history of the university under study are elaborated upon. This chapter also discusses the effect of the merger on the university under study and the effects of the recent instabilities at the South African universities.

2.2 HISTORY OF THE UNIVERSITY UNDER STUDY: A BRIEF TIMELINE

The institution under study resulted from the merger between the Cape Technikon and the Peninsula Technikon in 2005. These two institutions, prior to the merger, had very different histories. The then Cape Technikon was mainly for whites and the then Peninsula Technikon was mainly for blacks and coloureds. The history of these two institutions is further elaborated below.

2.2.1 The Cape Technikon

According to Gordon (2009:7), the Cape Technikon's history dates back to 1920 when the Cape Technical College was established. Gordon (2009:9) posits that the Cape Technical College changed its status to College for Advanced Technical Education in the late 1960's. Colleges were allowed to offer tertiary education after the announcement of the Technikon Act in 1976 (SARUA, 2015:Online). In 1979, according to SARUA (2015:Online), colleges were recognized as Technikons, with the Cape Technikon in Cape Town in the Western Cape and so this Technikon reorganized its faculties into six. The Boland and Mowbray Education Colleges were integrated into the Cape Technikon in 2001, forming the Faculty of Education and Social Sciences in Wellington and Mowbray respectively (SARUA, 2015:Online).

2.2.2 The Peninsula Technikon

In 1962 the Peninsula Technical College was established. This was subsequently changed to the Peninsula College for Advanced Technical Education in the late 1960's (Gordon, 2009:9). As mentioned earlier, the Technikon Act was published in 1993. This act made it possible for Technikons to offer Bachelors, Masters and Doctoral degrees in Technology (Gordon, 2009:7-47). In 1997 the academic programmes of the Peninsula Technikon were restructured into three faculties, namely: Engineering, Business and Science. The Peninsula Technikon was restructured from the Advanced Technical College programmes to the Technikon programmes.

2.2.3 The Cape Peninsula University of Technology

In May 2002 the then Minister of Education, Naledi Pando, announced the possible merger of the Cape Technikon and Peninsula Technikon (SARUA (2015:Online)). This merger took place in January 2005 and the new name, Cape Peninsula University of Technology (CPUT) was approved by the Minister of Education in October 2003. It was also publicized that Technikon would be changed to Universities of Technology (SARUA, 2015:Online). The first Vice-chancellor of the CPUT, Prof Vuyisa Mazwi-Tanga, was appointed in February 2006. The then

Minister of Finance, Dr Trevor Manuel, was elected as the first Chancellor of the university in May 2008 (CPUT, 2015:**Online**).

According to Spicer (1997:57), an organization exists in a dynamic environment within which it modifies the internal process and restructures itself in response to the changing environment. Organizations and institutions, like the CPUT, are dynamic structures. This implies that organizations are ever changing and influenced by a number of internal and external factors. It helps to understand the context of management within an organization, where interaction between all the departments or interested parties is vital in order to project a suitable image to the public. These interactions contribute to the success of the organization.

2.3 FACULTIES IN THE UNIVERSITY UNDER STUDY

There are more than 80 undergraduate and postgraduate courses offered in six faculties at the university under study. These faculties are: Applied Sciences, Business, Education, Engineering, Informatics and Design as well as Health and Wellness Sciences. The information for these faculties is summarized below.

There are eight departments in the Faculty of Applied Sciences. These departments are: Chemistry, Conservation and Marine Sciences, Agriculture, Environmental and Occupational Studies, Food Technology, Mathematics and Physics, Biotechnology and Consumer Science (with programmes in Food and Nutrition), Horticultural Sciences.

The largest faculty at the institution is the Faculty of Business and Management Sciences. This faculty trains its graduates to participate in the economic and business sectors of South Africa. The Faculty of Business and Management Sciences is divided into 14 academic departments. These are: Project Management and Management, Office Management and Technology, Marketing, Business Administration, Entrepreneurship and Business Management, Public Management, Cost and Management Accounting, Tourism and Events Management, Financial Accounting and Taxation, Sport Management, Retail Business Management, Real Estate, Human Resources and Internal Auditing.

A wide range of engineering disciplines is covered by the Faculty of Engineering. This faculty is divided into nine departments that include: Electronic and Computer Engineering, Mechanical Engineering, Clothing and Textile Technology, Industrial and Systems Engineering, Electrical, Maritime Studies, Construction Management and Quantity Surveying, Civil Engineering and Surveying, Chemical Engineering.

The Faculty of Health and Wellness Sciences is divided into six departments. These departments are: Ophthalmic Sciences, Emergency Medical Sciences, Wellness Sciences, Biomedical Sciences, Nursing and Radiography, Dental Sciences. The students in this faculty receive practical training which boasts state-of-the-art facilities. As a result, an important role in the South African health sector is played by the graduates of this Faculty.

There are 14 departments of specialization in the Faculty of Informatics and Design. These departments includes: Information Technology, Film and Video Technology, Architectural Technology, Jewellery Design, Graphic Design, Photography, Scholarship and Professional Practice, Town and Regional Planning, Fashion Design, Industrial Design, Surface Design, Interior Design, Public Relations Management, Journalism.

The Faculty of Education, which is the focus of this study, is located on the Mowbray and Wellington campuses of this university and is the biggest teacher education provider in the Western Cape. There are three academic departments in the Faculty of Education, namely: Teacher Professional Development (TPD), General Education and Training (GET), Further Education and Training (FET). The Department of Research and Postgraduate Studies support a strong research section in this faculty.

In order to promote quality service provision, the Faculty of Education offers customer service training to its employees and students are given feedback forms to complete. The customers (students) in the Faculty of Education are viewed as valued customers of the faculty. The Education Faculty's strategy for quality service provision is aligned with that of the broader institution which in turn abides by the needs of Higher Education Quality Committee (HEQC). According to the HEQC

(2004:6), the quality assurance system is expected to ensure that higher education is responsive to the needs of customers (students). The responsibility for the quality of service provision in education rests with higher education providers (Boughey, 2010:14). This view is supported by the HEQC's quality assurance.

2.4 HIGHER EDUCATION INSTITUTIONS AS SERVICE PROVIDERS

The quality of services in HEIs is a key determinant for customers because it helps HEIs to attract more students (Archambault, 2008:32). This means that HEIs need to ensure a standard quality of service to be sustainable in the higher education market within which they operate. The higher education market focuses on change to a new level of competition, which promises the opportunity to improve learning, broaden access or focus attention on the efficient use of resources (Hemsley-Brown & Goonawardana, 2007:942). The HEIs are service centres that can target the student market by providing services that exceed customer expectations based on the dimensions of service quality.

DeShields, Kara and Kaynak (2005:129) argue that higher education management need to apply market-oriented principles and strategies (such as creating, communicating, delivering and exchanging value to customers) that are used in profit-making institutions. The importance of the market-oriented principles and strategies is that their application has a positive influence on the overall performance of the organization. DeShields, Kara and Kaynak (2005:130) argue that HEIs apply these market-oriented principles in order to gain a competitive advantage. The market-orientated principles and strategies are used in organizations to focus on discovering and meeting the needs and desires of customers through service quality.

It is important for HEIs to understand their customers' needs and expectations if they want to attract more customers (Nadir, Kandampully & Hussain, 2009:524). Understanding customer needs may contribute to quality service. According to Taiwo (2010:216), for the organization to know whether the service delivered is satisfactory, there is a need to establish a systematic collection of data from customers through a feedback mechanism. The data that is collected should be used for continuous improvements within the organization. This promotes the

delivery of quality services in HEIs and it will improve customer satisfaction as well as achieve sustainability in a competitive service environment (DeShields, Kara & Kaynak, 2005:136).

Palli and Mamilla (2012:431) are of the view that the quality of services to students is based on their perceptions of the quality of the physical environment, interaction quality and outcome quality. What a customer is left with at the end of an overall service quality is the outcome quality (Chen & Kao, 2010:3). Interaction quality refers to assessing the quality of ongoing service interaction by experts and how it relates to customer satisfaction. Physical environment quality refers to ensuring that the physical environment is harmless, appropriate and delivers a wide range of experiences that promote customer development (Chen & Kao, 2010:3-4). Study results from Voss, Gruber and Szmigin (2007:949) indicate that some of the expectations from HEI customers are: lecturers need to be knowledgeable, enthusiastic, approachable and friendly. Therefore, if the customers' needs are not met, they may not be satisfied and are likely to go to other competing institutions.

Bolliger and Wasilik (2009:104) indicate the significance of quality service to customers regardless of the environment in which it is delivered. When customers are provided with bad service, it is easy for them to deregister and quit. When that happens it is also possible for those customers to spread bad news about the institution. Voss, Gruber and Szmigin (2007:949) state that customer expectations differ between students living on campus and students living off campus. In order for them to complete their studies successfully they all need and expect quality services. Managing service quality in HEIs is crucial for attracting and retaining prospective customers (Athiyaman, 2000:54), a point that cannot be overemphasised. Service encounters should be managed in a way that will lead to customer satisfaction once customers are enrolled. Higher education is a competitive sector, both locally and internationally (Islam, Jalali & Ariffin, 2011:182). In order for universities to get new students and retain the current ones, their aim should be to reduce customer dissatisfaction and to improve customer satisfaction. These institutions compete with private, public and for-profit institutions, according to Leland and Moore (2007:10). A key role of the production of qualified labour is played mainly by HEIs. As a result, the competitiveness of the industry and country is carried by this

qualified labour, by increasing the performance and efficiency of organizations (Keser, 2015:58).

Deteriorating budgets pressurise South African HEIs to increase their enrolments (Samoff, 2001:5-6). The slow decline in student numbers since the late 1990s (Jansen, 2004:294) has intensified the need to increase enrolments. However, with increased enrolments, quality service delivery should not be neglected instead it should be enhanced in order to excel in delivering those services (De Jager & Soontiens, 2009; Miji, 2002; Zaaiman, Van der Flier & Thijs, 1998). In today's competitive environment, service quality has become increasingly important in higher education. Service quality is an important part of educational excellence (Kogovsek & Kogovsek, 2013:2038). Therefore, education institutions should deliver services in a way that enhances teaching and helps students to develop to their full potential.

2.5 QUALITY ASSURANCE IN HIGHER EDUCATION INSTITUTIONS

The quality assurance system in higher education was introduced in South Africa in 2004 (HEQC, 2004:6). Quality assurance in higher education is the responsibility of the statutory advisory body, the Council on Higher Education (CHE) (HEQC, 2004:6). The HEQC conducts audits of advisory services at universities in order to accomplish the university's mission and objectives. These advisory services include organized and self-controlled approaches to assess and improve the efficacy of the risk management, internal control and the university's governance. The quality assurance system is intended to ensure that higher education and training programmes at undergraduate and postgraduate levels are responsive to the needs of students, employees and society at large (HEQC, 2004:6). The HEQC's approach to quality assurance supports the view of providing quality services and appropriate mechanisms in order to ensure that higher education service providers are accountable for quality (Boughey, 2010:14). At institutional level, the approach to quality assurance has resulted in the improvement of quality assurance mechanisms that include policies on teaching and learning. The attempts of using feedback from students in order to improve course design and teaching are also included. This development of quality assurance mechanisms applies to all South African institutions (HEQC, 2004:7).

2.6 CHALLENGES IN HIGHER EDUCATION INSTITUTIONS

The South African higher education landscape may be changing, but these changes are not without challenges. A detailed explanation on some of these challenges in the South African HEIs is presented below.

2.6.1 Restructuring in HEIs and the reasons for restructuring

According to Badat (2009:12), the higher education institutional restructuring that occurred after 2001, provided the opportunity for the South African government to reconfigure the higher education system in a way that could suit the needs of an emerging democracy. During the period of 2001 to 2007, according to Arnolds, Stofile and Lillah (2013:1), a restructuring process of merging universities, technikons and colleges took place in the South African higher education system. The outcome was six comprehensive universities (which offer both university and Technikon-type programs), six universities of technology (former Technikons) and eleven traditional universities. According to Wyngaard and Kapp (2004:185), the mergers were intended to unify the disjointed higher education system that was inherited from the previous dispensation. Other reasons for the mergers included the need for the eradication of the profound differences and distortions of these education systems (Wyngaard & Kapp, 2004:186).

According to Mapasela and Hay (2005:111), the mergers were intended to meet the national and global opportunities and challenges in terms of new technologies, research and training; increasing student enrolments, especially from previously disadvantaged communities. The other reasons for the mergers are responding to the changing societal interests and needs, as expressed in a transition from racial discrimination and oppression toward a democratic order, (Mapasela & Hay, 2005:112). The restructuring of higher education was meant to:

...lay the foundation for an equitable, sustainable and productive higher education system that will be of high quality and contribute effectively and efficiently to the human resource, skills, knowledge and research needs of South Africa (Ministry of Education, 2001:16).

Institutional restructuring is necessary for the transformation of South African higher education. Institutional restructuring is not sufficient because of the challenges that come with it as discussed above. Initiatives are required to bring about transformation in higher education and to realise equity in the social, economic and cultural spheres, in addition to developing intellectual needs and goals of South Africa. These initiatives can include the development of stable educational environments in the merged higher education institutions (Arnolds, Stofile & Lillah, 2013:9).

2.6.2 Funding in HEIs and high student dropout rates

Nussbaum (2006:5) argues that education is closely connected to the idea of “democratic citizenship and the cultivation of humanity”. Hénard and Roseveare (2012:25) posit that a good understanding and appreciation of the role of change across the HEIs, based on mutual respect for the role of each employee, plays an important part in the success of reforms and building a good quality culture. To face HEIs’ challenges, institutions of higher learning need to address problems experienced by the modern world. The nature of the modern world is changing and continually increasing with knowledge, information and education. As the world moves further into the information and knowledge age, the staff will require refined education and training to endure effectiveness and responsible development.

HEIs face competition for limited funding from third parties which forces universities to raise tuition fees. Under increasing pressure from government to contain rising tuition fees, universities are seeking ways to generate more income through donations, investments and entrepreneurial activities (Newman, Couturier & Scurry, 2004:136). The rising tuition fees have led students to protest, causing chaotic situations in the South African HEIs where universities had to close for certain periods at a time (Van der Heever & Titus, 2009:4). According to Mouton, Louw and Strydom (2013:292), funding of higher education in South Africa is critical for the accomplishment of the five key policy goals identified by the National Plan on Higher Education (NPHE). These goals are: achieving equity in the South African higher education system; producing the graduates needed for social and economic development in South Africa; achieving diversity in the South African higher

education system; restructuring the institutional landscape of the higher education system; sustaining and promoting research.

South African HEIs face serious challenges, in particular the challenge of high drop-out rates. The drop-out rate may also lead to a critical shortage of high-level skills in the labour market. Badat (2010:33) posits that one reason for the very high rate of dropouts amongst black students in HEIs is due to inadequate funding in the form of scholarships, bursaries and loans. In many instances the allocated amounts do not provide effective financial support as they fall short of what students may need. This is the case despite the National Student Financial Aid Scheme (NSFAS) having been tasked to promote financial redress for indigent students (Letseka & Maile, 2008:3).

2.6.3 Institutional culture and transformation

Du Toit (2000:103) links institutional culture to academic freedom. Du Toit (2000:100) notes that the enemy in the forms of colonial and racial discourses were closely observed in the life of HEIs. This is relevant to the institution under study, as the two institutions, the Cape Technikon and the Peninsula Technikon, merged. These institutions were totally different in structure, the Cape Technikon catered for the educational needs of white South Africans and the Peninsula Technikon mainly catered for the black and coloured South Africans. This made the two institutions uniquely diverse in many ways, particularly with regard to culture.

Gillard, Saunders, Terblanche and Sukel (2012:7) are of the view that issues affecting all the mergers include different organizational cultures and 'race' issues which manifested in diverse ways at different institutions. Ongoing transformation of the institutional culture is therefore a necessary condition for academic freedom in order to accommodate an open door policy. On the other hand, Badat (2010:34) recommends that the transformation programmes of historically white universities must be given specific consideration and incorporate the systematic and progressive transformation of institutional cultures, in correspondence with constitutional ideals and values.

Furthermore, the institutions' tasks are to uproot historical cultural traditions and practices. According to Badat (2010:2), these practices delay the development of more vibrant, open, democratic institutional cultures that are inclusive. These institutional tasks serve to promote an institutionalized culture that embraces diversity and that this is important for intellectual, as well as institutional development.

2.7 UNIVERSITY OF TECHNOLOGY

Du Pré (2004:10) is of the view that from 2004 the UoT has become a major part of the reconfiguration of higher education. This reconfiguration relates to the transition from Technikon to UoT. Furthermore, a UoT's role is to provide for the addition of underrepresented groups in order to tap into the reservoirs of human talent and experiences (Du Pré, 2004:10). It also aims to make knowledge useful and to contribute to technology transfer and global effectiveness.

The former Technikons served as the UoT's foundation, which built a concrete reputation in providing career-oriented programmes (Du Pré, 2004). Furthermore, these programmes have equipped graduates for the world of work which in turn positively influences the progress of countries and regional economies (Singh, 2001). Singh (2001) states that the UoT's research skills are applied to identify problems and needs of the society, as well as finding solutions to those problems. South Africa is among countries such as Australia, Netherlands, Sweden, China, Estonia, Norway and United State who have UoTs (Du Pré, 2004:25).

The change from Technikons to universities of technology brought with it expectations of a change in the nature of these institutions. Universities are forced to implement a market orientation strategy in today's competitive educational market. A market orientation strategy may be used to distinguish the universities offerings from other competitors. Thus, they need to know their target markets (i.e. students, external stakeholders of different types), evaluate the target market needs, adapt their offerings to meet those needs, and thereby improve customer satisfaction by providing high quality services (Keegan & Davidson, 2004). Du Pré (2004:11) is of

the opinion that what makes a UoT different from any other university is its focus on technology. Du Pré's understanding of technology is related to the definition by UNESCO:

... the know-how and creative processes that may assist people to utilize tools, resources and systems to solve problems and enhance control over the natural and made environment in an endeavour to improve the human condition (UNESCO, 1985:11).

Technology aims at improving the lives of people. This means that all UoT teaching and learning programmes, as well as research projects, are linked to technology. The focus of a UoT is on innovative problem solving research and it offers “technological career-directed educational programmes” (Du Pré (2004:11). A valuable set of features of a UoT is provided by Brook (2000:1-14). These features foreground the nature of the research in relation to professional practice. Students are provided with multi-level entry and exit points for students. Curriculum development is centred around the student with a focus on graduate attributes which are defined by industry. There is a focus on strategic research.

2.7.1 Change from Technikon to University of Technology

The name “Technikon” is a uniquely South African invention (Singh, Garg, Sharma & Grewal, 2010: 157-168). It took time for South Africans to get used to the name Technikon, according to Du Pré (2004), and this name only became acceptable and recognizable in 1979. Because a Technikon was not regarded as a “university”, it was considered a lower-grade to institutions called universities. Technikon graduates were not recognized by professional associations and the public service, and technikons were usually considered a second or third choice after universities (Du Pré, 2004).

With the onset of globalization and the drive towards internationalization, the name technikon became a stumbling block. Technikons were not known to, or recognized by international associations, professional bodies, government educational institutions and learners (De Wit, 2011:243). The international university

association's membership was denied because technikons were not known as "degree-awarding institutions" (Clark, 2000: 10). Technikons were known as diploma-awarding institutions. Thus, technikons suffered from the perception of being inferior to universities, this was so despite the industry and commerce recognition that technikons enjoyed commerce (Clark, 2000:10). Furthermore, technikons continued to suffer from the perception in the minds of parents, students, staff, the public service and the international community, that they were inferior to universities (Clark, 2000:10).

2.8 THE IMPACT OF HEIs' OPERATION ON STAKEHOLDERS

According to Clark (2000:10), tertiary education institutions world-wide are developing an unsettling inconsistency caused by student protest with their environments such as the unsafe environment during the "fees must fall" protest. Gruber, Fuß, Voss and Gläser-Zikuda (2010:1) argue that universities are expected to provide students and employees with an excellent learning environment. Clark (2000:10-17) alludes to the fact that tertiary institutions need to enhance their response capacity to students and contain more effectively the demands of quality services made upon them by students. In South Africa, tertiary institutions are under extreme pressure for mainly three reasons. Firstly, Clark (2000:10-17) argues that the demand for tertiary education has increased from the discriminating to the universal with an accompanying sense of entitlement by young people to receive tertiary education. Secondly, Clark (2000:10-17) argues that tertiary education no longer provides the exact requirements of knowledge for occupations because of the programme review as technology changes every day. Thirdly, the tertiary education institutions are advised by the private sector and government to solve customer complaints in a variety of ways such as getting to know students and trying to find common ground with students (Clark, 2000:10-17).

The above-mentioned influences and issues suggest that the UoT has to ensure an open system by adhering to all ten characteristics of an open system, in order to properly manage the relationship with all its stakeholders (Van Heerden, 2004:39). An open system is one that regularly exchanges feedback with its external

environment. It is a “system that has external interactions” and such interactions can take the form of information transfer into or out of the system boundary (Lunenburg, 2010:1). According to Katz and Kahn (1978:23), there are ten characteristics of an open system namely: importation of energy, throughput, outputs, system as cycle of events, negative entropy, feedback mechanism, steady state, differentiation, integration and coordination, equifinality. The importation of energy relates to the system taking energy and various types of inputs from the environment.

With regard to throughput, the system converts the inputs into outputs and at the outputs the system exports outputs to the environment (Katz & Kahn, 1978:23). The system, as cycles of events, refers to the pattern of activities. In the negative entropy, all organized forms move toward disorganization and demise and in the feedback mechanism the system imports information from the environment (Katz & Kahn, 1978:23). At the steady state, the system imports energy from the environment and in the differentiation the system moves in the direction of differentiation and elaboration.

Katz and Kahn (1978:23) further elaborate that in the integration and coordination, the system provides some mechanisms for integrating and coordinating parts. With reference to equifinality, the system reaches the same final state from differing initial conditions and by a variety of paths. Therefore, HEIs have to ensure that all characteristics of an open system are applied throughout the organization in order to effectively manage working relationships. When the organization effectively manages working relationships then that can help to sustain the organizational success. Managing and maintaining good working relationships is the key to a positive workplace which results in increased organizational performance.

2.9 SUMMARY

In this chapter the history of the university under study was explained. The history of the university under study revealed that this institution resulted from the merger between the Cape Technikon and the Peninsula Technikon in January 2005. The quality assurance system, which is intended to ensure that higher education and training programmes are responsive to the needs of students, employers and the

society at large, was also elaborated upon. This chapter presented an overview of the current state of South African HEIs and the challenges that they face. These challenges include amongst others, the restructuring and the reasons for restructuring in HEIs; the competition for limited funding in HEIs and the high student drop-out rates which may also lead to a critical shortage of high-level skills in the labour market; the institutional cultures and transformation. This chapter discussed some of the effects of the merger on the university under study.

The next chapter presents a literature review related to the nature of this study.

CHAPTER 3: LITERATURE REVIEW

3.1 INTRODUCTION

Mouton (2001:245) is of the opinion that a literature review is a critical investigation and analysis of a “published body of knowledge” that has been theorized and conceptualized by many scholars. According to O’Neill (2010:1), a literature review is the synthesis of the body of work that has been published by other scholars that pertains to the research problem of the study. A research study needs to be informed by relevant and current information in a subject area. It is through a literature review that one can identify, for example, existing knowledge that is relevant to and informs one’s study (Rowley & Slack, 2004: 31-39).

This chapter presents a discussion of the reviewed literature related to issues on quality culture and service quality. Quality management principles are also presented as these are used as a framework in this study to evaluate quality culture in this case. The focus is on service quality, improvement methodologies for quality and service delivery. This chapter also elaborates on the role of quality culture in service delivery: the causes of poor quality culture and the influence of quality culture in service quality as highlighted in the literature. The influence of quality culture on employee performance and motivation, the importance of quality culture in advancing quality services are also elaborated upon.

3.2 DEFINING QUALITY

Quality is acknowledged as a vital factor in determining long-term success and continued existence in an organization (Sahney, Banwet & Karunes, 2004:297). Quality management, quality assurance and quality control are other sub-topics that are included under the term “quality” (Abdous, 2009:282). The word quality is derived from the Latin word “qualis”, which means “*the degree of excellence of something*” (Sahney, Banwet & Karunes, 2004:145). There are various definitions of the term. Quality is defined as value (Abbott, 1955; Feigenbaum, 1951), conformance to specifications (Gilmore, 1974; Levitt, 1972), conformance to requirements (Crosby, 1979), fitness for use (Juran, 1974, 1988), loss avoidance

(Taguchi, Elsayed & Hsiang, 1989), and meeting and/or exceeding customers' expectations (Gronroos, 1987; Parasuraman, Zeithaml, & Berry, 1985). Quality is described as a “slippery” term by Sahney, Banwet and Karunes (2004:145-159) because its meaning depends on the context and its application. According to Kotler, Rein, Haider and Apslund (2001:10), the simplest form of defining quality is “freedom from defects”. Most customer-centred companies, however, go beyond this basic view and define quality in terms of customer satisfaction, which is relevant to this study (Le Roux & van Rensburg, 2014:3). The customer-centred definition is relevant for this study because it focuses on those who play a significant role in providing the services that the customers receive.

Lagrosen, Sayyed-Hashemi and Leitner (2004:61) admit that quality is a concept that is extremely difficult to define. It is difficult to define because it depends on the type of business and the context in which it is used. As a result this makes it more difficult to define or distinguish between good and poor quality. The following five definitions of quality are identified by Lagrosen, Sayyed-Hashemi and Leitner (2004:61):

- **Transcendent definition** (subjective and personal). This definition is associated with performance of visual arts. It is argued that quality is only recognized by people through gaining experience from repeated exposure.
- **A product-based definition** is viewed as calculable and measurable features or attributes. For example, an engineer can design to the benchmark of durability or reliability because they can be measured (e.g. mean time between failure, fit and finish).
- **User-based definitions** (customer satisfaction). These definitions associate quality with satisfaction. This definition acknowledges that different customers have different desires.
- **Manufacturing-based definition** (conformance to specifications). This definition is concerned mostly with engineering and manufacturing practices where quality is operation driven.

- **Value-based definition** (in relation to costs). Quality is defined in terms of price and value (Lagrosen, Sayyed-Hashemi & Leitner, 2004:61).

For this study the user-based, transcendent and value-based definitions of quality are more appropriate than the product-based and manufacturing-based definitions as they are more suited for the production environment. The lack of clarity about quality is a reflection of the many different perspectives that stakeholders have in this regard (Abdous, 2009:283). This is relevant to the higher education environment, where various groups of stakeholders may expect various quality-related results from institutions.

It is clear from the literature (Garvin, 1986; Suarez, 1992; Goetsch & Davis, 2014; Shank & Govindarajan, 1994; Terziovski & Samson, 1999) that the following leaders in the area of quality are widely known and often referred to: Edward Deming for his famous fourteen points to achieve quality, Philip Crosby for his quality management grid and Joseph Juran for his proposal of a universal way of theorizing quality control, quality planning and quality improvement, which is now called the Juran Trilogy.

According to Anderson, Rungtusanatham and Schroeder (1994:472), the understanding of quality management developed through the 1980s and, progressively, the strategic significance of quality management and quality is acknowledged by organizations. Anderson, Rungtusanatham and Schroeder (1994:473) are of the opinion that several organizations reached the conclusion that “effective quality management” can improve their competitive abilities and deliver a strategic benefit in the marketplace. Knowles (2011:11) posits that quality management refers to an approach or process used in an organization in order to sustain long-term organizational success. Juneja, Ahmad and Kumar (2011:93) put forward the idea of quality management as the responsibility of all employees and that all employees should be involved in decision-making. This is where the concept of Total Quality Management (TQM) stems from. According to Juneja, Ahmad and Kumar (2011:95), TQM was established by Deming and Juran in the 1950s and it was adopted in Japan. In the 1970s TQM was widely accepted in Japan, then

Ishikawa, Shingo and Ohno became the experts in TQM worldwide (Zabadi, 2013:42). According to Zabadi (2013:51), TQM is based on seven quality management principles⁴, namely: leadership, process approach, engagement of people, customer focus, improvements, evidence-based decisions and relationship management.

To manage quality, according to Juran (1999:5), it is best to begin by establishing the vision for the organization in order to ensure quality in an organization. There are three managerial processes that can be used in managing quality, namely: quality control, quality planning and quality improvement. These managerial processes are also known as the Juran trilogy (Juran, 1999:5). The Juran trilogy is used in studies that focus on the life within an organization, discovering organizational issues and how they influence the organization's performance (Manu, 2011:29). This is relevant to this study as its aim is to evaluate the quality culture within the higher education context. According to Juneja, Ahmad and Kumar (2011:96), a model of how an organization can enhance its bottom line, is provided by Juran Trilogy. The bottom line of an organization can be significantly enhanced through a better understanding of the relationship between the processes involved in planning, controlling and improving quality in the organization. The Juran trilogy is further explained below.

3.2.1 Quality planning

Juran (1999:3) is of the view that quality planning is an organized process for developing services or products in order to ensure that customer needs are met. The quality planning process and its associated methods was developed in order to provide quality services or products (Juran, 1999:3). Quality planning includes the following steps: establishing the project; identifying the customers; discovering the customer needs; developing the product; developing the process and developing the controls and transfer to operations. Quality planning also provides the process, methods, tools, and techniques for closing each of the component gaps and thereby

⁴ A detailed explanation on the QMPs is provided in section 3.4.1 of this chapter.

ensuring that the final quality gap is at a minimum (Juran, 1999:21). Arguments for focusing on quality planning can be summarized as follows (Plura, 2003:37):

- In principle, quality planning affects customer satisfaction.
- An important aspect of organizational effectiveness is service quality planning.
- Quality planning activities are recognized in pre-service phases where most non-conformity arises.
- The shortest time and the lowest cost are required by the lowest removal of non-conformities in pre-service phases.
- The organization has to prove that quality planning used all means for achievement, customer satisfaction and for non-conformities prevention by using procedures and methods of quality planning.
- Service quality planning results increase customer reliance on product or service of the organization (Plura, 2003:37).

The efficiency of quality planning can be greatly increased by using appropriate quality planning methods. According to Plura (2001:259), quality planning methods include, for example, Quality Function Deployment (QFD), the Balanced Scorecard (BSC), Design and Process Failure Mode and Effect Analysis (FMEA), Fault Tree Analysis (FTA), Design of Experiments, Machine and Process Capability Analysis. QFD is the most appropriate quality planning method for the purpose of this study because it represents a structured approach to defining customer needs, which makes it more appropriate for higher education institutions.

3.2.2 Quality control

According to Juran (1999:45), quality control is a worldwide managerial process for conducting operations to provide stability in an organization, to prevent adverse change and to maintain the status quo of the organization. To maintain stability, the quality control process evaluates actual performance, compares actual performance to goals, and takes action on the difference. Juneja, Ahmad and Kumar (2011:95)

are of the view that quality control (QC) is a system of routine technical activities, to measure and control quality as it is being developed. This QC system is designed to deliver routine and reliable checks to guarantee correctness, data integrity and completeness. It is also designed to detect and address omissions and errors as well as to file, store inventory material and record all QC activities (Juneja, Ahmad & Kumar, 2011:95).

According to Deming (1982:70), quality control is not the responsibility of one person or one department in an organization, but it is everyone's responsibility, from the CEO to the production worker or service provider. Quality control prevents a bad situation from getting worse. Quality control involves maintaining and developing methods to ensure that processes work as they are designed to work and target levels in performance are reached. Since, the 1930s, Deming was interested in using statistics as a tool to achieve better quality control in an organization (Donaldson, 2004:34).

Juran (1999:46) posits that quality assurance and quality control have much in common. Each compares performance to goals, evaluates performance, each acts in different ways. The main purpose of quality control is to maintain the organizational control. Performance is assessed and compared to goals during operations. The resulting information is received and used by workforce or employees to improve organizational performance. The main purpose of quality assurance is to verify that quality control is maintained (Juran, 1999:46). Performance is evaluated after operations, and the resulting information is provided to both employees and interested parties. Interested parties may include senior management, corporate staff, regulatory bodies, customers and the general public. Therefore, quality control can take place by using a feedback mechanism (see section 2.4 of Chapter 2).

3.2.3 Quality Improvement

The five stages of quality improvement are uncertainty, awakening, enlightenment, wisdom and certainty (Nigam, 2005:44). Crosby developed a quality management grid in which he listed these five stages of quality improvement according to Nigam

(2005:44). The five stages of quality improvement can be used to assess progress on a number of measurement categories, such as management understanding and attitude. These can also be used to assess the status of quality in the organization, problem handling, cost of quality as a percentage of sales and quality improvement actions. Deming (1882:78) expanded a system of profound knowledge that helps to generate an interrelated set of 14 points for leadership to manage quality improvement (Deming, 1982:79). These 14 points provide guidelines for the changes in how employees think. The 14 points are required for any organizational success because they form a highly interactive system of management. These 14 points were developed as key actions for management to ensure quality, productivity and success. These 14 points add value to the quality improvement of any organization.

The Deming's 14 points are summarized below:

- Create and publish a statement of the aims and purposes of the company or other organizations - management must demonstrate its constant commitment to this statement.
- Adopt a new philosophy where the organization can no longer compete if it continues in the old way of accepting mistakes, delays and defects. It has to implement new ways of working and make the necessary shift.
- Cease dependence on mass inspection to achieve quality, as this will assist in getting to know the purpose of inspection, the development of processes and reduction of costs. Instead of inspection at the end of a session, staff should be skilled to develop and monitor their own careers and quality standard for services (Deming, 1982:79).
- End the practice of awarding business on the basis of price tag alone. Organizations should minimize total cost and move towards a "single supplier for any one item, on a long-term relationship of loyalty and trust".
- Constantly improve the system of production and service. This may be done in order to develop productivity and quality thus constantly decreasing costs.
- Institute training on the job, which is a powerful tool for improving quality. Failure to use the available talent in the organization is a disadvantage to the organization.

- Institute leadership because it is important that managers lead by example and that their input has to go beyond mere supervision. This will provide the impetus for improved inputs by staff (Deming, 1982:80).
- Drive out fear, create trust and create a climate for innovation so that everyone may work effectively for the company. This may help everyone to work effectively, feel safe and take risks for the company.
- Break down the barriers between departments. This can be done by, for example, the creation of multifunctional teams.
- Eliminate slogans, exhortations and targets. The focus of the organization should not be on achieving certain margins that impede professionals from performing their work well and taking the necessary time for it. Rushing through the work can cause production errors (Deming, 1982:80).
- Eliminate work standards that prescribe numerical quotas. Work standards that focus on numbers usually miss the point that work standards should focus on quality, not quantity. In the pursuit of quantity, the worker would routinely sacrifice quality, taking short-cuts along the way and this would in turn lead to rework, rejects and demoralization.
- Remove barriers that rob people of pride of workmanship. Eliminating barriers will help in removing the appraisal system that encourages competition amongst staff.
- Encourage education and self-improvement for everyone. It is important to integrate and promote training, self-development and improvement for each employee so that they are able to elevate themselves to a higher level.
- Take action to accomplish the transformation by embarking on concrete actions to implement and realize transformation and change throughout the organizations. Transformation is the work of everyone in any organization (Deming, 1982:80).

According to Crosby (1984:420), mistakes such as the information that is not regularly updated in HEIs, are caused by lack of attention to detail by employees and lack of knowledge. These mistakes can be eliminated by personal commitment to excellence (that means aiming for zero defects) and giving attention to detail. Deming (1982:26) argues that the meeting the external customer's requirements is the final goal of quality improvement. An organization as a system can be viewed as

a linkage of processes run by a series of internal suppliers of new knowledge. Deming (1982:29) maintains that a continuous quality improvement process requires accountability. Therefore, in every organization accountability is not only the responsibility of management, but every employee is to be held accountable.

Accountability requires that an employee take personal responsibility for his/her actions and the associated consequences. Some of the ways to foster accountability are: frequent performance reviews, closer follow-up if a customer is unhappy (a customer feedback form). According to Huisman and Currie (2004:529), accountability is on the higher education policy agenda in many systems and it is institutionalized and commonly accepted. Furthermore accountability is claimed to sustain or raise the quality of performance by forcing those involved to examine their operations critically and to subject them to critical review from outside.

3.3 CULTURE

Cameron and Quinn (2011:3) define culture as the “core values, assumptions, interpretations” that relate to an organization. Culture is basically about how people are anticipated to behave, draws the lines within which certain personalities would drive people, and reveals itself through practices. Therefore, culture gives organizations a sense of identity and determines, through the organization’s behaviors, rituals, beliefs, meanings, values, norms and language, the way in which things are done in an organization (Boyle, 2008:4). According to Lotich (2016), the main characteristic of culture is good communication and how information is shared and exchanged within the organization. Culture is universal and it affects all aspects of the organization and how the organization deals with its main tasks, its different situations, and its internal processes (Schein, 2004:14). Therefore, if the quality culture of the university under study is weak, it generally portrays a dissatisfied employee attitude at work (Kehinde, 2012:124).

3.3.1 Organizational Culture

According to Lunenberg (2011:1), organizational culture is the set of “shared beliefs, values, and norms” that affect the way members think, feel and behave. The culture

of an organization is all the beliefs, feelings, behaviors and symbols that are characteristic of an organization. More specifically, organizational culture is defined as shared philosophies, ideologies, beliefs, feelings, assumptions, expectations, attitudes, norms, and values (Schein, 2011). Martins and Terblanche (2003: 380) state the general definition of organizational culture as *“a system of shared meaning held by members, distinguishing the organization from other organizations”*. Arnold (2005:625) indicates that organizational culture is the distinctive norms, beliefs, principles and ways of behaving that combine to give each organization its distinct character. Khatib, (1996:10) is of the opinion that organizational culture is a perception which can be shared with members within the organization. In other words, organizational culture is associated with decision making, acting, communication formation and communication network within the organization. Schein (1985:9) also defines organizational culture as

...a pattern of basic assumptions invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration that has worked well enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.

The above description highlights that organizational culture is the generated norms, which are recognized as the way of doing things and are passed on to new members of an organization. Ng'ang'a and Nyongesa (2012:211) define organizational culture as the collection of beliefs and norms that are shared by groups and people in an organization. These beliefs and norms determine the way people cooperate with stakeholders and with each other in the organization which can be good or bad to the growth of the organization. The environment does not only influence customers, but also the people who work in the environment. As pointed out by Habib *et al.*, (2014:220) when organizational culture is positive employees' commitment will be enhanced and automatically performance will increase. New employees are likely to adopt the same way of doing things therefore it works to an organization's advantage if organisational culture is strong.

3.3.2 Organizational culture in service delivery organizations

Punia and Luxmi (2005:46) elaborate that the meaning of organizational culture, as viewed in the literature (Cameron & Quinn, 2011; Martins & Terblanche, 2003; Ravasi & Schultz, 2006), suggests that organizational culture is a “pattern of basic assumptions”, created, revealed, or developed by a given group wherein the members learn to cope with problems of internal integration. According to Punia and Luxmi (2005:45), the performance of the organization is related to the type of culture that is within the organization. Such type of culture can be an open culture/strong culture or a closed culture/weak culture. Martins and Terblanche (2003:64-74) are of the view that some organizational cultures are labeled strong and others weak. A strong culture is characterized by the core values of the organization that are shared widely and intensively held and a weak culture is the opposite. The more the core values are accepted by the members the greater the members’ commitment to those values, the stronger the culture will be. According to Malhi (2013:1), core values are principles that are held in high regard such as customer satisfaction, employee independence and innovation.

Those core values are expressed as decisions and actions on appropriate occasions. In this regard, CPUT’s core values are: Ubuntu, mutual respect, equity, innovation, accountability, excellence, efficiency in all its operations (CPUT, 2015:Online). In other words, core values are a set of beliefs that stipulate collective expectations and desired modes of conduct in an organization. Customer satisfaction is not listed in the core values of the institution under study but some of the institution’s core values, such as efficiency, accountability and innovation, contribute to customer satisfaction. The CPUT defines its core values as indicated below: CPUT undertakes to “deal with others in a spirit of *Ubuntu*”; CPUTs’ interactions will be “governed by a spirit of *mutual respect*”; CPUT supports the “principle of *equity*”; CPUT “will promote *innovation* in all aspects” of its work; CPUT will “uphold the principle of *accountability* for its actions”; CPUT prizes *excellence*; CPUT will “strive for *efficiency* in all its operations” (CPUT, 2015:Online).

Inah, Tapang and Uket (2014:191) state that behavioral norms can usually change in order to meet current needs or to meet a new tactical plan, for example, market

oriented or customer oriented plans. Furthermore, the strength of behavioral norms can generate rules that are written or unwritten about the extensively acceptable organizational behavior. These behavioral norms (such as the informal understandings that govern the behaviour of members in the organization) are obligatory to all employees and cannot be ignored. Although some employees in organizations find the behavioral norms difficult to accept, the norms do create a sense of unity and team working in an organization if a strong culture is favored in the organization (Inah, Tapang & Uket, 2014:194).

Poor service delivery in the higher education sector is widespread (Dado, Taborecka-Petrovicova, Cuzovic & Rajic, 2012; Ghadamosi & De Jager, 2009; Gruber *et al.*, 2010). A study conducted by Ghadamosi and De Jager (2009:890) revealed that the perceived experiences with services at two South African UoTs were significantly lower than students' expectations. Some of the students' perceptions, for example, included the quality of lecturers and the student support system that was not of high standard. While students expected lecturers who are well prepared, know their subject and are exciting to listen to. Furthermore, students expected the support system that would encourage them emotionally and socially. In addition, these findings provide some important insights (such as the importance of customer satisfaction) into the service delivery expectations of students in general. The study by Ghadamosi and De Jager (2009:891) suggests that the establishment of factors based on both the expectations and the experiences of students could be used simultaneously to assess the overall levels of the perceived service delivery. Ghadamosi and De Jager's study aimed at determining the level of students' satisfaction with the services delivered at that particular university. The results of the study indicate that students were not satisfied with the services they received. Furthermore, students were not satisfied with the academic staff and follow-up actions after contact has been made.

Dado *et al.* (2012:203) conducted a study on how service delivery affects customer satisfaction and it is directly linked to the behavioural intentions within the institution. The main objective of the study by Dado *et al.* (2012:203) was to examine the relationship between customer satisfaction and service quality and their effect on behavioural intentions within Serbian higher education. The employee behavioural

intention is defined as an indication of an individual's readiness to perform a given task/performance (Dado *et al.*, 2012:203). The studies referred to above represent a South African and a Serbian context. Therefore, it can be concluded that service quality and service delivery in HEIs are global concerns.

A study by Kundi, Khan, Qureshi, Khan, Akhtar (2014:27) concludes that it is not only the bookish knowledge to which the students of HEIs pay attention, but there are also other factors which students consider before making a decision of registering at any institution of higher learning. These factors include student satisfaction with the institution and its credibility. A study by Kundi *et al.* (2014:23) aimed at investigating the influence of service quality on customer satisfaction in the higher education sector. This study also tried to understand the main priorities of students in terms of what they look for when seeking admission to an educational institution. According to Lacatus (2013:422), the concept of organizational culture helps in “understanding and analyzing” activities that make an educational organization such as a university or a school to be organized and developed. Furthermore, it allows possible ways for institutions to improve management, development and reform strategies to be identified.

3.3.3 The role of employees in organizational culture

Quality employees who can provide an organization with innovation will require options for individual development to impact the cultural change toward innovation. It is to the company's advantage to use its younger employees' needs for skill development and job changing to propel innovation throughout the culture (Agin & Gibson, 2010:127).

A key role in deciding the workplace culture is played by employees. The culture in the workplace is formed by employee attitude, behaviour and interest. The assumptions and thought processes of members in the organization add value to its culture. Saffold (1988:546) is of the opinion that strong culture is always a driving force behind continued success in any organization. Saffold (1988:547) further states that strong, powerful cultures attract attention to improved performance in an organization. Posner, Kouzes and Schmidt (1985:293) connect strong culture with

strongly shared commitment, values, ethical behaviour, self-confidence and reduced stress.

According to Dooris and Doherty (2010:94-95), some organizations have powerful employees who encourage healthy competition in the workplace. Such organizations follow a culture where every individual tries hard to win the appreciation of management (Dooris & Doherty, 2010:60).

Recognition is about improving performance and focuses on what is good for the company. Appreciation emphasizes what is good for the company and good for the person (which may sometimes mean helping them find a position that is better for them than their current role) (Chapman & White, 2012:23).

Employees who are satisfied and motivated would encourage a healthy workplace culture as compared to a demotivated employee. Agin and Gibson (2010:52), for example, argue that if young employees, who are less experienced, feel stagnant for too long, they will be less likely to remain engaged in the organization. Yahaya, Ismail, Sharif, Saud, Kosinin, Yahaya and Abbas (2011:4529) conclude in their study that to enhance organizational culture, the organization should support the employees to participate in discussions during meetings. A study by Yahaya *et al.* (2011:4519) was on the impact of motivation factors, personality trait on performance of customer service personnel. The study by Yahaya *et al.* (2011: 4519) aimed at investigating which level of Maslow's theory contributed most towards performance and which type of personality, among the big five personality traits, could be a predictor of staff performance. Maslow's theory is a motivational theory consisting of a five-tier model of human needs and it is also known as Maslow's hierarchy of needs (Jerome, 2013:41). Maslow's hierarchy of needs is frequently described as categorized levels within a pyramid whereby the needs lower down in the hierarchy must be satisfied before individuals can show up to the needs higher up (Jerome, 2013:41). From the lowest rank of the hierarchy upwards, the needs are: physiological, safety, love and belonging, esteem and self-actualization. Furthermore, the employees' responsibilities should be well-balanced in an organization in order to build trust among supervisors and workers. Involving

employees in discussions could enhance the value of self-responsibility among CPUT staff.

Yahaya *et al.* (2011:3961) point out that the organizations should value their staff for the work that they do for the organization. The contribution of the workers towards the organization can be positively influenced if workers are valued within the organization. It is very important for an organization to value its employees in order to maintain its position in the market. According to Kompas and Sridevi (2010:89), when employees are valued this can help individuals at all levels to make better and more responsible decisions relating to issues of quality in an organization. Kompas and Sridevi (2010:90) are of the opinion that if the organization seeks to improve its effectiveness, an accompanying commitment to areas such as shared values and behaviors is likely a good place to start.

3.4 SERVICE QUALITY

Quality is what customers look for in a service (Solomon, 2009:413). It is evident that quality is also associated with the value of what is being offered. Zeithaml, Parasuraman and Berry (1990:19) state that the key to convincing good service quality is meeting or exceeding what customers expect from the service. Juran and Godfrey (1999:35) define service quality as the assessment of how well a delivered service conforms to the customers' expectations. A study conducted by Ghadamosi and De Jager (2009:890) shows that the formation of factors based on both the experiences and the expectations of students could be used simultaneously to assess the overall perceived service delivery in an organization. Again in a study conducted by Dado *et al.* (2012:203), it is indicated that satisfaction of customers is influenced by service quality and is directly related to behaviour of the service provider. By stating customer dissatisfaction/satisfaction, an organization can evaluate the importance of economy and the problems experienced by customers have on the business (Gruber *et al.*, 2010:109). This helps to drive appropriate management actions and measure the effectiveness of improvements relating to service delivery or customer satisfaction. To begin the improvement process of services according to Gruber *et al.* (2010:1261), a baseline of customer satisfaction and loyalty must be established in an organization, so as to identify sources of

customer dissatisfaction and specific areas of poor performance. This can be greatly achieved by implementing a “service quality” approach.

Zeithaml, Parasuraman and Berry (1990:36) and Parasuraman (1988:12) argue that measuring service quality as the difference between expected and perceived service could assist management (in general) in identifying gaps in the services that they offer. The aim of providing quality services is to satisfy customers. Measuring service quality is a way in which to determine if the services are bad or good and to know whether the customers are satisfied. Service quality can be measured using the SERVEQUAL instrument (Khodayari & Khodayari, 2011:41). Yousapronpaiboon (2014:1089) states that the SERVEQUAL model is determined by the direction and the size of the internal gaps. These gaps are defined as:

- **Gap 1 (positioning gap)** refers to the gaps between management perceptions of expectations and actual customer expectations;
- **Gap 2 (specification gap)** is concerned with the organization’s service quality specifications and management perceptions of customer expectations;
- **Gap 3 (delivery gap)** is between actual service delivered by employees and service quality specifications;
- **Gap 4 (communication gap)** is the difference between the promise of the institution to students about its service quality and the services delivered to those students;
- **Gap 5 (perception gap)** is the difference between perceived service and students’ expectations (Khodayari & Khodayari, 2011:38-46).

The SERVEQUAL instrument is based on Gap 5 (perception gap) which is the difference between perceived service and students’ expectations (Akter, Upal & Hani, 2008; Zeithaml, Parasuraman & Berry, 1990). This instrument (SERVEQUAL) is used to assess service quality and it has been used successfully in many studies (Dado *et al.*, 2012; Van der Westhuizen, 2014; Zeithaml, Parasuraman & Berry, 1990). These studies (Dado *et al.*, 2012; Van der Westhuizen, 2014; Zeithaml,

Parasuraman & Berry, 1990) focused on service quality and student experiences of service delivery in higher education institutions.

Service quality is evaluated by comparing perceptions with expectations on ten dimensions of quality: responsiveness, tangibles, communication, reliability, security, credibility, courtesy, competence, understanding/knowing customers and access (Parasuraman, Zeithaml & Berry, 1985:45). According to Khodayari and Khodayari (2011:41), these dimensions are collapsed into five generic service quality dimensions. When measuring perceived service these five dimensions of quality are used to assess service quality (Parasuraman, Zeithaml & Berry, 1985:45). The five dimensions of quality are:

- **Tangibles:** the appearance of personnel, equipment and physical facilities;
- **Reliability:** the ability to accurately and dependably perform the promised service;
- **Responsiveness:** the willingness to provide prompt service and help customers;
- **Assurance:** the employee's ability to inspire trust, confidence and their knowledge and courtesy.
- **Empathy:** the level of individualized attention and caring that the organization provides to its customers.

The five dimensions were developed to assist the measurement of service quality in organizations. The success of the organization is dependent on service quality (Landrum, Prybutok & Zhang, 2007:104). The challenge, according to Gitomer (1998:45), is not only serving the customers but,

... it is understanding the customer, being prepared to serve customers, helping an angry customer immediately, asking the customer for information, listening to customers, being responsible for your actions when a customer calls, living up to your commitments, being memorable, surprising customers, striving to keep customers for life and getting unsolicited referrals from customers ... regularly.

These five dimensions of service quality are to be considered in HEIs as suggested by Lewis and Mitchell (1990:13), because service quality dimensions are development attributes and they can be assessed by customers during the service delivery (Lien & Kao, 2008:522). Gitomer (1998:45) asserts that in order for the customer to continue doing business with the organization, the focus should not only be on providing a good service to the customer, but also to generate customer loyalty. Kruger and Ramdass (2011:1176) recommend that HEIs have to become sensitive to the needs of their customers. This means that HEIs should try to meet the needs of their customers through a clear awareness and understanding thereof. The institutions are service providers and therefore the focus should be on customer satisfaction. The aim of the study by Kruger and Ramdass (2011:1175) was to find common ground between industry and HEIs. This would be done in terms of tailoring the major features and potentialities of basic TQM principles and guidelines to fit HEIs. According to Kruger and Ramdass (2011:1175), the merger of HEIs has created inefficiency and incompetence in administrative and academic processes. This has resulted in irregular and outdated processes and consequently the customer is disadvantaged because the quality of services rendered is diminished by the unmanageable processes in such cases. The quality of service is an aspect of customer satisfaction and therefore customer satisfaction and the prioritisation thereof, is a subject of great interest to organizations.

3.4.1 ISO 9001:2015 QUALITY MANAGEMENT PRINCIPLES

According to Becket and Brookes (2008:44), the International Organization for Standardization (ISO) is an international standard-setting body. It was developed for quality assurance standard and to focus on continuous involvement in customer satisfaction and a pro-active approach to customers (Becket & Brookes, 2008:44). This standard attempts to advance customer satisfaction in an organization and reach continuous quality improvement. Sakthivel, Rajendran and Raju (2005:575) posit that the ISO-processes and services can be associated with Total Quality Management (TQM) because TQM philosophies are used to focus on customer satisfaction in HEIs. According to Sakthivel, Rajendran and Raju (2005:574), in higher education TQM helps to attain and sustain excellence. TQM revolves around the idea of customer satisfaction and it is customer-focused. According to Khodiyari

and Khodiyari (2011:39), the rationale for adopting TQM in an organization is that it has the potential to incorporate the quality viewpoints of both internal and external stakeholders. This allows for a more complete approach to quality management that will facilitate change, innovation, as well as quality. Srikanthan and Dalrymple (2004:119) indicate that TQM's application in universities is more relevant to the service than the education roles. Accordingly, while the TQM's focus in industry is on the team, in higher education this tends to lie with individuals because services are delivered to customers by individuals.

Lagrosen and Svensson (2006:88) are of the view that the ISO 9001 standard is the most frequently used quality management model in organizations as it contains many criteria for organizational performance improvement such as a "strong customer focus, the motivation and implication of top management, the process approach and continual improvement". The ISO 9001 standard provides direction and tools for organizations and companies that want to ensure that their products and services regularly meet customer requirements, and that quality is consistently improved. If an organization manages to fulfill the requirements and all processes are documented properly, they can be accredited in line with the ISO 9001 standard. As customers are always looking for better and greater value as well as high quality with regard to customer satisfaction therefore, this might bring a market advantage.

According to Anoye (2015:201), ISO 9001 can help organizations improve their management practices and its benefit is having the ability to enhance service quality, competence and efficiency, customer confidence and competitive advantage. Furthermore, ISO 9001 is an international standard that provides an outline for QMS (Anoye, 2015:201). ISO 9001 is published originally by the International Organization for Standardization (ISO) in 1987, a global alliance of national standard bodies, located in Geneva, Switzerland (Anoye, 2015:201). In a competitive climate, the standards can be used to elevate the level of quality of practices, products and services (Anoye, 2015:201). ISO 9001 permits organizations to show their obligation to quality for any services that they provide and for products that they produce. The revised ISO 9001 for QMS is based on seven quality management principles (ISO 9001, 2015:**Online**). These quality management principles are discussed below:

Customer focus (QMP 1): In HEIs the focus should be on the customer, the student in this case. Organizations depend on their customers and therefore should understand current and future customer needs. Organizations should also meet customer requirements and strive to exceed customer expectations as this is the main focus of quality management. Every aspect of customer interaction provides an opportunity to create more value for the customer. Therefore, applying the principle of customer focus typically leads to researching and understanding customer needs and expectations. It also leads to ensuring that the objectives of the organization are linked to customer needs and expectations as well as communicating customer needs and expectations throughout the organization. The key benefits for using this principle would be an increased effectiveness in the use of the organization resources. This would lead to improved customer satisfaction and customer loyalty which may result in a repeat business (ISO 9001, 2015:**Online**). In many services, the consumer is required to contribute information and/or effort before the service transaction takes place as the consumer contributes directly to the quality of service delivered and to customer satisfaction/dissatisfaction (Hill, 1995:17). Understanding current and future needs of customers and other interested parties contributes to continued success of the organization especially in the life of HEIs.

Leadership (QMP 2): Leaders establish unity of purpose and direction of the organization hence they should create and maintain the internal environment in which people can become fully involved in achieving the organization's objectives. The key benefits for using this principle would be that people will understand and be motivated towards the organization's goals and objectives. The other benefit would be that miscommunication between levels of an organization will be minimized. Applying this principle throughout the organization leads to considering the needs of all interested parties including customers and employees. Applying this principle would also lead to creating and sustaining shared values within the organization as well as inspiring, encouraging and recognizing employee contribution (ISO 9001, 2015:**Online**).

Involvement of people (QMP 3): Employees at all levels are the essence of an organization and their full involvement enables their abilities to be used for the

organization's benefit. The key benefit of using this principle would be motivated, committed and involved people within the organization. The other benefit is that people become accountable for their own performance and they are eager to participate in and contribute to continual improvement. The important idea is that HEIs need to understand what to do, how to do it and to listen to feedback from customers. The philosophy of engaging people has, at its core, total customer satisfaction through continual improvement. Applying this principle throughout the organization leads to people understanding the importance of their contribution and role in the organization. It also leads to people identifying constraints to their performance and accepting ownership of problems and their responsibility for solving them. It also leads to people freely sharing knowledge and experiences as well as discussing problems and issues (ISO 9001, 2015:**Online**).

Process approach (QMP 4): A desired result in an organization is achieved more efficiently when activities and related resources are managed as a process. The key benefits for using this principle would be lower costs and short circle of times through effective use of resources. It will also be improved, consistent and predictable results as well as the focused and prioritized improvement opportunities. Applying this principle throughout the organization leads to systematically defining the activities necessary to obtain a desired result. It also leads to establishing a clear responsibility and accountability for managing key activities as well as analyzing and measuring of the capability of key activities (ISO 9001, 2015:**Online**).

Improvement (QMP 5): Improvement of the organization's overall performance should be a permanent objective of any organization. The key benefit for using this principle would be performance advantage through improved organizational capabilities. The other key benefit would be an alignment of improvement activities at all levels to an organization's strategic intent as well as flexibilities to react quickly to opportunities. Applying this principle throughout the organization leads to employing a consistent, organization-wide approach to continual improvement of the organization's performance. It also leads to providing people with training in the methods and tools of continual improvement as well as establishing goals to guide, and measures to track, continual improvement (ISO 9001, 2015:**Online**).

Evidence-based decision making (QMP 6): Effective decisions are based on the analysis of data and information. The key benefit for using this principle is the informed decisions as well as an increased ability to demonstrate the effectiveness of past decisions through reference to factual records. The other benefit would be increased ability to review, challenge and change opinions and decisions. Therefore, applying this principle throughout the organization leads to ensuring that data and information are satisfactorily accurate. It also leads to making data accessible to those who need it as well as analyzing data and information using valid methods. Lastly, it leads to making decisions and taking action based on factual analysis, balanced with experience and intuition (ISO 9001, 2015:**Online**).

Relationship management (QMP 7): An organization and its suppliers are interdependent and a mutually beneficial relationship enhances the ability of both to create value. The key benefit for using this principle includes an increased ability to create value for both parties. The other benefit would be a flexibility and speed of joint responses to changing market or customer needs and expectations as well as optimization of costs and resources. The application of this principle throughout the organization leads to establishing relationships that balance short-term gains with long-term considerations. It also leads to identifying and selecting key suppliers as well as establishing joint development and improvement activities. Its application also leads to clear and open communication as well as sharing information and future plans. It leads to inspiring, encouraging and recognizing improvements and achievements by suppliers (ISO 9001, 2015:**Online**). Sustained success is more likely to be achieved when the organization manages relationships with all of its interested parties to optimize the impact on employee performance. The key benefit for HEIs for this approach would be enhanced performance of the organization and its interested parties through responding to the opportunities and constraints related to each interested party (ISO 9001, 2015:**Online**).

3.4.2 Service Quality Management

The process of managing the quality of services delivered to a customer according to the customer expectations is called Service Quality Management (Richa, 2014). Service Quality Management assesses how well a service is delivered, so as to

enhance its quality in the future, stipulate problems and corrects them to increase customer satisfaction. Managing the quality of services and products is critical in ensuring that the business excels in meeting the customer requirements and achieves its organizational goals (Richa, 2014). Although these QMPs are applicable to services as well as products, it is very important to know the focus areas of improvement with regards to improving customer satisfaction when it comes to service quality management.

According to Alves and Raposo (2007:571), customer satisfaction in higher education can benefit from establishing lasting relationships with students. This can lead to competitive advantage, particularly at a positive word-of-mouth level as far as it concerns present, potential and future students (Alves & Raposo, 2007: 571). Service quality management encompasses the checking and maintenance of the various services that are presented to customers by an organization. As mentioned earlier, the provision of quality services relates to customer satisfaction and to this end, measuring service quality is a way in which one can determine whether the services are good or bad and whether the customers are satisfied.

If there is no active involvement of dedicated employees, it is highly possible that no service quality management process can be successful. This is because customer satisfaction is also based on the level of service quality provided in the organization. Srikanthan and Dalrymple (2004:277) claim that effective quality management necessitates “the collective intelligence and commitment of many people” in an organization. Vassallo (2003:405) correctly points out that when customers pay for a service, they expect a certain level of quality. This is considered as part of the transaction and is a given. Customers will not necessarily remind the service provider of the service expected, but are more likely to give an indication if they experience poor service.

Information about service delivery (Dado *et al.*, 2012; De Jagger & Du Plooy, 2006; Gruber, Chowdhury & Reppel, 2011) in the education sector is available, for example, in a study conducted by Ghadamosi and De Jager (2009:890). In the case of service recovery Gruber, Chowdhury and Reppel (2011:4) state that organizations have to make an effort to correct the misconduct so as to recover profitable

customers. Service recovery is defined as a programmed process for returning aggrieved customers to a state of satisfaction with the organization, after a service has failed to live up to expectations (Bell & Zemke, 1990:42).

3.4.3 Service delivery in Higher Education Institutions

The literature on service delivery (De Jager & Du Plooy, 2006; Dado *et al.*, 2012; Ghadamosi & De Jager, 2009; Gruber, Chowdhury & Reppel, 2011; Khoshafian, 2007) highlights the prominence of examining services that are delivered in the higher education sector in order to commit themselves to continuous improvement of service delivery. However, several studies (Bruhn & Georgi, 2006; Khoshafian, 2007) look at the best way to define service delivery. According to Tait and De Jager (2009:1027), service delivery comprises the student's experiences as they are regarded as primary customers. Student's experiences as customers are generally based on the valuation of all the critical components (Pitman, 2000:170), such as a persistent approach to keep them motivated and let them gain confidence with the right support in place.

If the consumer's expectations are met, service quality is perceived to be satisfactory; if they are not met, it is perceived to be less than satisfactory; and if they are exceeded, it is perceived to be more than satisfactory (delighting the customer) (Hill, 1995:11).

Van der Westhuizen (2014:406) concludes that there is an agreement that "service delivery has become a strategic issue in the South African higher education sector". Nowadays, HEIs are accountable for the services they provide. Van der Westhuizen (2014:407) further elaborates that policy documents such as the Higher Education Act 101 of 1997 and the National Qualifications Framework Act 67 of 2008 provide mechanisms for attaining high service delivery levels. Lewis and Smith (1994) state that due to increasing competition in the service industry, organizations are forced to focus on their external and internal customers, due to the intangible nature of services and the fact that in most instances, no actual products are involved. Furthermore, according to Yeo (2008:267), higher education falls within the service

sector, as the primary focus of tertiary institutions is to deliver quality learning experiences to customers.

3.5 QUALITY CULTURE

Kauder (2014:1083) defines quality culture as a “pattern of habits, beliefs and behaviors” that relate to quality. According to Malhi (2013:2), quality culture also relates to values that assist in shaping improvements that can be made to working practices on a day-to-day basis. Malhi (2013:2) states that quality is intensely rooted in almost every aspect of organizational life in an organization with a quality culture, including recruitment and promotion, compensation, employee orientation and continuous training, management style, decision making, organizational structure, work processes and office layout. The significance is that quality culture in an organization depends on the actions of all employees as all can have an influence on the quality of services in one way or another. In today’s swiftly changing and highly competitive world, it is important to deliver quality services that are valued by customers in order to guarantee long-term organizational success (Malhi, 2013:1). In this regard, building and nurturing a quality culture environment is a requirement for ensuring a continuous flow of quality services.

Malhi (2013:1) asserts that successful and lasting organizations have a culture that builds and sustains a work environment that is favourable to long lasting quality improvement. Therefore, quality has to be the fabric of the organization and is the result of a carefully constructed culture. Collaboration between employees in an organization depends on their attitudes and morals. Attitudes and morals can be acknowledged by the people in an organization. According to Bendermacher, Oude Egbrink, Wolfhagen and Dolmans (2016:5), quality culture can be considered as a definite kind of organizational culture which involves shared values and commitment to quality. Values are central to human decision-making. Barette (2006:1) states that when one works in an organization where quality culture supports personal values, one may feel enlightened by the environment. This will enable employees to fully contribute to work and not only bring energy, creativity and enthusiasm, but also commitment to the success of the organisation.

Quality culture can be expressed better by the word OCTAPACE (Bapat, Soni & Khar, 2014; Fukofaka & Loke, 2015; Jafri, 2012; Neelam, Bhattacharya, Sinha & Tanksale, 2014). OCTAPACE represents openness (free authority, communication channel open in nature), co-operation (cooperation between employer and employees), trust (mutual trust between management and employees, among shareholders), authenticity (exchange of ideas, thoughts, information, proactiveness (Initiative; preplanning and preventive action), autonomy (is using and giving freedom to plan and act in one's own sphere. It means respecting and encouraging individual and role autonomy), collaboration (team collaborations) and exploration (explore continuously).

Quality culture reflects the collaborations between the individuals and the environment created by the organization. It is thus affected by the nature of people involved as well as the setting. Liebenberg and Barnes (2004:2) opine that quality customer service is an essential element of excellence and that culture is one of the major elements that influence quality customer service in an organization. This suggests that in order to strive for excellence, an organization has to endeavour to provide quality customer service. For this to happen, a culture of quality has to be cultivated and maintained.

According to Qi Wang and Cheng (2011:366), quality culture is seen as a subdivision of organizational culture where quality is always related to adopted values that form part of the institution's own organizational culture. Kauder (2014:1043) is of the view that when employees have internal justification for their actions and the support of the company culture, they become self-motivated and empowered for doing quality work in the organization. Therefore, public HEIs should aim to foster a quality culture environment (Tongsamsi, Chaikaw, Chungchow & Thipparat, 2012:17). According to Dill (1995:95), modern quality management is to lead to a predominant quality culture in universities via smart communication and strong engagement.

3.5.1 Factors affecting Quality Culture

Factors affecting quality culture in HEIs, according to Tongsamsi *et al.* (2012:22), include trust between employees, trust between employees and management,

communication about education quality assessment, commitment to quality and participation in education quality assessment. The commitment and attitude of management to quality can encourage individuals in the organization to behave and follow the conditions or regulations specified by the quality system of an organization (Gallear & Ghobadian, 2004; Grossman, Sands & Brittingham, 2010).

The management of HEIs can encourage change in quality culture by using the instruments for assessment, such as Organizational Culture Assessment Instrument (OCAI), to evaluate and improve quality assurance at the organizational level (Smeenk, Teelken, Eisinga & Doorewaard, 2009:589-607). When employees have positive mindsets, they are likely open to try out new ways of doing things if they know leaders are willing to invest in their futures with the organization (Boundrias, Gaudreau, Savoie & Morin, 2009:626).

According to Ehlers (2009:343), participation in education quality assessment, communication and trust do not only have direct influence on quality culture in an organization, but they also get in employees' level of commitment to quality and the right attitude towards quality culture. Participation of employees and communication in an organization also fosters agreement between employees, agreement between employees and management and eventually leads to mutual commitment in an organization (Demirbag & Sahadev, 2008:494-507).

Quality culture also relies on the development of new cultural traits within HEIs and employees need to be aware of the importance of having a good attitude towards education quality assessment (Tongsamsi *et al.*, 2012:22). The quality of teaching and learning interactions between students and educational professionals in higher education is influenced by a variety of factors. These factors include organisational backgrounds, attitudes and skills of teachers, contexts and values, abilities and motivation of learners (Ehlers, 2009:347).

3.5.2 Influence of quality culture on employee performance and motivation

According to Nyaoga, Kipchumba and Magutu (2010:125), employees demonstrate responsibility and productivity when they feel that their employers treat them with

care, listened to them, encourage them to do better and show that they are trustworthy. In linking human resource management with individual employee performance, the factors that affect the level of individual performance are motivation, ability and opportunity to participate (Armstrong, 2001:113-193). In the same manner Armstrong states that

...the link between human resource management and the organizational performance has three plans/schemes; HR practices can make a direct impact on employee characteristics such as engagement, commitment, motivation and skill; if employees have these characteristics it is probable that organizational performance in terms of productivity, quality and the delivery of high levels of customer service will improve; if such aspects of organizational performance improve, the financial results achieved by an organization will improve... (Armstrong, 2001:113-193).

Management can achieve high performance when employees feel supported by the members in their work group. This is when they experience a sense of personal worth and importance (Cole, 2004:6-25). Good organizational culture has the potential to enhance organizational performance and employee job satisfaction (Kotler, 2012:43-58), this applies to quality culture too. Ernst (2001:532) argues that the organization's effectiveness can decline, as has been the case in some organizations, if organizational culture becomes incongruent with the changing expectations of external and/or internal stakeholders. It is for this reason that organizations should be mindful of their stakeholders' expectations, be constantly aware of changes in expectations and adapt so that they can provide what is necessary to meet such expectations. Kauder (2014:1083) claims that motivation is central to the formation and growth of quality culture in the organization. Therefore, employee performance is the outcome of their motivation and ability.

According to Folkman (2010:3), when employees become dissatisfied with their organization they are not as keen to remain with the organisation. Folkman (2010:3) is of that view that employees make significant improvements in their ability to share resources and work together when there is a quality culture. This reduces costs and increases efficiency in an organization. Folkman (2010:2) argues that improving any leadership behaviour will have a positive influence on employee satisfaction and

commitment, but some changes in behaviour and values have more influence than others.

Folkman (2010:2) identifies nine activities that, if improved, will have the greatest impact on employee satisfaction and commitment, namely: drive for results, inspire and motivate others, strategic perspectives, walk the talk, collaboration, trust, building relationships and courage, develop and support others. A motivated workforce is necessary for any organization that is in need of improving productivity and customer satisfaction. For the purpose of this study, motivation means the willingness of an individual to make an effort and take action towards organizational goals. Khodayari and Khodayari (2011:38) are of the opinion that satisfied employees can help in improving organizational performance. Job satisfaction is significant from an organizational perspective, as it leads to higher employee and organizational commitment. High commitment leads to the overall success and development of the organization (Feinstein & Vondrasek, 2001). Feinstein and Vondrasek (2001) further states that in order to increase the level of employee satisfaction, they should be given advancement opportunities. Pupo (2010:75-76) emphasises the customer factor by claiming that "...there is no better proxy for the long-term economic potential of a business ... than the strength of its customer-satisfaction ratings". This suggests that service delivery should be judged by the customers' satisfaction. When customers are satisfied it decreases the chances of losing customers. This consequently results in a growing organisation. According to Gruber (2010:5), satisfied students may attract new students by engaging in positive word-of-mouth communication to inform acquaintances and friends, and they may return to the university to take other courses.

3.5.3 The importance of quality culture in advancing quality services

Harvey and Green (1993:15) outline the nature of quality culture as conceptualized as part of industrial manufacturing. Harvey and Green (1993:17) further state that quality culture involves everybody in an organization, not just the quality controllers. Therefore, quality is the responsibility of all in the organization. HEIs are influenced by powerful, external factors such as economic, political and demographic conditions, yet they are also shaped by strong forces that originate from within

(Tierney, 1988:3). Tierney (1988:3) states that behavior, values and norms have their roots in the history of the organization and develop from the processes, and goals held by those most intimately involved in the organization. Jawad, Jamshaid and Wahab (2015:72) posit that it is essential to develop an internal quality culture in HEIs to ensure sustainable high quality education. Jawad, Jamshaid and Wahab (2015:75) indicate that the continuity of plans such as good interactions are required as prerequisites for quality improvement in HEIs.

According to Jawad, Jamshaid and Wahab (2015:72-79), QMPs have been conceptualized as Total Quality Management (TQM) and have been widely implemented all over the world (Baig, Abrar, Ali & Ahmad, 2015; Taylor & Hill, 1992; Venkatraman, 2007) for the improvement of quality culture in HEIs. These management principles, according to ISO 9001 (2015:**Online**), represent an organizational culture that uses systematic management, effective planning and active collaboration of all the stakeholders to achieve the mission of the institution. QMPs are suitable for any organization, regardless of their size and industry (ISO 9001, 2015:**Online**). QMPs such as leadership, customer focus, engagement of people, improvement, evidence-based decision-making and relationship management are the most relevant for HEIs because they speak to the life of HEIs. These management principles can be used to focus on improving performance in a particular department, plant or site as they apply to any type of an organization. According to ISO 9001 (2015:**Online**), QMPs are most effective when implemented throughout the organization at every level.

Quality culture within an organization requires total commitment and devotion to quality of all the interested parties such as management, employees and students. Mutual respect, cooperation and trust are the shared responsibility in developing quality culture within the organization (Jawad, Jamshaid & Wahab, 2015:72-79). Quality culture is the most effective and significant way to develop mechanisms that would ensure better quality at all levels and support a vigorous change in universities (Rapp, 2011:6). Berings, Beerten, Hulpiu and Verhesschen (2010) confirm this by maintaining that quality culture is an organizational culture that contributes to the development of effective and efficient care for quality relating to service delivery or service quality.

Developing quality culture is synonymous with developing a self-critical and insightful community of practitioners who are highly motivated (Njiro, 2016:88). According to Deming (1982:10), there must be a friendly relationship between workers and managers in an organization and not to blame management for diminished worker motivation. In a study by Iliuta (2013:58) it is highlighted that some of the motivators in an organization include proper leadership, trust between employees, trust between employees and managers, developing and implementing employee training programs, communication between employees and management. The study by Iliuta (2013) focused on analysing the “drivers of employee motivation to high levels of organizational performance”. This means that employee motivation and performance are crucial for long-term organizational success.

3.6 IMPROVEMENT METHODOLOGIES FOR QUALITY SERVICES

There are various methods that can be used for improvements in an organization, for example, improvement methodologies or quality management principles. Even though this study uses quality management principles as its framework, it is important to look at other improvement methodologies that have been used elsewhere. According to Rosa, Sarrico and Amaral (2012:135), in addition to Deming’s fourteen points (Anderson, Rungtusanatham & Schroeder, 1994:472-509) to achieve quality, Crosby’s quality management grid (Zhao, Yeung & Lee, 2004:575-587) and Juran’s trilogy (Juran, 1986:19-24) on quality management, there are several methodologies to measure and guide quality assessment and improvement in organizations. These methodologies include, for example, Define Measure Analyze Improve Control (DMAIC), Quality Function Deployment (QFD), the Balanced Scorecard (BSC) and are possible to use for quality improvement of processes, products and services in organizations (Sokovic, Pavletic & Pipan, 2010:476-483). These improvement methodologies have been progressively engaged to solve problems in higher education (Ramanan & Ramanakumar, 2014:28). These problems include academic program design, curriculum development and service delivery in HEIs (Bargerstock & Richards, 2015:32). Furthermore, any organizational process with feedback loops, inputs and outputs can be targeted for continuous improvement efforts.

3.6.1 The DMAIC methodology

According to Zeithaml and Gupta (2006:106), the first improvement methodology is the DMAIC cycle which is also known as the six-sigma improvement model. This implies that for higher education institutions service delivery can be defined, measured, analyzed, improved and controlled using DMAIC. The importance of customer needs is the most important point that must be taken into consideration because the focus of higher education institutions is on satisfying customers. Therefore, DMAIC is a suitable tool for improvement in quality service of higher education institutions as recommended in the studies by Qureshi, Janjua, Zaman, Lodhi, Tariq (2014:2295-2310) and Ramanan, Kumar, Ramanakumar (2014:36-40). A study by Bargerstock and Richards, (2015:32) clearly demonstrates that Six Sigma methods, such as DMAIC, can dramatically improve business processes in higher education settings.

3.6.2 Quality Function Deployment (QFD)

According to Sahney, Banwet and Karunes (2004:144), the redesign of the educational system to ensure service quality can be further improved by the implementation of Quality Function Deployment (QFD). QFD is a planning methodology to advance services and associated processes. This can be done by making sure that the voice of the customer is efficiently deployed through prioritized and specified technical qualities (Iqbal, Grigg, Govindaraju & Campbell-Allen, 2015:398). These services and associated processes include service planning, product/service design, service planning and service control.

QFD concentrates mainly on customer requirements and expectations. It is said to act as the voice of the customer (Brown & Duguid, 1991; Sahney, Banwet & Karunes, 2004). QFD offers an organized approach to integrate customer requirements with services and product design specifications. A paper written by Brian Hwang and Teo (2001) demonstrates how HEIs can apply the service-based QFD to integrate the voice of the customer into operations requirements. The paper emphasises the operational level of an organization and how an institution can satisfy its customers by having a clear action plan to achieve high quality standards.

Li, Huang, Chin, Luo and Han (2011:256-268) maintain that QFD is a significant service improvement methodology that offers a way for employees to understand customer needs and demands for a product or service. Thereafter the information can be converted into desirable or required technical attributes (Li *et al.*, 2011:259). Such technical attributes are definition, design, implementation, and deployment of products and services. QFD utilizes a collection of matrices and vectors referred to as the house of quality (HOQ) in order to approach customer needs and expectations systematically (Hauser & Griffin, 1993:61). QFD is a complimentary method for determining how and where priorities are to be assigned in service development.

3.6.3 The Balanced Scorecard (BSC)

The balanced scorecard (BSC) was developed by Kaplan and Norton in 1992 and it aims at balancing several dimensions of performance in an organization (Karathanos & Karathanos, 2005:31). These dimensions of performance include the following: internal business processes, financial, customer and the needs of learning and growth (Rosa, Sarrico, Amaral, 2012:15). The critical point is that in order for the organization to be successful it needs to understand the interactions between operational and developmental, and results (external indicators and financial ones).

Several studies (Asan & Tanyas, 2007; Cullen, Hassal, Broadbent, 2003; Karathanos & Karathanos, 2005; O'Neill, Bensimon, Diamond & Moore, 1999) demonstrate the application of the Balanced Scorecard to the higher education context, on the basis that "educational institutions also need to be managed through strategic concepts, in order to meet demands and keep up with change" (Asan & Tanyas, 2007:1006). The BSC provides higher education with a perspective on targets, goals and measures of progress. However, the implementation of the BSC cannot guarantee a formula for accurate decision making (Stewart & Carpenter-Hubin, 2001:40).

Wongrassamee, Simmons and Gardiner (2003:18) state that the purpose of a BSC is to help in communicating and implementing the organization's strategy for meeting customer needs. Furthermore, the BSC is an outline that contains a set of non-

financial and financial measures selected to assist an organization in implementing its key success factors, which are defined in the organization's strategic vision. In this case the CPUT's vision is "*...to be at the heart of technology education and innovation in Africa*" (CPUT, 2015:Online). According to Hart and Davids (2010:2), CPUT is achieving its mission statement by developing and sustaining the empowering environment. Whereby the students and staff in partnership with the community and industry, are able to create and apply knowledge that contributes to development, through teaching, learning, research and scholarship (Hart & Davids, 2010:2).

3.7 SUMMARY

This chapter presented literature on various aspects central to this study. Service quality was defined, culture, organizational culture and types of organizational culture were also elaborated upon. This chapter expanded on service quality management, service quality and service delivery in HEIs. These were linked to quality culture and how service quality is affected by quality culture in HEIs, in addition to its importance in advancing service quality.

The next chapter presents an overview of the research design and methodology used in this study.

CHAPTER FOUR: RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

According to Rojon and Saunders (2012:55), research is about obtaining and analyzing data to increase knowledge about a topic. Conducting research, according to Newman and Ridenour (1998:122), refers to a process of determining, acquiring, analyzing, synthesizing and disseminating relevant data, information, and insights to decision makers. Conducting research is done in ways that mobilize the organization to take appropriate business actions that maximize the business performance (Newman & Ridenour, 1998:122). Explaining the purpose of the research study according to Rojon and Saunders (2012:56) is an important part of any project because it informs action. Furthermore, Newman and Ridenour (1998:122) posit that the purpose of conducting research can be to provide information to guide business decisions in order to improve an organization's performance. This chapter presents and discusses the research approach taken in this study, the population, method of data collection and the instrument used for collecting data. Furthermore, the tools for data analysis and ethical considerations are discussed.

4.2 RESEARCH DESIGN

A research design is the theoretical concept within which research is conducted, and where measurement and analysis of data takes place. According to Tustin, Ligthelm, Martins and Van Wyk (2005:749), research design is the plan to be followed to realize the research objectives. Churchill and Lacobucci (2002:1006) state that "...a research design is the framework or plan of the study, and research designs can be classified into basic types, exploratory, descriptive or casual". This study is designed as both exploratory and descriptive. Research design further consists of the essential parameters of a research project, including factors such as its basic approach (qualitative, quantitative or combination thereof); the sample or target population to be interviewed or observed; numbers of interviews or observations; research locations; questionnaire or discussion outline; tasks and materials to be introduced and so on (Sekaran, 2001:261). A quantitative research

approach was employed for the purpose of this study because this study aimed at analyzing data statistically and generalizing the study results to the entire population.

According to Cooper and Schindler (2014:165), case study is also referred to as the case history. It is a powerful research methodology that may combine individual and group interviews with record analysis and observation. Researchers extract information from company brochures, annual reports, sales receipts, and newspaper and magazine articles, along with direct observation (usually done in the participant's "natural" setting), and combine it with interview data from participants. Cooper and Schindler (2014:165) further state that the objective of case study research is to obtain multiple perspectives of a single organization, situation, event, or process at a particular point in time or over a period of time.

Case study research is also useful for testing whether scientific theories and models actually work in the real world. According to Fidel (1984:9), case study is flexible because it can be used in many types of research. A case study might introduce new and unexpected results and lead to research taking new directions (Shuttleworth, 2008:2). A survey case study mainly uses survey questionnaires and focuses on specific people in a specific place (Henning, van Rensburg & Smit, 2004:34). It is an empirical inquiry that investigates a contemporary phenomenon within its real-life context (Yin, 1984:23). The advantage of case study research is its application in real-life, contemporary, human situations and its public accessibility through written reports (Spicer, 1997). A survey case study was used to reach the objectives for the purpose of this study.

4.3 RESEARCH APPROACH

There are two kinds of research approaches that can be used when conducting research namely: quantitative and qualitative (Morse, 1994:350). The difference between quantitative and qualitative research is that quantitative research focuses on numerical data and qualitative research focuses on non-numerical data (Saunders, Lewis & Thornhill, 2009:151). Quantitative research is structured and theory precedes observation whereas qualitative research is open, interactive research and observation precedes theory (Corbetta, 2003). Qualitative research is

designed to tell the researcher how (process) and why (meaning) things happen as they do (Cooper & Schindler, 2014:144). Furthermore, qualitative research aims to achieve an in-depth understanding of a situation, whether it explains why (meaning) or how (process things happened (Cooper & Schindler, 2014:144).

A qualitative approach is used when observing and interpreting with the aim of developing a theory that explains what the experience was. This study is framed as quantitative research because it aims at generalizing the study results to the entire population and it also aims at analysing data statistically. According to Leedy and Ormrod (2001:101), quantitative research is employed to provide answers to questions about interactions that take place between measured variables which aim to explain, predict and control occurrences. Quantitative research is considered as a form of conclusive research which includes large representative samples and fairly structured data collection procedures (Struwig & Stead, 2001:4).

4.4 RESEARCH POPULATION AND SAMPLE

The representativeness of sample size is important in quantitative studies because researchers operate under conditions in which error is possible, therefore quantitative researchers mostly focus on minimizing or controlling errors (Landreneau & Greek, 2009:1-2). According to Babbie (2008:121), the population of a study is that group about whom the researcher wants to draw conclusions. In other words, population is the complete group of special elements relevant to the research project (Zikmund, 2003:373). In defining a population for a study, according to Dennis (2006:1), such a population must be specific enough to provide readers with a clear understanding of the applicability of a study to their particular situation and their understanding of the same population. The target population in this study is the employees (academics and non-academics) in the Faculty of Education (Mowbray and Wellington) at a university of technology.

A sample is defined as a subset of a population (Collins & Hussey, 2009:62) and it must be selected to represent the population. Cooper and Schindler (2014:349) argue that cost considerations influence decisions about the size and type of sample and the data collection methods to be used. It therefore becomes important to select

the proper method of sampling, the process by which representative individuals are selected to provide insights into the entire population under study. Saunders, Lewis and Thornhill (2009:233) are of the opinion that the issue of sample size is uncertain, but a general rule of the thumb is to always use the largest sample possible. The larger the sample the more representative it will be. A smaller sample produces less accurate results because it is likely to be less representative of the population (LoBiondo-Wood & Haber, 1998:263-264).

Total population sampling is used in this study. According to Patton (1990:169-186), total population sampling is a type of sampling technique that involves examining the entire population (i.e. the total population) that has a particular set of characteristics, for example, specific knowledge, skills and experience. For this study, three steps were followed in the process of selecting the type of sampling: population was defined first, a list of the population was created. All members on the list were contacted for their participation in order to maximise the response rate. The advantage of using a total population is that it is possible to get deep insights and there is also a reduced risk of missing potential insights from members (Kuzel, 1999). According to Thygesen and Ersbøll (2014:551), a complete study population minimizes the selection of biasness in data collection. At the time of this study the population consisted of 133 employees as indicated by the university's Management Information Systems (MIS) portal and 96 employees responded to the researcher's invitation for their participation in this study.

4.5 DATA COLLECTION METHOD AND INSTRUMENT

There are many ways of collecting data from a variety of sources. Sekaran (2001:259) states that data collection methods include face-to-face interviews, telephonic interviews, questionnaires and observations. This study used a structured, survey questionnaire (see Appendix E) that contains five demographic questions and thirty three statements (see Appendix E).

A formal standardized questionnaire is a survey instrument used to collect data from individuals about themselves, or about a social unit such as a household or a school (Siniscalco & Auriat, 2005:1).

Saniscalco and Auriat (2005:3) state that a questionnaire is consistent when each respondent is exposed to the same questions in order to avoid participants giving unanticipated answers. Questionnaires are among the most popular data collection methods in quantitative research and are designed to produce information that is analyzed statistically (Babbie, 2008:272). According to Fowler (2009:115), designing a good survey instrument involves selecting the statements needed to meet the research objectives and testing them to ensure that they can be asked and answered as planned. Statements have to be phrased in a way that that enables respondents to answer the questionnaire (Fowler, 2009:115). According to Survey Fundamentals (2010:4), writing good survey statements requires keeping the goal of the survey firmly in mind and then formulating each statement from the perspective of the respondent.

According to Burgess (2001:6), a key link needs to be established between the research aims and the individual statements in the questionnaire. Burgess (2001:6) is of the opinion that statements in the questionnaire can be determined through a combined process of exploring the literature and thinking creatively. When the questionnaire is designed, the researcher has to keep in mind what type of data will be generated by the questions and the statistical techniques that will be used for subsequent data analysis. The type of data needed for this study is quantitative data and therefore the questionnaire does not make provision for qualitative responses. SPSS was employed as a statistical technique for analysis. The following was considered when designing the survey questionnaire in this study as suggested by Maree (2007:284-302): appearance of questionnaire, statement sequence and the wording of statements. These aspects of a questionnaire create an opportunity for the researcher to select different options of questionnaire design that will best suit a particular survey. Maree (2007:284-302) indicates that when the questionnaire is carefully considered and applied, the questionnaire should be a natural, ready-to-use instrument to elicit information.

For the purpose of this study a survey questionnaire (see Appendix E) was designed to be self-explanatory to make it easy to understand. The survey questionnaire was restricted to closed-ended statements.

4.5.1 Structured questionnaire

The data collection instrument for this study was based on a well-known Likert scale (Boone & Boone, 2012:1). Respondents were asked to respond to 33 closed-ended statements and five demographic questions. According to Boone and Boone (2012: 2), a Likert scale comprises a series of four Likert-type items that are combined into a single composite score/variable during the data analysis process. These items are used to provide a quantitative measure of a character or personality trait. Likert scale items are created by calculating a composite score (sum or mean) from four or more Likert-type items; therefore the composite score for Likert scales should be analyzed at the interval measurement scale.

The main advantage of a Likert scale statement is that it uses a universal method of collecting data, which makes it easy to understand. When working with quantitative data, a Likert scale makes it is easy to draw conclusions, reports, results and graphs from the responses (Gee, 2013). The use of a Likert scale allows participants to be neutral should they feel so, because when the questionnaire contains 5 numbers the middle one should be neutral. According to Cooper and Schindler (2014:278), Likert scales are more reliable and provide a greater volume of data than many other scales.

In this study the Likert scale contains numbers from 1 to 5, where Strongly Disagree = 1, Disagree = 2, Undecided = 3, Agree = 4 and Strongly Agree = 5. This questionnaire was scaled from 1 to 5 in favor of increasing the reliability of the questionnaire. The results from a study conducted by Masters (1969) indicates that in situations where low total score variability is achieved with a small number of categories, reliability can be increased through increasing the number of categories employed. Therefore, the reliability appeared to be independent on the number of response categories.

Upon completion of the structured questionnaire, pre-testing was done by giving the questionnaire to five employees (academics and non-academics) in the Faculty of Education. It was given to these employees in order to check the clarity of instructions and statements and to identify any possible problems in participants'

understanding of how to answer the questionnaire (Dillman & Redline, 2004). According to Cooper and Schindler (2014:85), a pre-test is conducted to detect weaknesses in design and arrangement and to provide alternatives for selection. What the researcher learnt about the questionnaire and its clarity from the pre-test is that the respondents interpreted the questions correctly and the question wording, instructions, question sequence and meaning were appropriate.

The questionnaire is tested to identify whether it is able to capture the required data as expected by the researcher (Powell, 1998:14). Furthermore, Ross (2006:72) maintains that the purpose of the pre-test is to check question wording, and to obtain information on open-ended questions with a view to designing a multiple choice format in the final questionnaire. According to Ross (2006:72), the advantages of pretesting are:

- To provide information on possible ethical problems,
- To help in determining whether the research statements are appropriate,
- To check whether the population is appropriately defined,
- To provide information on the feasibility and the appropriateness of the sampling method,
- To determine sample size by allowing estimation of variance from the pre-test sample and
- To determine the length of the questionnaire (Ross, 2006:72).

In addition to the pre-test, the questionnaire was evaluated by the researcher's peers, the supervisors and the university statistician, prior to it being finalized and disseminated. Prior to disseminating the questionnaire to participants, the researcher provided each participant with detailed information (such as the objectives of the research and the rights of participants) pertaining to this study. The objectives of the study were made clear in an invitation letter which was sent via email correspondence (see Appendix C).

4.5.2 Questionnaire dissemination

An Inqwise software tool was used to disseminate the structured questionnaire. The Inqwise software is a free and easy to use online survey tool that can be used to

create unlimited surveys with unlimited questions that can be shared via a link to participants through email and can also be embedded directly into a web page. The Inqwise software simplifies the data collection process by allowing the researcher to insert statements and collect data (Rosenbaum & Lidz, 2007:1). The advantage of using Inqwise software is that participants could access the software anonymously as they were not required to provide their names in order to complete the questionnaire. Participants were informed that their participation was voluntary in the study. It was explained that the information collected was solely for research purposes.

For the online survey, an invitation letter was sent via email (see Appendix C). An outline of the purpose of the study, the importance of completing the questionnaire and the procedures for completing the questionnaire were explained to participants via email. Access to the questionnaire was made available via an electronic link inserted in the email. The first email invitation (see Appendix C) including the questionnaire (see Appendix E) were sent to participants in the first week of December 2016, giving participants three weeks within which to respond. Initially, the response rate was very poor (only 15 responses). This was possibly as a result of continuing “fees must fall” protests at the university where several staff members were not on the campus.

A second email reminder was sent in the first week of January 2017 and participants were given a period of two weeks within which to respond. The total number of responses received after this second request was 61. A third email reminder was sent in the third week of January 2017, giving participants one week to respond and the total number of responses increased to 83. On 31 January 2017 a hard copy of the invitation letter and the questionnaire was disseminated. These documents were hand delivered to participants because the questionnaire link was no longer active. The researcher tried to reach as many of the employees who had not yet completed the questionnaire. The hard copies of the completed questionnaires had to be put in a sealed box provided by the researcher at the reception to be collected by the researcher after due date. Participants were given three days to respond. This process increased the total number of completed questionnaires to 96. The

researcher acknowledges that everyone approached for their participation had the right to decide whether they wanted to do so or not.

4.5.3 Tools for data analysis

In this study Statistical Package for Social Sciences (SPSS) and Excel were used for data analysis. SPSS was employed in capturing and analyzing data because it is capable of handling large amounts of numerical data (Arkkelin, 2014:10). SPSS is one of the most popular statistical packages because it can perform highly complex data and analyses with simple instructions (Arkkelin, 2014:10). The data contained five questions on demographic information and 33 statements on quality culture and service delivery. The demographic data was loaded to the SPSS and Excel for graphical representation of the data.

4.6 DATA VALIDITY AND RELIABILITY

According to Ross (2006:76), validity concerns the degree to which a question measures what it was intended to measure and whether one can draw meaningful and useful inferences from scores on the instrument used (Creswell, 2009: 149). The three main forms of validity to look for are: content, empirical, and concurrent validity. These forms of validity according to Creswell (2009:149) are:

- **Concurrent validity** tests whether the scores predict a criterion measure and whether the results correlate with the objectives.
- **Construct validity** tests whether items measure hypothetical constructs or concepts.
- **Content validity** tests whether the items measure the content they were intended to measure.

In this study, therefore, content validity was applied to test whether the questionnaire measured the content it was intended to measure. According to Rubio, Berg-Weger, Tebb, Lee and Rauch (2003:95), using a panel of experts provides constructive feedback about the quality of the newly developed measure and objective criteria with which to evaluate each item. In this case, the questionnaire was subjected to

peer review (as indicated in section 4.5.1 above) prior to dissemination. Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials (Miller, 2003). According to Connaway and Powell (2010:64), a reliable data collection instrument is one that is relatively free from measurement error. Chronbach's alpha was used for internal reliability in this study.

Chronbach's alpha measures how well a set of variables or items measure a single uni-dimensional latent construct. It is essentially a correlation between the item responses in a questionnaire; assuming the statistic is directed toward a group of items intended to measure the same construct (Andrew, Pedersen & McEvoy, 2011:202).

Brown (2002:17) states that Cronbach's alpha is used to assess the proportion of difference that is systematic or consistent in a set of test scores. It can range from 0 (if no difference is consistent) to 1.00 (if all differences are consistent) with all values between 0 and 1.00 also being possible. The Cronbach's alpha reliability coefficients were calculated for the questionnaire (see Table 5.2 of Chapter 5) and are regarded as satisfactory. These reliability coefficients are illustrated in Table 5.2 in Chapter 5. Accordingly, a Cronbach's alpha reliability indicator of 0.6 and higher is acceptable (see Table 5.1 in Chapter 5).

4.7 PERMISSION TO CONDUCT RESEARCH

The researcher requested permission to conduct this research from the research office in the Faculty of Education (see Appendix A). The researcher proceeded with the study once the requested permission was granted. Ethical clearance was received from the Engineering Faculty research ethics committee, where the researcher was registered for a Master's degree (see Appendix B).

4.8 ETHICAL CONSIDERATIONS

According to Greener (2008:40), ethics relate to moral choices affecting decisions, standards and behavior. Ethics refers to the appropriateness of a researcher's

behavior in relation to the rights of those who become the subject of a study (Saunders, Lewis, Thornhill, 2009:600). Ethical considerations help to determine the difference between accepted and unaccepted behaviors, such as violating participant's confidentiality, changing data presentation and omitting sections of data, in the research (Creswell, 2013:89). Furthermore, the integrity, reliability and validity of the research findings rely heavily on the researcher's adherence to ethical principles such as informed consent and right to privacy. The handling of these ethical principles greatly impact the integrity of the research project. The researcher has the responsibility to conduct research in such a way that respects and maintains participant's rights and to ensure the protection of participants from any possible physical and/or psychological harm such as stress and anxiety as social research should never injure the people being studied (Sekaran, 2001).

This study was structured in a way that it did not have any psychological or physical harm toward the respondents and respected the anonymity, right to privacy and the confidentiality of the respondents. This study does not disclose any of the participant's personal information nor can information be traced back to any individual participant. A number of key ethical issues arise across the stages and duration of a research project such as informed consent, right to privacy, confidentiality, anonymity and honesty in reporting findings (Cooper & Schindler, 2014:32). These ethical considerations were addressed as follows:

Informed consent - Participants in this study could choose to participate and were informed in advance about the nature of the study, the objectives of the study and the importance of their participation. It is essential to note that people should not be subjected to research of any nature unless they agree upon it. Cooper and Schindler (2014:31) are of the opinion that in research the informed consent process is necessary to protect individuals from harm and to protect the basis of autonomy by allowing potential participants to self-governing choice.

Right to privacy - The nature and quality of participants' contributions was kept strictly confidential as this study is for academic purposes only. All individuals have a right to privacy, and researchers must respect that right. According to Cooper and Schindler (2014:32), a right to privacy means that one has the right to refuse to be interviewed or to refuse to answer any question in an interview or questionnaire.

Confidentiality - The study data was properly secured to ensure confidentiality of participants. Once the guarantee of confidentiality is given, the researcher protects participant's confidentiality in several ways such as:

- Obtaining signed nondisclosure documents.
- Restricting access to participant identification.
- Revealing participant information only with written consent.
- Restricting access to data instruments where the participant is identified (Cooper & Schindler, 2014:36).

Anonymity - Participants completed a questionnaire without being required to provide their names to ensure anonymity. The information cannot be linked to any individual participant.

Honesty in reporting findings – The researcher has endeavored to report on the findings in this study in a complete and honest fashion, without misrepresenting the outcome, or intentionally misleading others as to the nature thereof.

4.9 SUMMARY

This chapter presented an overview of the research design and methodology used and how it was applied in the study. A quantitative approach was used for this study. The population was the employees (academics and non-academics) in the Faculty of Education. A structured questionnaire was employed as a data collection instrument. Inqwise software was used for data collection and the data was analyzed using SPSS and Excel. Content validity was applied for data validity and Cronbach's alpha was employed for reliability. Ethical issues such as informed consent, right to privacy, confidentiality, anonymity and honesty were assured to participants.

The next chapter presents data analysis and interpretation.

CHAPTER FIVE: DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

According to Cooper and Schindler (2014:655), data analysis is the process of editing and reducing collected data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques. Therefore, the purpose of this chapter is to present the results that were obtained from respondents and to use the data to look for patterns and develop summaries in order to answer the research question. As indicated in Chapter 1, this study is an inquiry into quality culture within the Faculty of Education at a university of technology. The following definition of quality culture was provided to respondents in the questionnaire (see Appendix E): “According to Malhi (2013:2), quality culture refers to a set of group values such as beliefs that guide the improvements made to everyday practices and consequent outputs in the workplace”. Quantitative data was collected to answer the following question:

To what extent is quality culture present in the Faculty of Education at a UoT and how could it affect service quality?

5.2 RESPONSE RATE AND METHOD OF ANALYSIS

Of the 133 disseminated questionnaires a total of 96 responses were obtained and the combined results for all statements is attached (see Appendix F). The response rate for this questionnaire was 72% ($96 \div 133 \times 100$) and it is considered reasonable. Della (2002:25) clarifies that the response rate of 60% would be marginal, 70% is reasonable, 80% would be good and 90% would be excellent. The reason that lower response rates are problematic is that people who do not respond may be different from those who do and consequently, low response rates can create sampling bias (Della, 2002:25). This means that the lower the response rate, the greater the risk of such bias. The responses⁵ vary from question to question.

⁵ The responses vary from question to question as some respondents did not provide responses to certain questions and the total number of responses is provided in each question.

The researcher manually captured the raw data obtained into Statistical Package for Social Sciences (SPSS) software. The data was repeatedly checked to ensure that the information was captured correctly. The Likert scale of 1-5 was used and coded as follows:

Strongly disagree = 1, Disagree = 2, Undecided = 3, Agree = 4, Strongly Agree = 5.

It should be noted that, in several instances, respondents chose the “undecided” option. According to Krosnik and Presser (2009:34), the most common reason why participants choose the “undecided” option in a questionnaire is that the respondent lacks the necessary information and/or experience to form the positive attitude towards a question. Fenichel, Lupi, Hoehn and Kaplowitz (2006:3) posit that a respondent may reply with a no opinion response because they have no particular interest or are unconcerned.

There are four general categories of respondents who choose the undecided responses as indicated by Wang (1997:219), those who reject the scenario; those who know their preference and decline to answer; those who make an effort and are truly unsure; and those who do not make an effort and are therefore unsure. The questionnaire used to collect the data contained five questions that required demographic information from each participant (see Appendix E) that included the department in which they work; their age; work experience; job title; whether respondents are originally from CPUT, the then Cape Technikon or the then Peninsula Technikon. The 33 subsequent statements contained in the questionnaire related to quality culture and service delivery. The analysis of the data was performed on individual statements in order to answer the research question.

5.3 DESCRIPTIVE STATISTICS

Cooper and Schindler (2014:656) posit that descriptive statistics is a demonstration of the location, spread, and shape of data collection. Descriptive statistics was used in this study to describe the basic features of the data in the study. Descriptive statistics forms the basis of almost every quantitative data analysis (Trochim, 2002:14) and provides summaries about the sample together with graphic analysis.

This chapter outlines the spread of data that was collected from the employees in the Faculty of Education at a university of technology.

5.4 RELIABILITY TESTING

According to Miller (2003:279), reliability is defined as the extent to which a questionnaire, test, observation, or any measurement process produces the same results on repeated trials. A reliable data collection instrument is one that is relatively free from measurement error (Connaway & Powell, 2010:64). SPSS was used to complete the Chronbach’s alpha reliability test on the selected questions, with the assistance of a registered statistician. For the purpose of this study Chronbach’s alpha was used to check how closely related a set of items or statements are as a group.

Chronbach’s alpha is considered to be a measure of scale reliability (Tavakol & Dennick, 2011:54). The concern of reliability studies is to estimate the consistency of scores across repeated observations and these reliability coefficients quantify the consistency amongst the multiple measurements on a scale from 0 to 1 (Webb, Shavelson & Haertel, 2006:1). The Cronbach’s alpha reliability coefficients were calculated for the questionnaire and are illustrated in Table 5.2. A Cronbach’s alpha reliability indicator of 0.6 and higher is acceptable as presented in Table 5.1.

Table 5.1: Cronbach’s alpha scale (George & Mallery, 2003:231)

Cronbach’s alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.7 \leq \alpha < 0.9$	Good
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

According to Tavakol and Dennick (2011:53), calculating Cronbach’s alpha has become a common practice in research when multiple-item measures of a concept or construct are employed. This is because Chronbach’s alpha is easy to use in

comparison to other estimates (for example, test-retest reliability estimates) as it only requires one test administration.

Table 5.2: Reliability coefficient for quality culture questionnaire

	Number of items	Cronbach's alpha value	Strength of association
Q 1-5	5	0.905	Excellent
Q 6-10	5	0.905	Excellent
Q 11-15	5	0.699	Acceptable
Q 16-20	5	0.668	Acceptable
Q 21-25	5	0.668	Acceptable
Q 26-30	5	0.344	Unacceptable
Q 26-30 Q 26 & 30 deleted	3	0.634	Acceptable
Q 31-34	4	0.508	Poor
Q 31-34 Q 34 deleted	3	0.786	Good

George and Mallery (2003:231) argue that coefficients above 0.8 can be considered to be good indicators of the reliability of an instrument. Five scores (out of seven) that were obtained for the administered questionnaire were above 0.6 (acceptable) as indicated in Table 5.2 and are therefore regarded as satisfactory in terms of the reliability of the instrument.

Question 26-30 were initially found to have a score of 0.344 (Unacceptable), but after deleting Question 26 and Question 30 the score increased to 0.634 (Acceptable). Question 31-34 were initially found to have a score of 0.508 (Poor) and after deleting Question 34 the score increased to 0.786 (Good). These questions (Question 26 & 30; Question 34) were deleted in order to increase the alpha value because increasing the value of alpha is dependent upon the number of items in the scale (Gliem & Gliem, 2003:87).

5.5 PRESENTATION OF RESULTS FOR DEMOGRAPHIC INFORMATION

Figure 5.1 shows the percentage of responses to the questionnaire from each of the four departments in the Faculty of Education namely: General Education and Training (GET), Further Education and Training (FET), Research and Postgraduate Studies (RPS) and Teacher Professional Development (TPD). The total number of responses for this question was 96. The highest percentage of responses was obtained from the FET department at 47.92% (n=46). In the department of GET 38.54% (n=37) of responses were received. 11.46% (n=11) responses were received from RPS and 2.08% (n= 2) from TPD. This can be attributed to the fact that the FET department has the largest number of employees in the faculty, followed by GET, RPS and TPD.

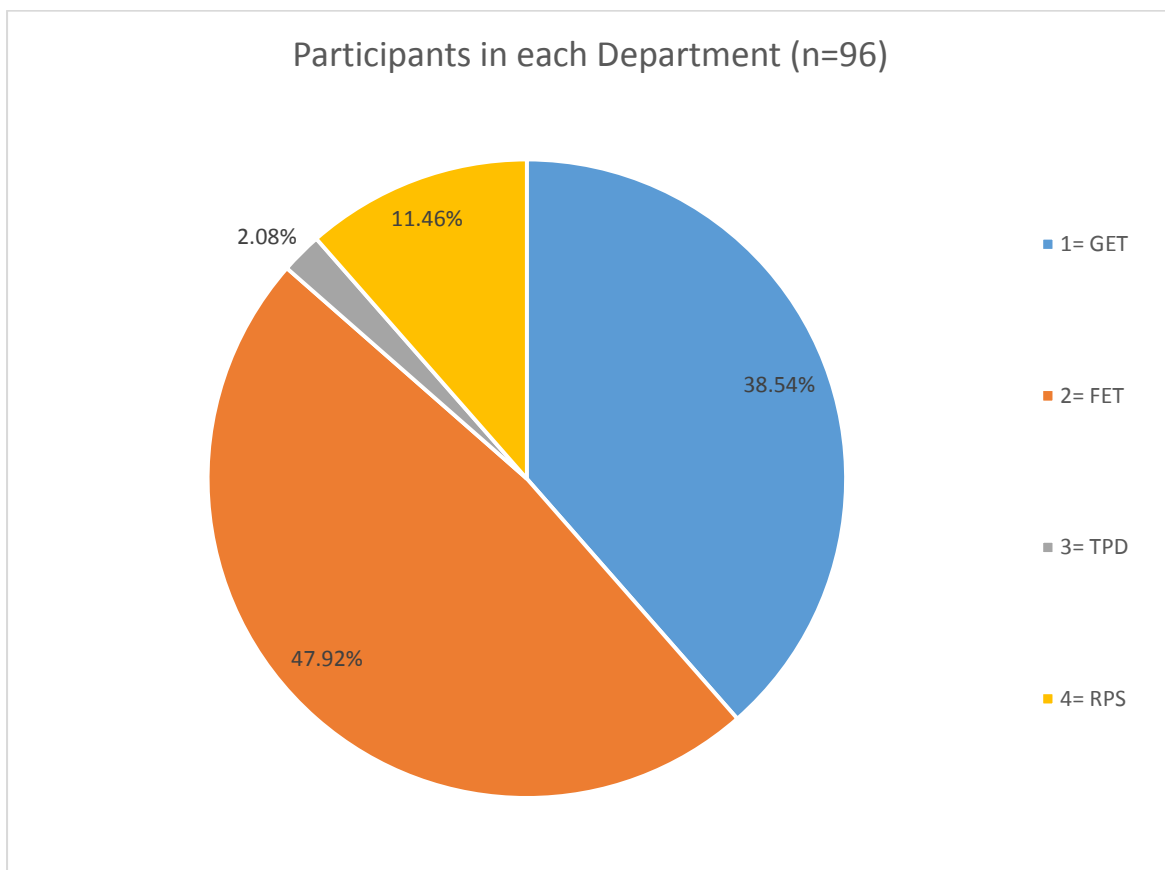


Figure 5.1: Participants from the various departments

Figure 5.2 shows the age distribution of participants. The following responses per category were obtained and a total number of 87 responses were obtained for this question, which means that 9 respondents did not complete this question: 1% (n= 1) 20- 30years, 24.14% (n= 21) 31- 40years, 35.63% (n= 31) 41- 50years, 29.89% (n=

26) 51- 60 years and 9.20% (n= 8) from the 61 years and above category. Thus, most responses were obtained from the age category between 41- 50 years, age group of 51-60 and the age group of 31-40. Only a few participants from the age 61 and above (n=8) because the actual number of staff members in this category is low since they are close to their retirement age (the retirement age is between 60 and 65 years). The lowest age group is between 20 and 30 where only one response was obtained.

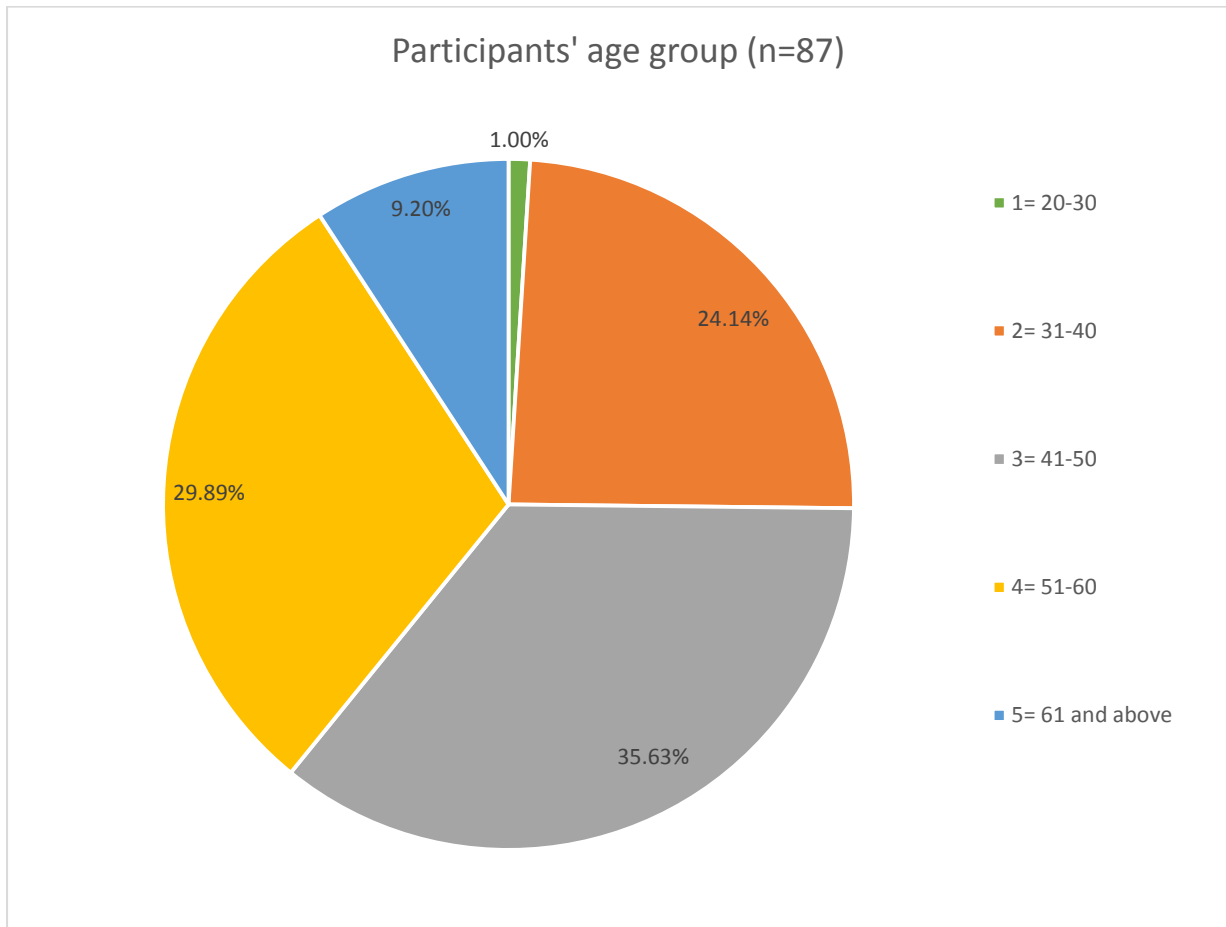


Figure 5.2: Participants' age group

Figure 5.3 depicts the work experience of the respondents in the faculty and the total number of responses for this question was 96. This Figure shows that 38.54% (n=37) of respondents have between 6 and 10 years working experience with CPUT, followed by over 10 years working experience at 36.46% (n=35), 12.50% (n=12) have 3 to 5 years' experience, 8.33% (n=8) have less than 1 year experience and 4.17% (n=4) have only 1 to 2 years working experience at the institution. This indicates that a large number of respondents have many years of working

experience with the institution and it is interesting to find that 36.46% (n=35) have more than 10 years working for the merged university. This means that they have worked for the merged institution and either the then Peninsula Technikon or the then Cape Technikon. Counting from 2005 when CPUT was formed, the institution is now 12 years old and some of these employees have the work experience of both the old and the new institutions.

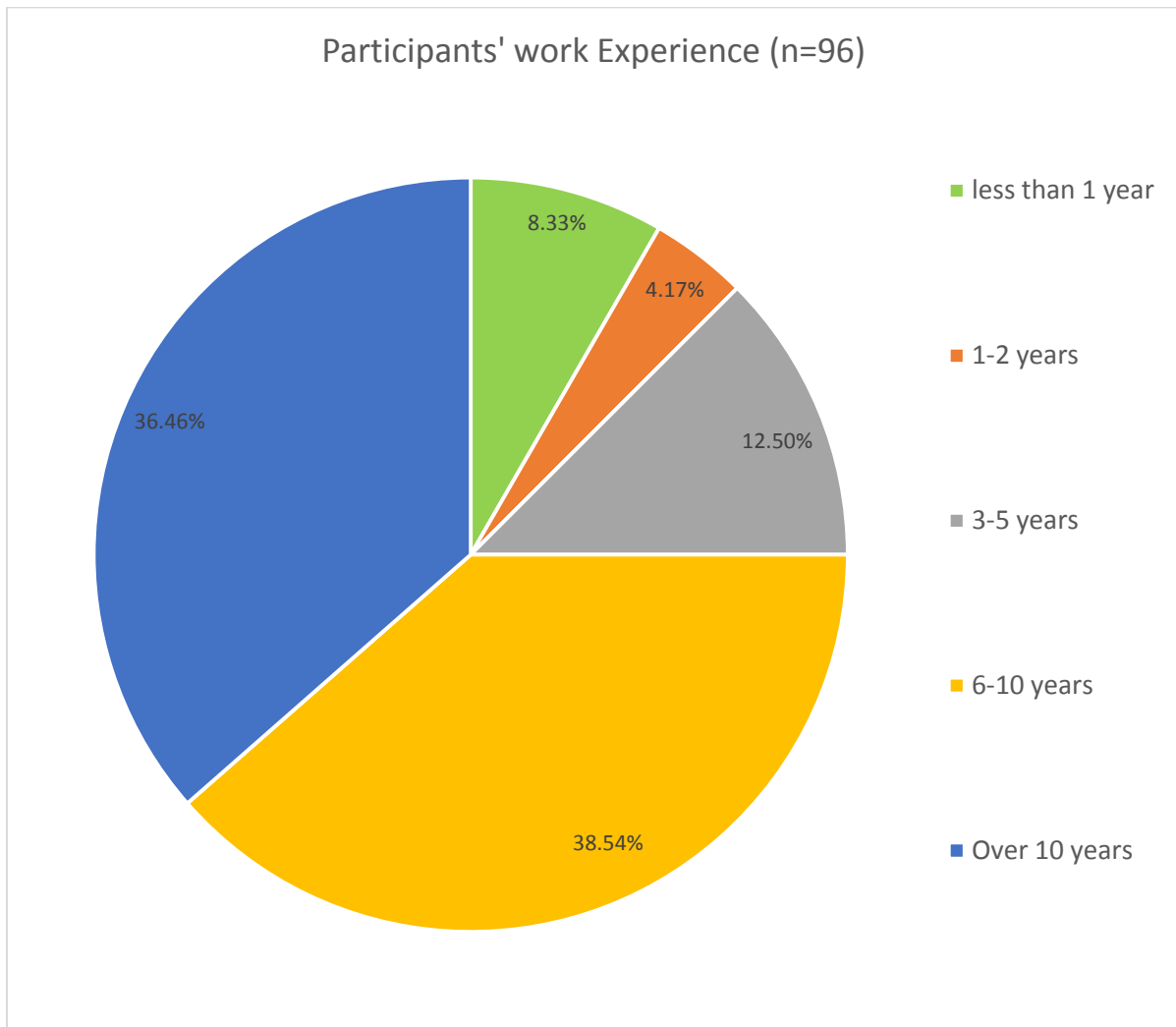


Figure 5.3: Participants' work experience at the university under study

Figure 5.4 indicates that 60.44% (n=55) of the respondents have not worked for the then Peninsula Technikon or the then Cape Technikon. A total number of responses for this question is 91 which then provides 5 respondents who did not complete the question. It is clear from the data obtained that 24.18% (n=22) come from the then Cape Technikon and 15.38% (n=14) from the then Peninsula Technikon. These results show that 60.44% of the respondents were employed after the 2005 merger

of the two Technikon, meaning that they joined without any influence from either of the cultures of the previous institutions. This gives an opportunity to build a new culture in the Faculty as new employees. However, looking at the 24.18% of the respondents from the old Cape Technikon this may lead to the culture of Cape Technikon being dominant in the faculty.

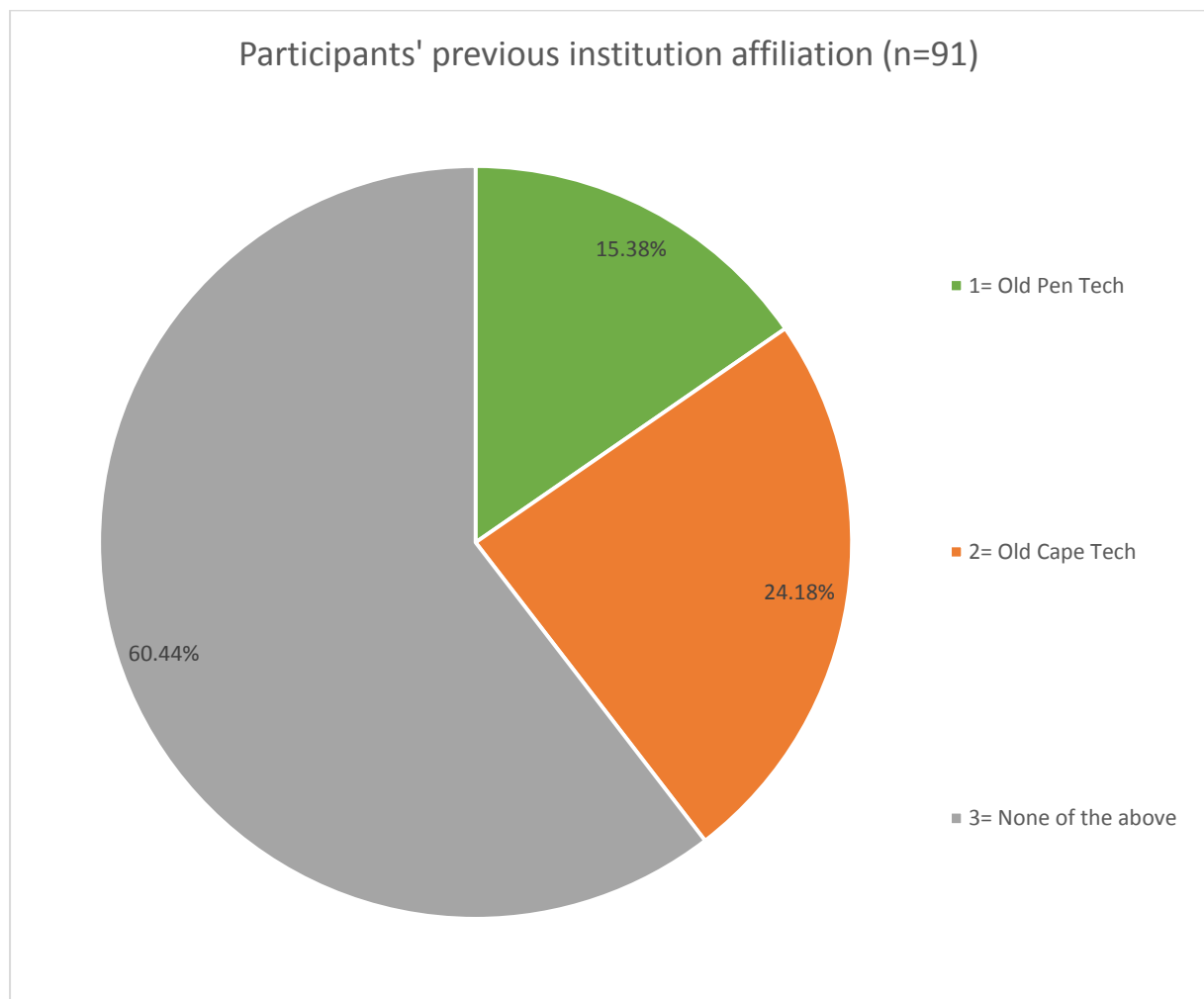


Figure 5.4: Participants' previous Institutional affiliation

Figure 5.5 illustrates the positions held by respondents in the Faculty and shows that 55.32% (n=52) occupy lecturer positions, 20.21% (n=19) are senior lecturers, 6.38% (n=6) are secretarial staff, 4.26% (n=4) are heads of departments, 4.26% (n=4) are technicians, 3.19% (n=3) occupy administrative assistant positions, 3.19% (n=3) are technical assistants, 2.13% (n=2) are junior lecturers and 1% (n=1) represents the position of co-ordinator. As the total number of the responses is 94 for this question therefore, 2 respondents did not complete the question. These results show that the

faculty consists mainly of academic staff who holds junior and senior positions, whilst the remaining staff serve the faculty in their administrative and technical capacities. Of the academic staff, those who hold senior positions are few, as shown in Figure 5.5.

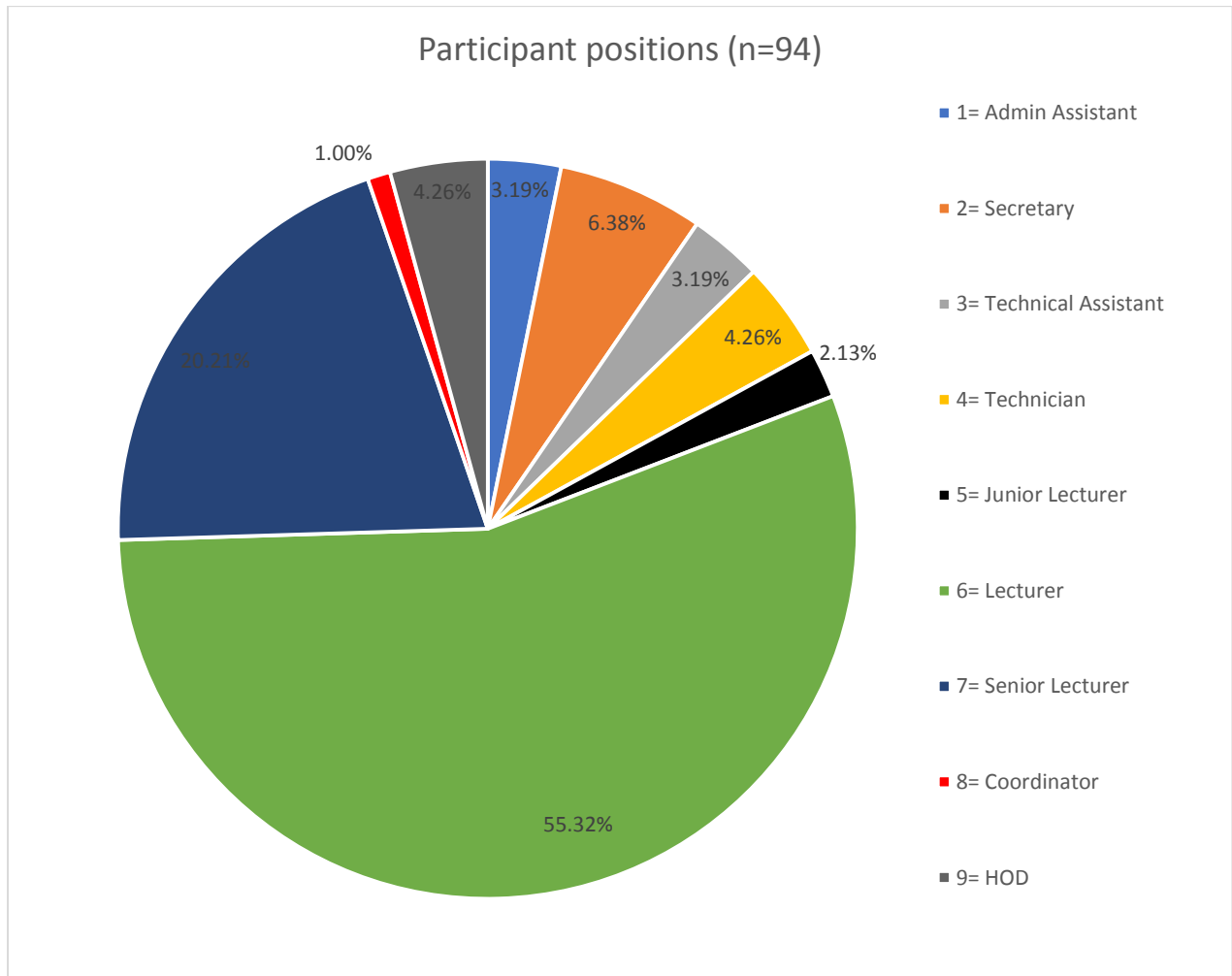


Figure 5.5: Participant positions in the Faculty

5.6 PRESENTATION OF THE RESULTS FOR STATEMENTS

This section presents the results from the questionnaire and all the statements are analysed individually in this section.

Statement 1: The Faculty of Education provides a safe working environment for its employees.

Figure 5.6 presents the results for statement 1 and shows that 4.21% (n=4) of respondents strongly agree, 32.63% (n=31) agree, 24.21% (n=23) are undecided, 31.58% (n=30) disagree and 7.37% (n=7) strongly disagree with this statement. Only 1 respondent did not complete this question as the total number of the responses is 95. At the time that this study was conducted student protests had taken place and this may explain the 38.95% (n=37) respondents who chose the categories undecided, disagree and strongly disagree as their responses to the statement.

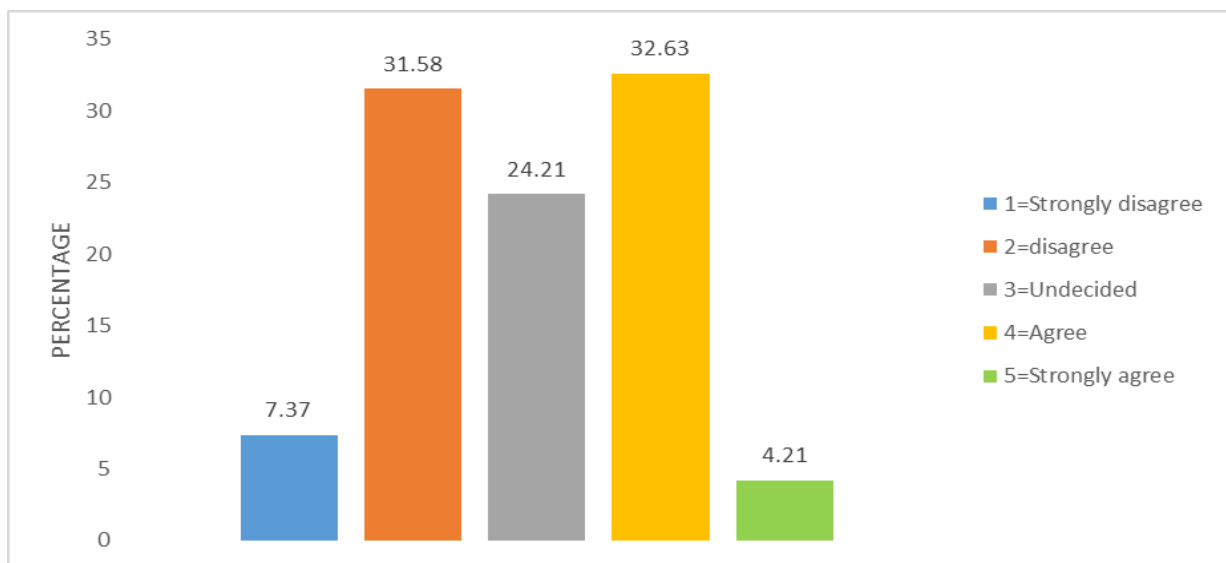


Figure 5.6: Safe working environment for employees (n=95)

Statement 2: The working environment in the Faculty of Education positively impacts students.

Figure 5.7 illustrates the results for statement 2, and shows that 1% (n=1) strongly agrees, 31.58% (n=30) respondents agree, 27.37% (n=26) respondents undecided, 31.58% (n=30) respondents disagree and 8.47% (n=8) respondents strongly disagree. 40% (n=38) of the respondents do not agree with statement 2. There is a total of 95 responses for this question which means that 1 respondent did not provide an answer. This indicates that there is significant disagreement about the working environment and how it impacts on students. The responses are almost equally split between the three categories: agree, undecided and disagree.

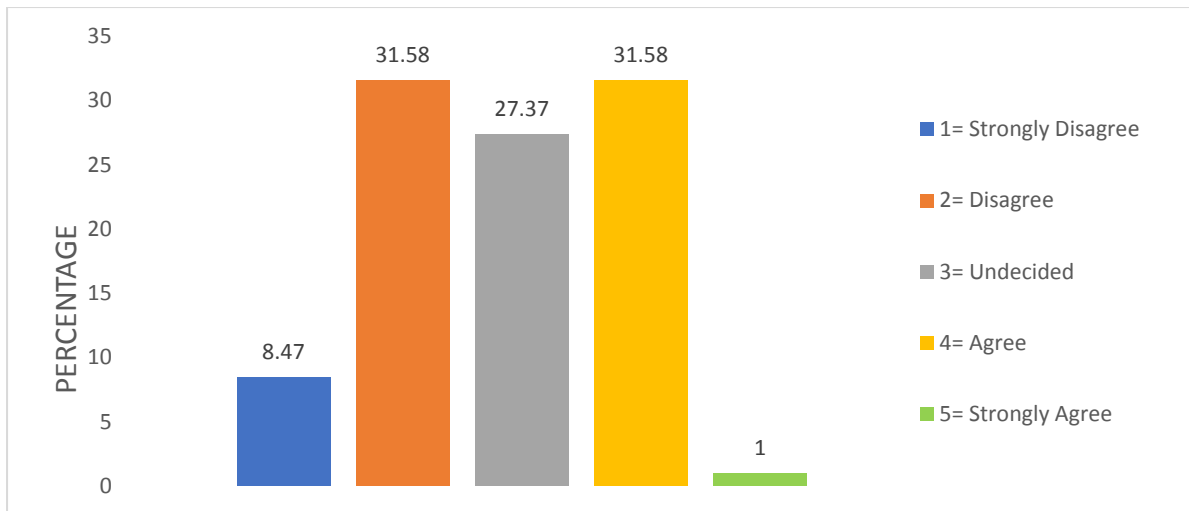


Figure 5.7: Working environment positively impacts students (n=95)

Statement 3: The Faculty of Education encourages an environment for efficient service delivery.

Figure 5.8 below shows that 4.21% (n=3) of the respondents strongly agree, 36.84% (n=35) agree, 14.74% (n=14) are undecided, 33.68% (n=32) disagree and 10.53% (n=10) strongly disagree to the statement on encouragement of the environment for efficient service delivery. In total 44.21% (n=42) do not agree that the Faculty of Education encourages an environment for efficient service delivery and 41.05% (n=38) agree that it does. Two respondents did not give their view on this question.

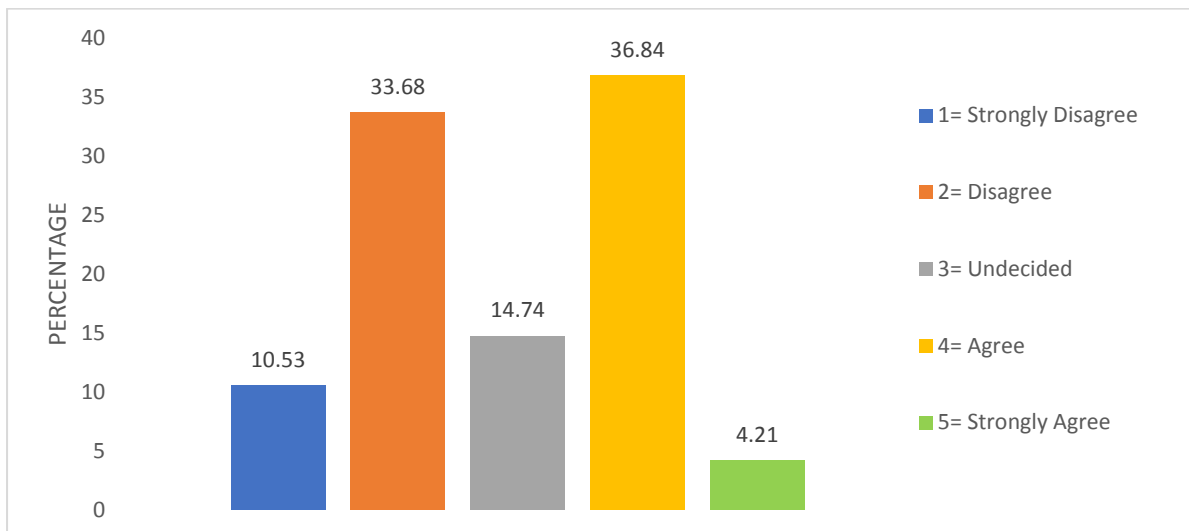


Figure 5.8: Environment for efficient service delivery is encouraged (n=94)

Statement 4: There is good communication between employees in the Faculty of Education.

Figure 5.9 below indicates that 2.11% (n=2) of the respondents strongly agree, 24.21% (n=23) agree, 18.95% (n=18) are undecided, 41.05% (n=39) disagree and 13.68% (n=13) strongly disagree with the statement. This means that a total of 55% (n=52) of the respondents do not agree that the communication in the faculty is good. During the “fees must fall” protests, employees worked mostly off campus therefore this could have contributed to the answers from respondents as some respondents would have had no access to computers or internet and email would have been their only way of communicating with others. The “fees must fall” protest may have influenced some responses. One respondent did not provide an answer to this question.

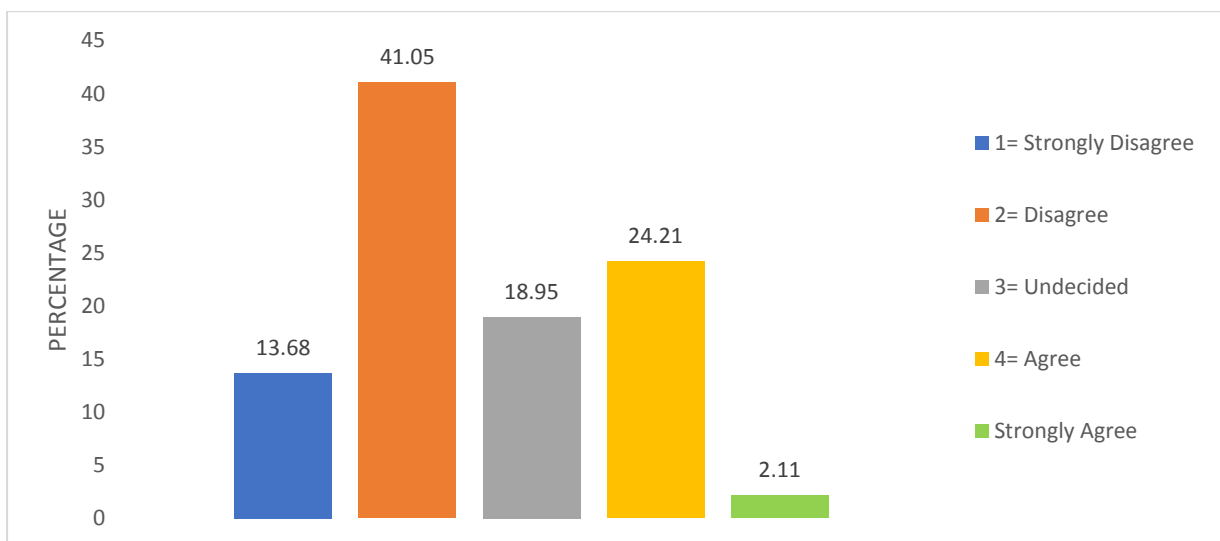


Figure 5.9: Communication between employees (n=95)

Statement 5: There is good communication between employees and management in the Faculty of Education.

Figure 5.10 shows that 1% (n=1) of the respondents strongly agree with the statement, 20.21% (n=19) agree, 17.09% (n=16) undecided, 45.74% (n=43) disagree and 15.96% (n=15) strongly disagree with statement 5. Therefore, 61% (n=58) of the respondents think that communication between employees and management is not good. Under the QMP 3 (Leadership), communication is encouraged so that it can be improved at all levels and functions of the organization. One respondent did not provide an answer to this question.

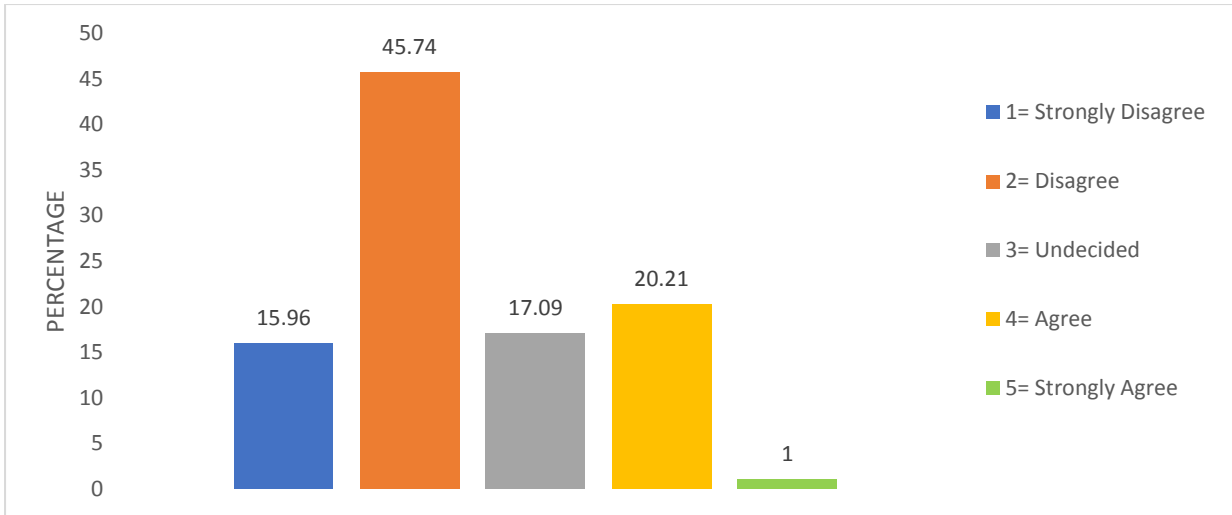


Figure 5.10: Communication between employees and management (n=94)

Statement 6: I feel valued by management in the faculty.

Figure 5.11 presents the results for statement 6 and shows that 1% (n=1) strongly agrees, 20.28% (n=19) agree, 20.21% (n=19) are undecided, 44.68% (n=42) disagree and 13.83% (n=13) strongly disagree. Thus, a total of 58% (n=55) of the respondents do not feel valued by management in the faculty. This can cause demotivation in employees. Leaders establish unity of purpose and direction and create conditions in which employees are engaged in achieving the organization's quality objectives, this is in line with the QMP 3-Leadership. Therefore, it is important for the faculty of education to ensure that leaders at all levels are positive examples to people in the organization and that they establish a culture of trust and integrity.

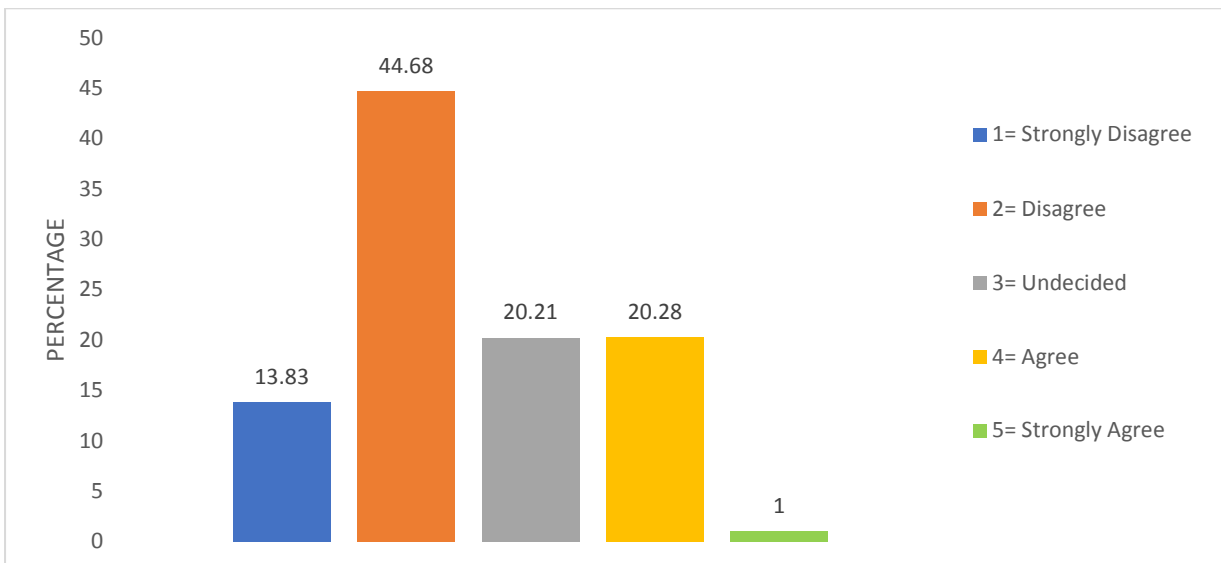


Figure 5.11: I feel valued by management (n=94)

Statement 7: Management promotes a good quality culture environment in the Faculty.

Figure 5.12 demonstrates the results for statement 7 and shows that 1% (n=1) strongly agrees, 27.96% (n=26) agree, 23.66% (n=22) undecided, 34.40% (n=32) disagree and 12.98% (n=12) strongly disagree. A total of 28.96% (n=49) agree that management in the Faculty promotes a good quality culture environment and a total of 47.38% (n=44) do not agree with the statement and this can lead to poor performance of employees. The definition of quality culture was provided to the respondents in the questionnaire, to make them understand the term and for their ease of reference. Quality culture refers to a set of group values such as beliefs that guide the improvements made to everyday working practices and consequent outputs in the workplace (Malhi (2013:2). This means that 47.38% of the respondents do not think that there is sufficient promotion of the values of the group and that these do not guide how they make impact in what they do in the workplace.

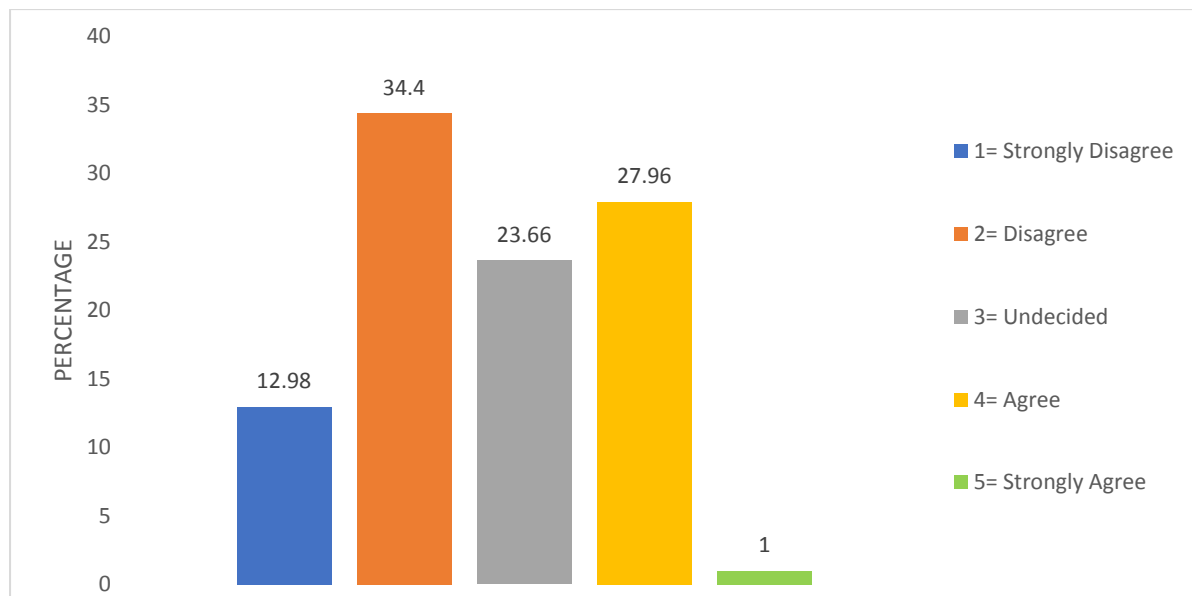


Figure 5.12: Good quality culture environment is promoted (n=93)

Statement 8: I am determined to give my best effort in my work each day for efficient service delivery.

Figure 5.13 shows the results for statement 8 with 43.01% (n=40) in strong agreement, 53.76% (n=50) agree and 3.23% (n=3) undecided. A total of 96.77% (n=90) of the respondents agree that they are determined to dedicate their best efforts to their work in the faculty in order to ensure efficient service delivery. No staff members responded to strongly disagree and disagree categories. When

employees are determined to give their best at work they become more productive. The data indicates that respondents are determined to give their best despite the high percentage of dissatisfaction with the work environment and lack of perceived communication in general.

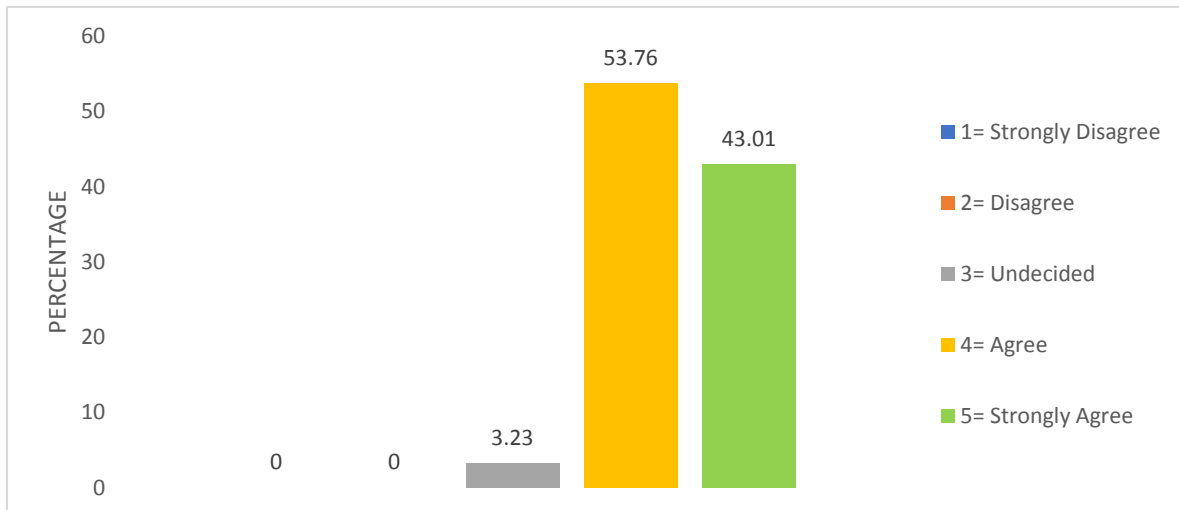


Figure 5.13: I give my best effort in my work (n=93)

Statement 9: I am happy to go beyond what is expected of me to do in order to give quality services to students.

Figure 5.14 indicates that 48.42% (n=46) of the respondents strongly agree, 48.42% (n=46) agree, 2.16% (n=2) undecided, 1.00% (n=1) disagrees with the statement. The results show that 96.84% of respondents are happy to go beyond what is expected of them in the faculty so that they will provide quality services to students.

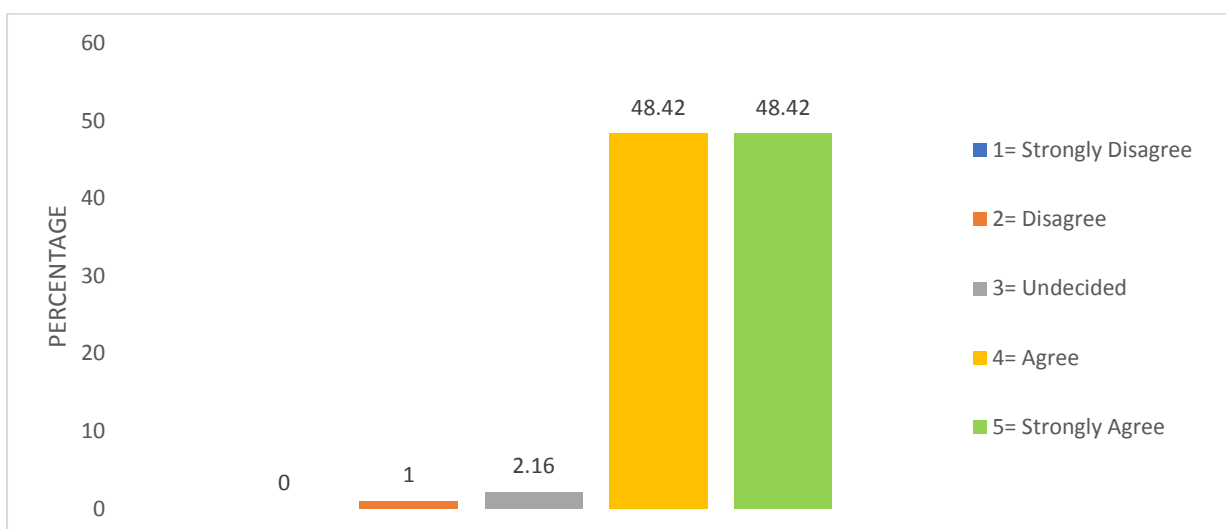


Figure 5.14: I go beyond what is expected of me (n=95)

Statement 10: I am committed to provide quality services to students.

Figure 5.15 below displays the results for statement 10 which shows that 1% (n=1) is undecided, 45.26% (n=43) agrees and 53.74% (n=51) strongly agrees with the statement. Therefore, a total of 99% (n=94) of respondents agree that they are committed to providing quality services to students. When employees are committed to their jobs they are willing to put effort and take ownership over the success of the organization. No staff responded on strongly disagree and disagree categories.

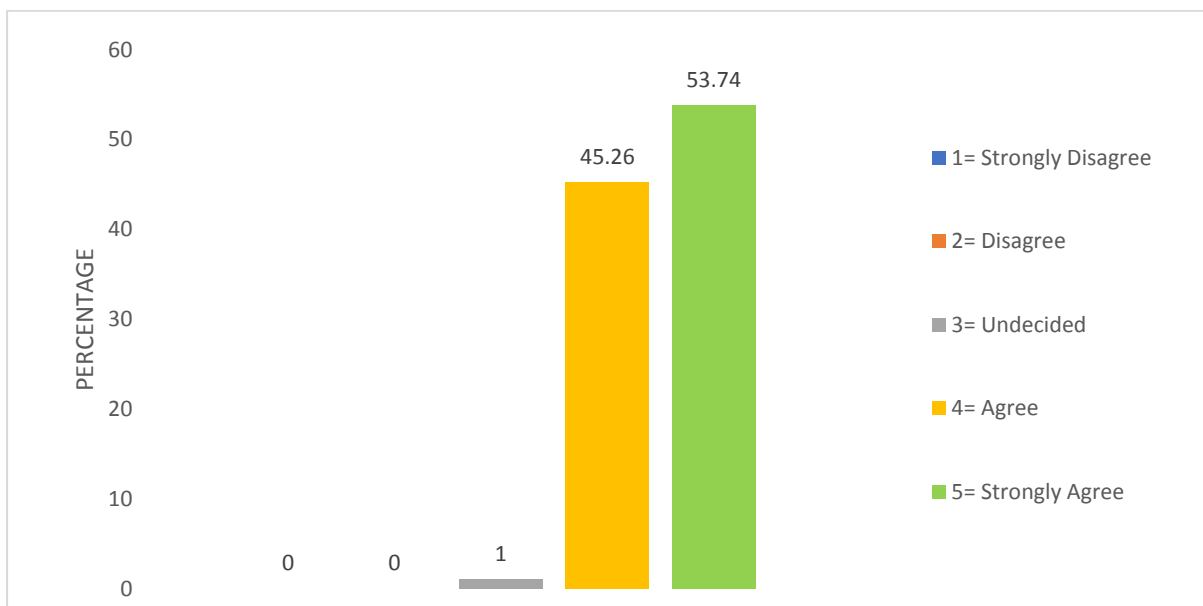


Figure 5.15: Commitment to provide quality services to students (n=95)

Statement 11: It is my responsibility to give quality services to students.

Figure 5.16 represents the results for statement 11 which shows that 51.63% (n=49) strongly agree and 47.37% (n=45) agree and 1% (n=1) undecided. Consequently, a total of 99% (n=94) agree that it is their responsibility to give quality services to students. No staff responded to the strongly disagree and disagree categories. Providing quality services to students should be a major priority in the Faculty in order to maintain high standards of customer satisfaction. As a result, QMP 1, which relates to customer focus, would be applied and met accordingly. As this principle emphasizes that organizations depend on their customers and therefore should meet customer requirements and strive to exceed customer expectations.

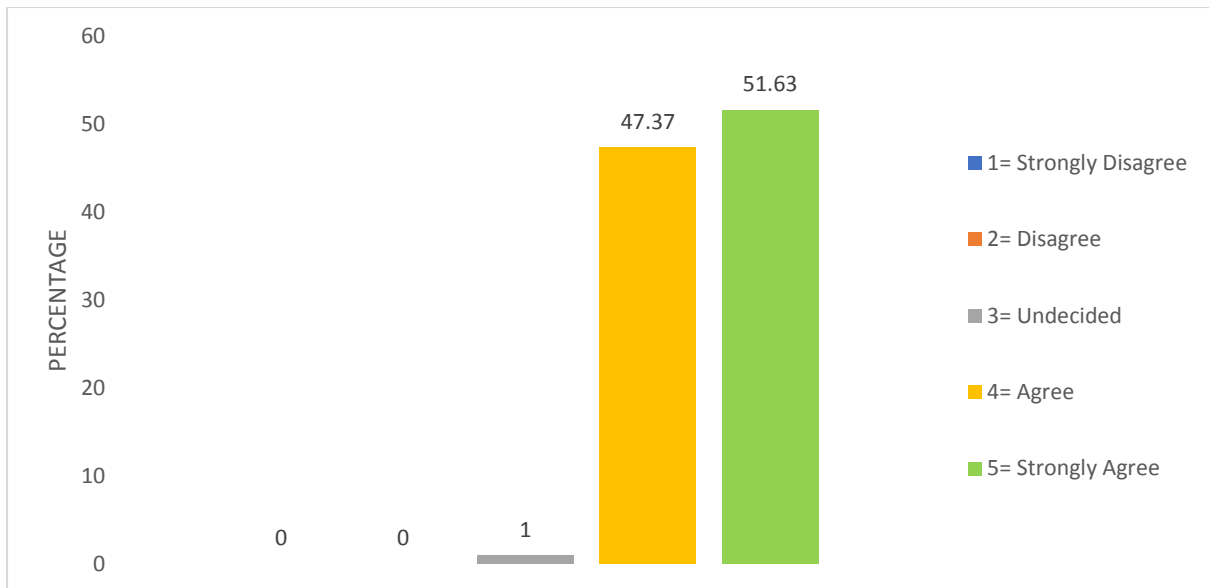


Figure 5.16: It is my responsibility to provide quality services to students (n=95)

Statement 12: I believe that the level of service delivered in the faculty is satisfactory to students.

Figure 5.17 illustrates the results for statement 12 which shows that 5.26% (n=5) strongly agree, 32.63% (n=31) agree, 35.85% (n=33) undecided, 25.26% (n=24) disagree and 1% (n=1) strongly disagree with this statement. There is a high percentage (34.74%) of undecided on this statement meaning that the participants did not want to commit to giving their views.

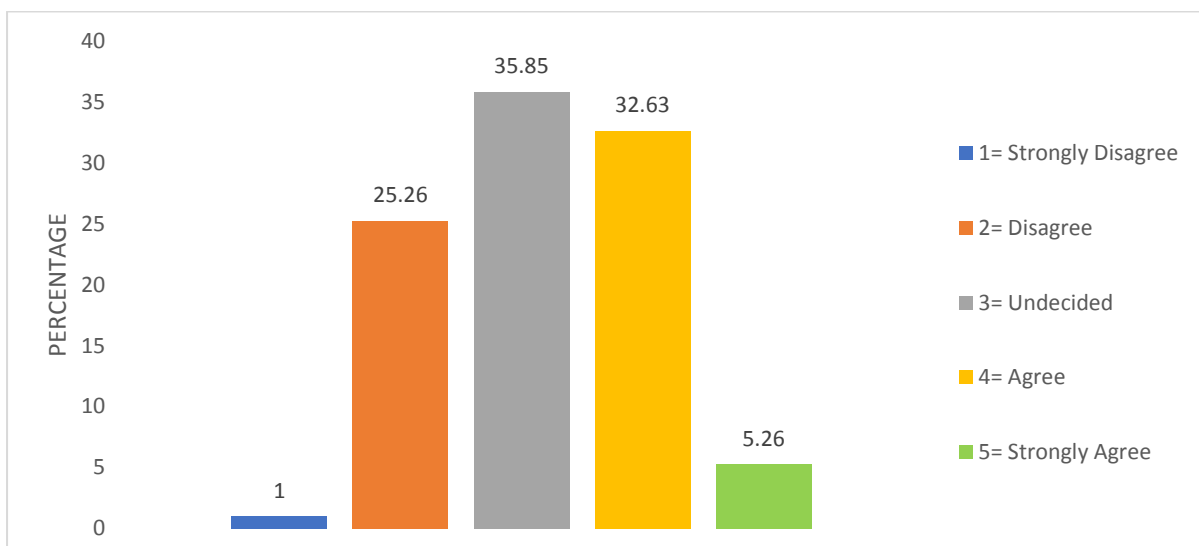


Figure 5.17: Service level delivered in the Faculty is satisfactory (n=94)

Statement 13: I am willing to help students in the faculty.

Figure 5.18 below shows that 47.37% (n=44) strongly agree and 52.63% (n=50) do agree that they are willing to help students in the Faculty. None of the respondents selected undecided/disagree/strongly disagree categories. Therefore, a total of 100% (n=94) agree that they are willing to help students. This may reduce the number of complaints from students as employees are always willing to help students. These results imply that employees are committed to provide the best service to their students.

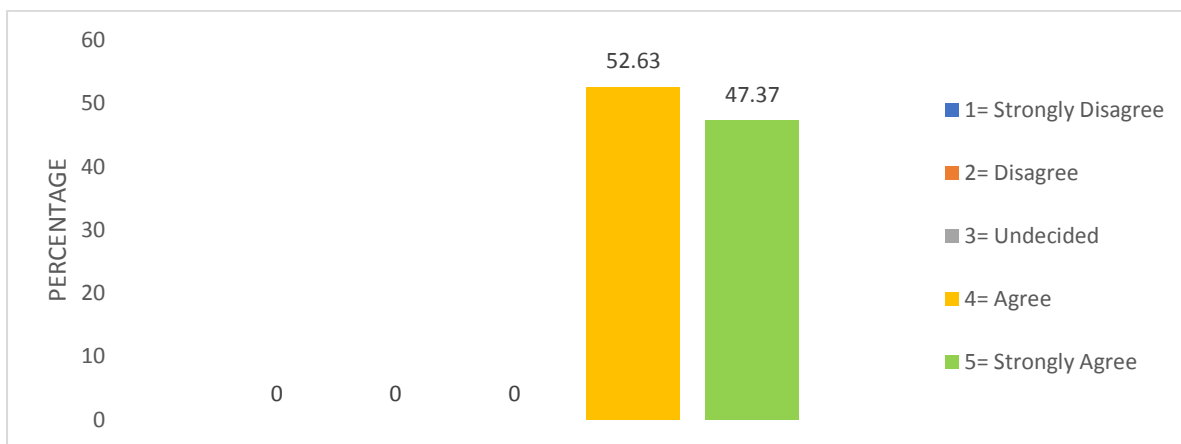


Figure 5.18: I am willing to help students in the Faculty (n=94)

Statement 14: I am never too busy to respond to students' requests.

Figure 5.19 below indicates that 37.36% (n=35) strongly agree, 60.64% (n=57) agree, 1% (n=1) undecided, 1% (=1) disagree. Therefore 98% (n=92) agree with the statement that says 'I am never too busy to respond to student's requests'. Customers especially students always appreciate a quick response and sometimes they need to be listened to.

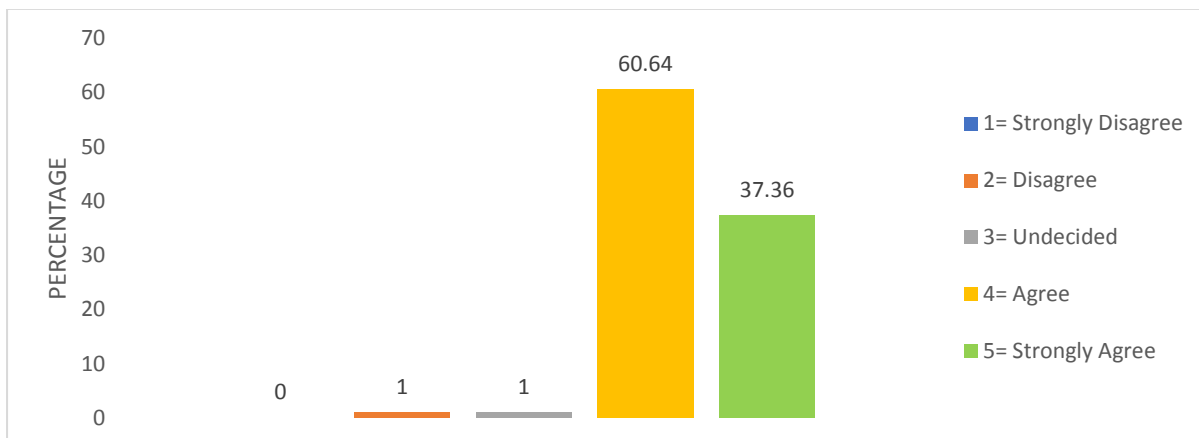


Figure 5.19: I am never too busy to respond to students' requests (n=94)

Statement 15: I understand the needs of students in the faculty.

Figure 5.20 below represents the results for statement 15, showing that 27.37% (n=26) strongly agree, 65.26% (n=62) agree, 6.37% (n=6) undecided, 1% (n=1) disagree. A total of 92.63% (n=88) agrees that they understand the needs of students in the faculty'. Understanding customer requirements is important, for the benefit of both the organization and customers, in order to give or provide customers with exactly what they want, as specified in QMP1-customer focus.

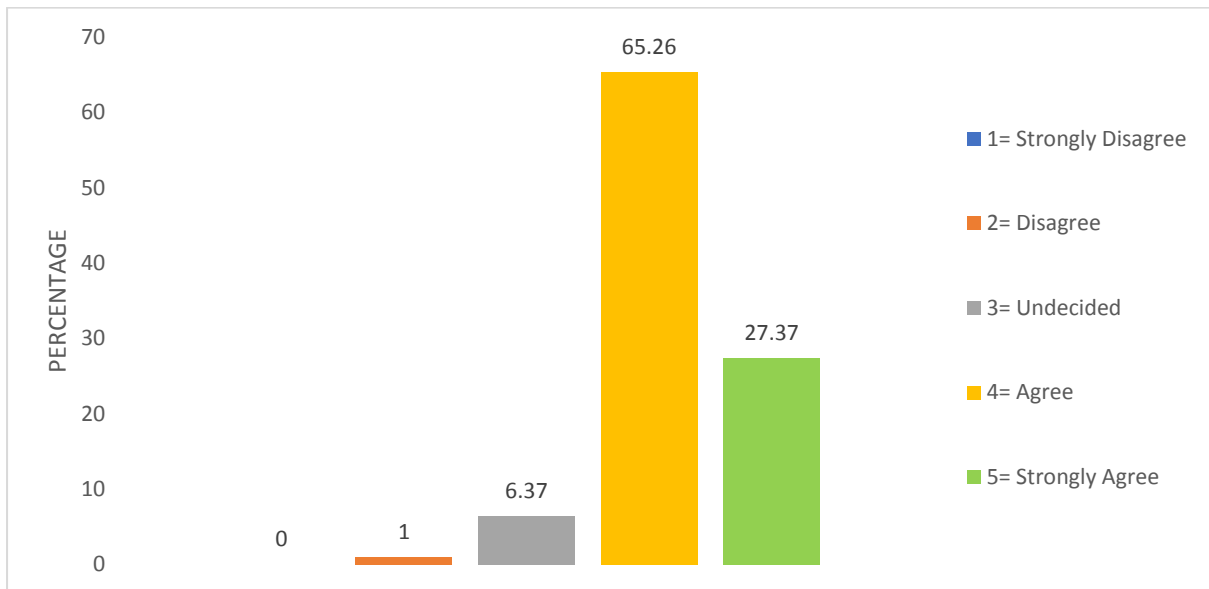


Figure 5.20: I understand the needs of students in the Faculty (n=96)

Statement 16: I know how to respond to students' needs in the faculty.

Figure 5.21 reflects the results for statement 16 which shows that 20% (n=19) strongly agree, 56.84% (n=54) agree, 11.58% (n=11) undecided, 11.58% (n=11) disagree. A total of 76.84% (n=73) agree with this statement. Knowing how to respond to students' needs is also helping in giving or providing them with the precise service at the right time. Even though the 92.63% (n=88) of the respondents said they understand the needs of students, the responses to this statement show that there are still 11.58% (n=11) respondents who feel that they do not know how to respond to the needs of students. Again there are 11.58% (n=11) respondents who decided not to give their view on this statement (undecided). Linking this with the results in statement 15, this implies that if employees do not know how to respond to students' needs it will be difficult to provide the service that is expected by students.

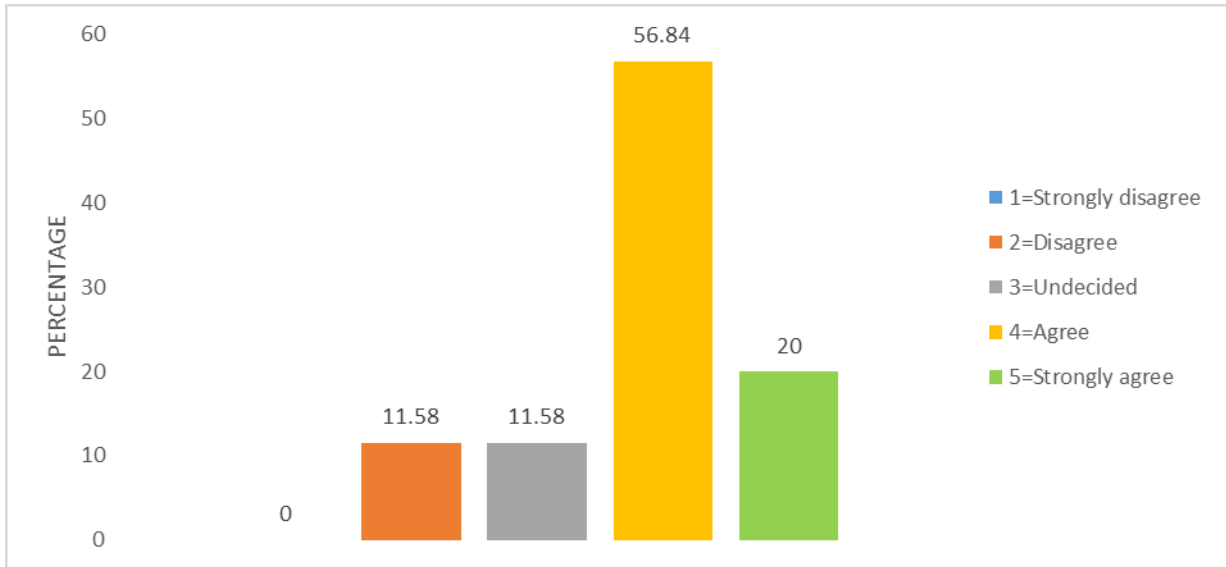


Figure 5.21: I know how to respond to students' needs (n=95)

Statement 17: I believe that the Faculty meets the students' needs.

Figure 5.22 demonstrates the results for statement 17 which shows that 4.26% (n=4) strongly agree, 25.53% (n=24) agree, 48.93% (n=46) undecided, 18.09% (n=17) disagree and 3.19% (n=3) strongly disagree. The high percentage of 48% (n=46) on undecided implies that some participants may not see it as their responsibility to provide quality services to students or rather they don't want to give their view on this statement. Therefore, this may lead to complaints of students.

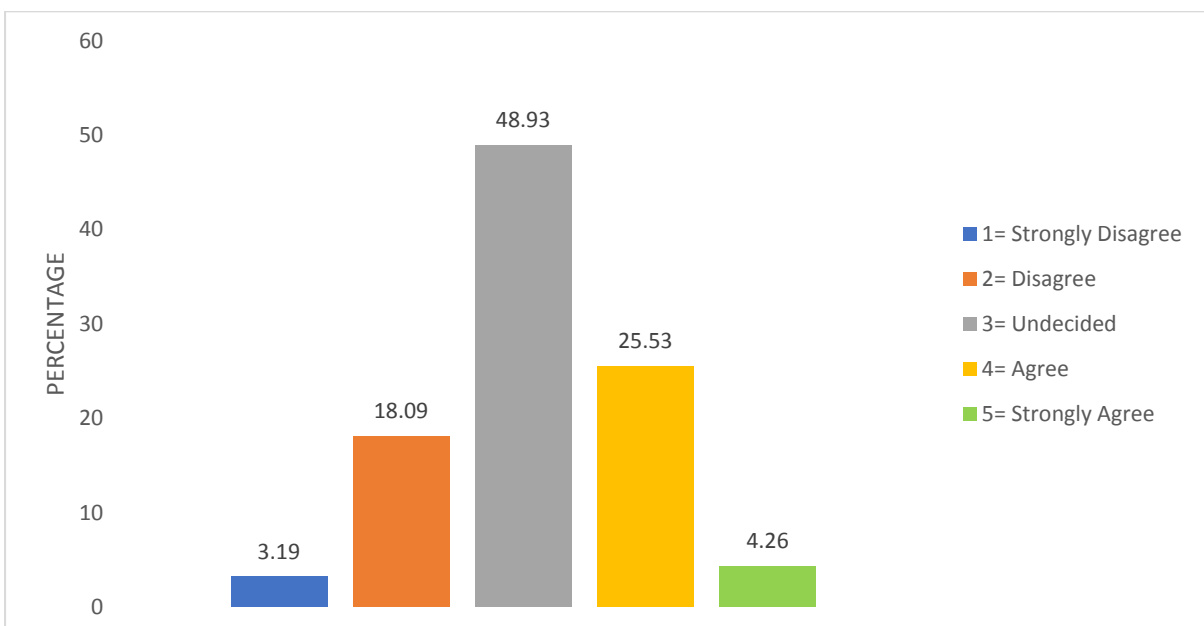


Figure 5.22: I believe that the Faculty meets the students' needs (n=94)

Statement 18: I take responsibility for my duties and actions.

Figure 5.23 exhibits the results for statement 18 which shows that 47.94% (n=45) strongly agree, 51.06% (n=48) agree and 1% (n=1) undecided. A total of 99% (n=93) agrees with the statement that relates to taking responsibility for their duties and actions. If employees are responsible and accountable for their duties, that shows a direct result of ownership to the organization. When employees take responsibility for their duties and actions they are actually fulfilling the goals of the organization. Accountability at work is important to a business's success as a whole. Every employee is equally responsible for aiding in the success of the company. In order to achieve the goals of the company, long and short term, it is important that all employees within the organization work together and share accountability. Employees, who work together towards the same overall goal help their workplace to become more accountable, in turn make the business more productive and efficient.

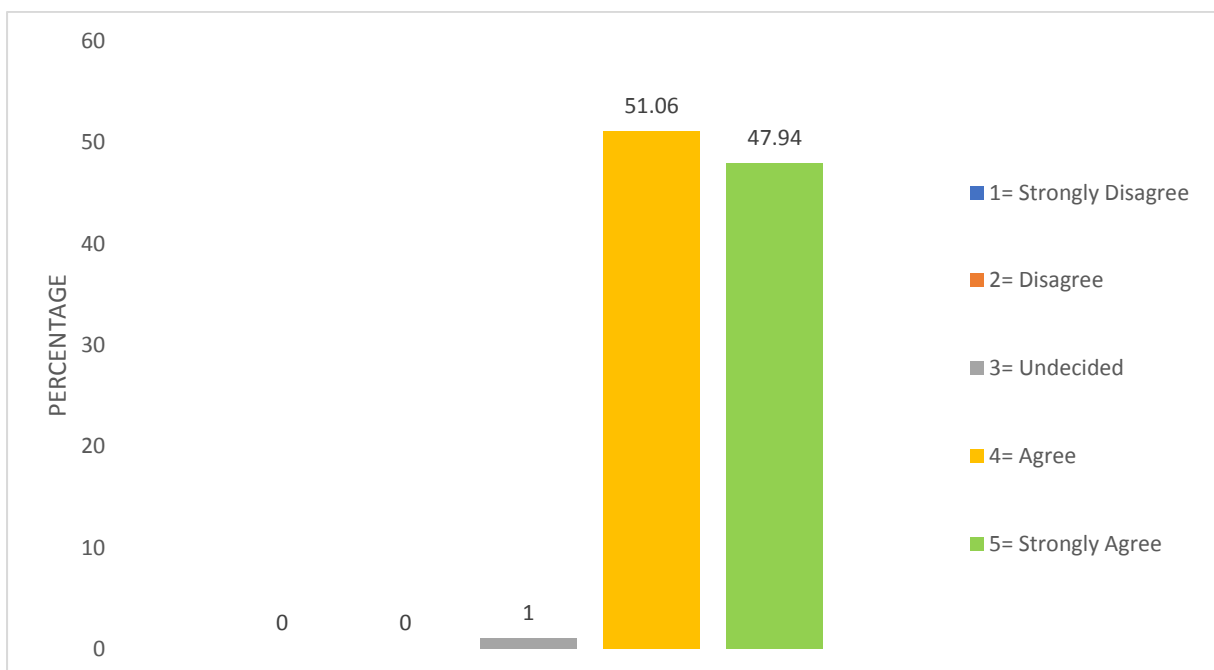


Figure 5.23: I take responsibility for my duties and actions (n=94)

Statement 19: I have enough time to prepare/do my tasks.

Figure 5.24 below reveals that 17.21% (n=16) strongly agree, 54.84% (n=51) agree, 11.83% (n=11) undecided and 16.12% (n=15) disagrees with this statement. Therefore a total of 72.05% agree that they have enough time to prepare/do their tasks. It is important that employees develop effective strategies for managing time because time management skills are valuable in the workplace.

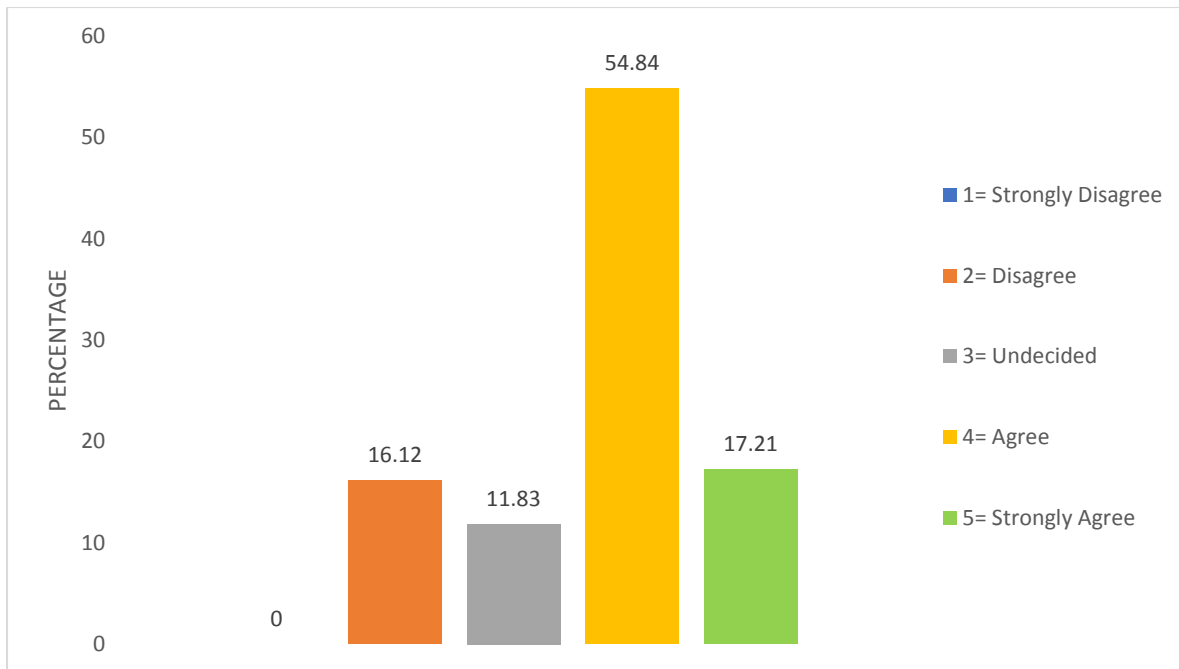


Figure 5.24: I have enough time to prepare/do my tasks (n=93)

Statement 20: My performance is positively shaped by the actions of my co-workers.

Figure 5.25 below displays the results for statement 20 which shows that 8.7% (n=8) strongly agree, 31.52% (n=29) agree, 18.48% (n=17) undecided, 34.78% (n=32) disagree and 6.52% (n=6) strongly disagree. A total of 41.30% (n=38) do not agree with the statement that relates to the performance which is positively shaped by the actions of their co-workers and a total of 34.78% is undecided therefore this suggests that some employees do not want to say what their view is. According to Krosnik and Presser (2009:34), the most common reason for the “undecided” is that the respondent lacks the necessary information and/or experience with which to form an attitude. On the other hand this (undecided) could mean that their performance is not positively shaped by the actions of their co-workers but they do not want to say so. A culture of respect and dignity in the workplace will ensure a healthy working environment. In return an unhappy employee does not perform well.

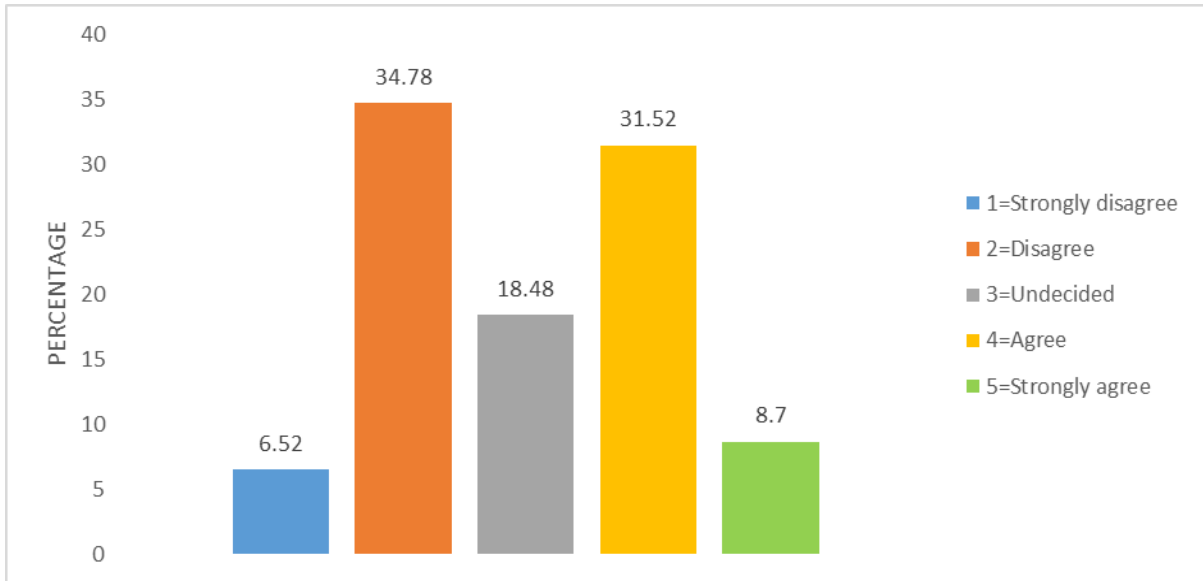


Figure 5.25: Performance is positively shaped by co-workers' actions (n=92)

Statement 21: I feel motivated to come to work.

Figure 5.26 represents the results for statement 21 which shows that 20.65% (n=19) strongly agree, 26.09% (n=24) agree, 10.87% (n=10) undecided, 35.87% (n=33) disagree and 6.52% (n=6) strongly disagree. So, a total of 42.39% (n=39) of the respondents do not feel motivated to come to work. As indicated in chapter 3 section 3.5.2 of this study that when employees are motivated they reciprocate by being responsible and productive. Therefore, if these employees are not motivated to come to work chances for them to be productive are so small.

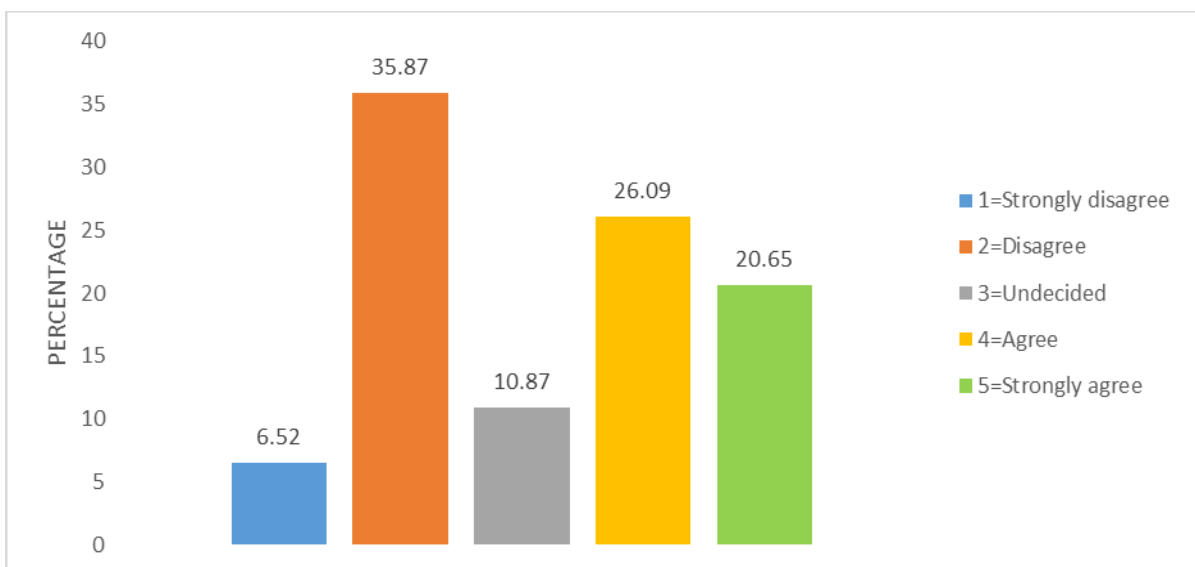


Figure 5.26: I feel motivated to come to work (n=92)

Statement 22: Good working relationships are encouraged in the faculty.

Figure 5.27 illustrates the results for statement 22 which shows that 6.45% (n=6) strongly agree, 41.94% (n=39) agree, 24.74% (n=23) undecided, 22.58% (n=21) disagree and 4.3% (n=4) strongly disagree. A total of 48.39% agree that good working relationships are encouraged in the faculty. Establishing and maintaining good working relationship is key to a positive workplace. These results suggest that participants are divided in their view on the encouragement of good working relationships in the faculty. Sustained organizational success is more likely to be achieved when the organization manages relationships with all of its interested parties to enhance their impact on the organization's performance.

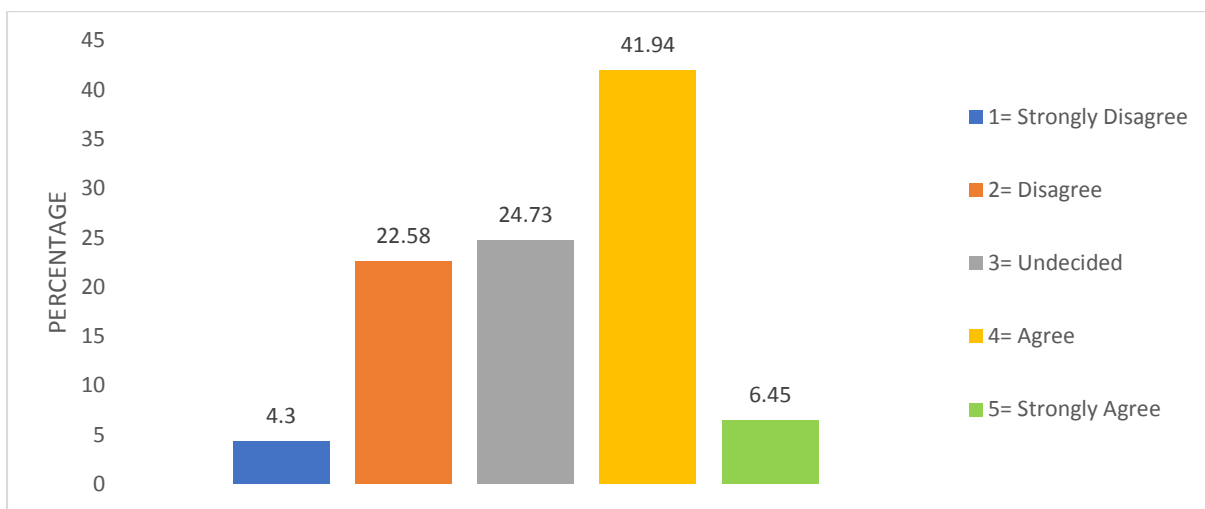


Figure 5.27: Good working relationships are encouraged in the Faculty (n=93)

Statement 23: I am able to make decisions affecting my work.

Figure 5.28 shows that 17.39% (n=16) strongly agree, 33.7% (n=31) agree, 7.61% (n=7) undecided, 35.87% (n=33) disagree and 5.43% (n=5) strongly disagree. Therefore, a total of 51.09% (n=47) agree with this statement, but also a large percentage (41.3%) of respondents disagree, meaning that there is still a number of participants who believe that they are not able to make decisions affecting their work which gives mixed feelings about the statement. People at all levels are the essence of an organization and their full involvement enables their abilities to be used for the organization. This relates to QMP 3-Involvement of people.

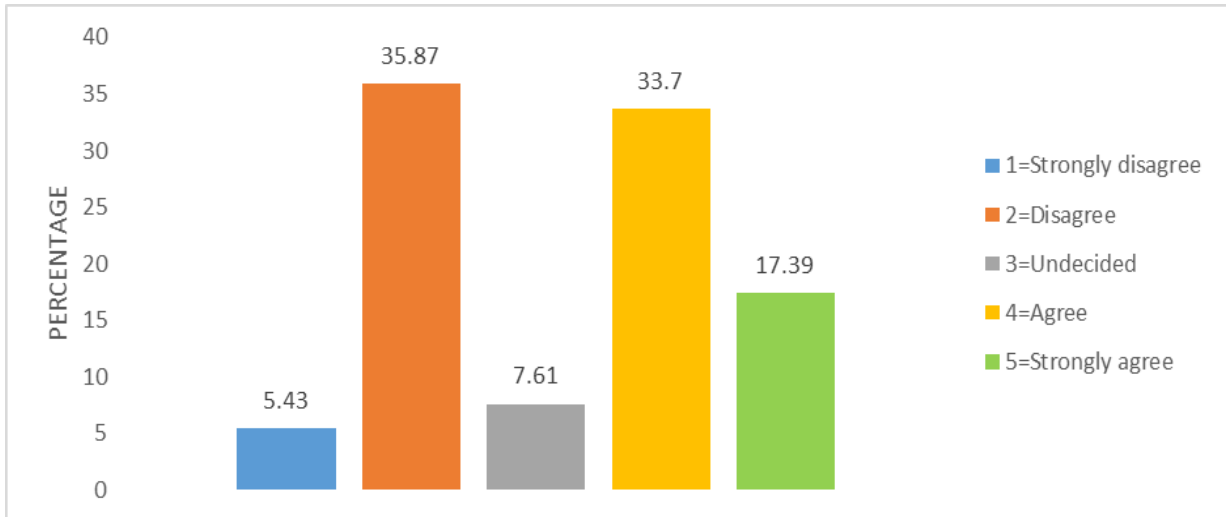


Figure 5.28: I am able to make decisions affecting my work (n=92)

Statement 24: The actions of my co-workers positively affect the overall interactions in the faculty.

Figure 5.29 indicates that 7.61% (n=7) strongly agree, 28.26% (n=26) agree, 15.22% (n=14) undecided, 41.3% (n=38) disagree and 7.61% (n=7) strongly disagree. A total of 48.91% (n=45) do not agree that the actions of their co-workers positively affect the overall interactions in the faculty. Employees have a profound impact on their co-workers' job performance and job satisfaction, and a poor work ethic and attitude can drive other employees away. If the overall interactions of employees are not good therefore quality culture is affected, as it affects the ways in which employees interact with each other. In the end the service delivery experience of students is also affected.

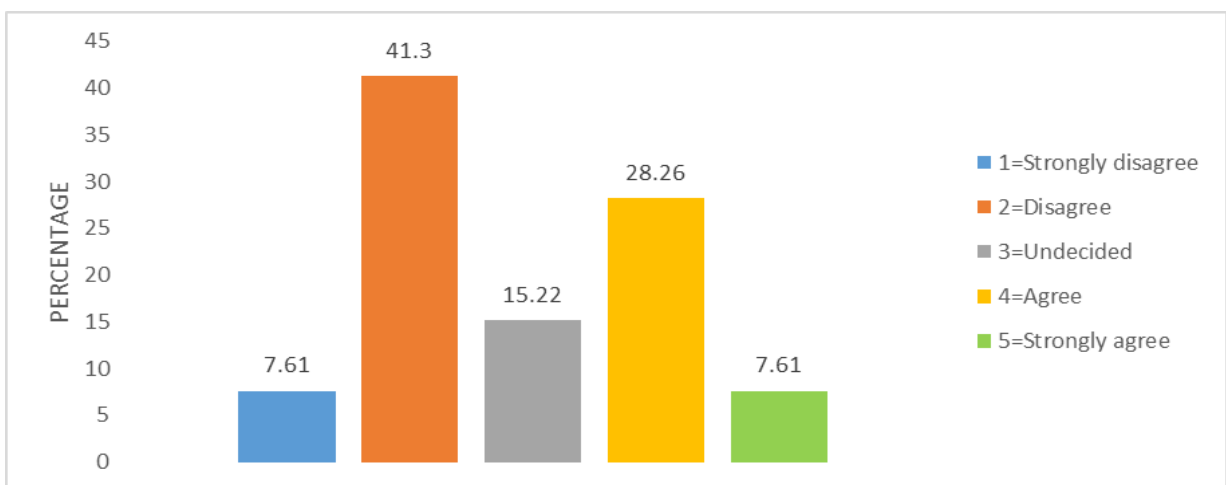


Figure 5.29: Co-workers' actions positively affect the overall interactions (n=92)

Statement 25: The actions of my co-workers positively affect the overall interaction with students in the faculty.

Figure 5.30 depicts the results for statement that relates to the overall interactions with students, which shows that 6.39% (n=6) strongly agree, 30.85% (n=29) agree, 17.02% (n=16) undecided, 40.42% (n=38) disagree and 6.38% (n=6) strongly disagree. Therefore, 45.74% (n=44) do not agree that the actions of co-workers positively affect the overall interaction with students in the faculty. Relationship management within an organization is of particular importance because an effective interpersonal work relationships form the foundation of success in the work place and students' satisfaction. As a result sustained success is more likely to be achieved when the organization manages relationships with all of its interested parties to optimize their impact on the organizations' performance. This relates to QMP 7-relationship management.

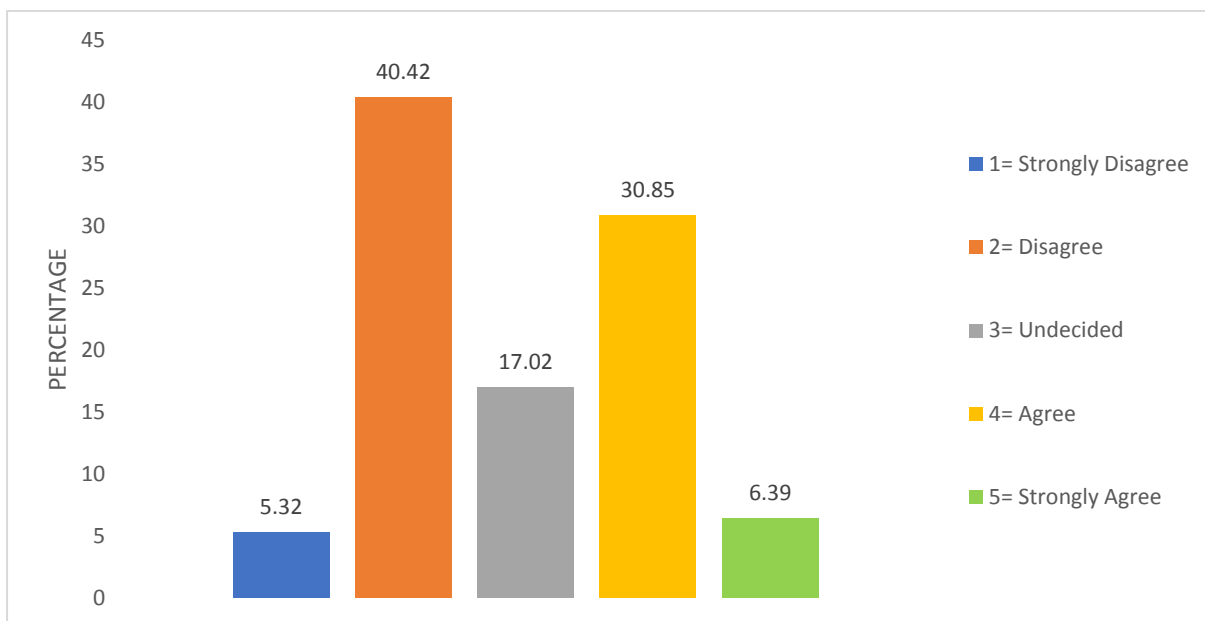


Figure 5.30: Co-workers' actions positively affect students' interactions (n=95)

Statement 26: I believe that there is a sense of quality culture in the faculty.

Figure 5.31 reflects the results for statement 26 which shows that 3.19% (n=3) strongly agree, 21.28% (n=20) agree, 28.72% (n=27) undecided, 38.29% (n=36) disagree and 8.52% (n=8) strongly disagree. A total of 46.81% (n=44) do not believe that there is a sense of quality culture in the faculty. Having shared quality culture in the work place gives a sense of unity and understanding towards one another,

promoting better communication and less conflict. With the 46.81% (n=44) of the respondents who believe that there is no quality culture in the faculty; this implies that there are no shared values, beliefs and norms. These shared values, beliefs and norms focuses on appreciating customers and continuously improving the quality of services in the organization. Furthermore, in an organization with quality culture, quality is deeply embedded in almost every aspect of the organization hence it is important for the faculty to encourage a quality culture environment throughout the faculty.

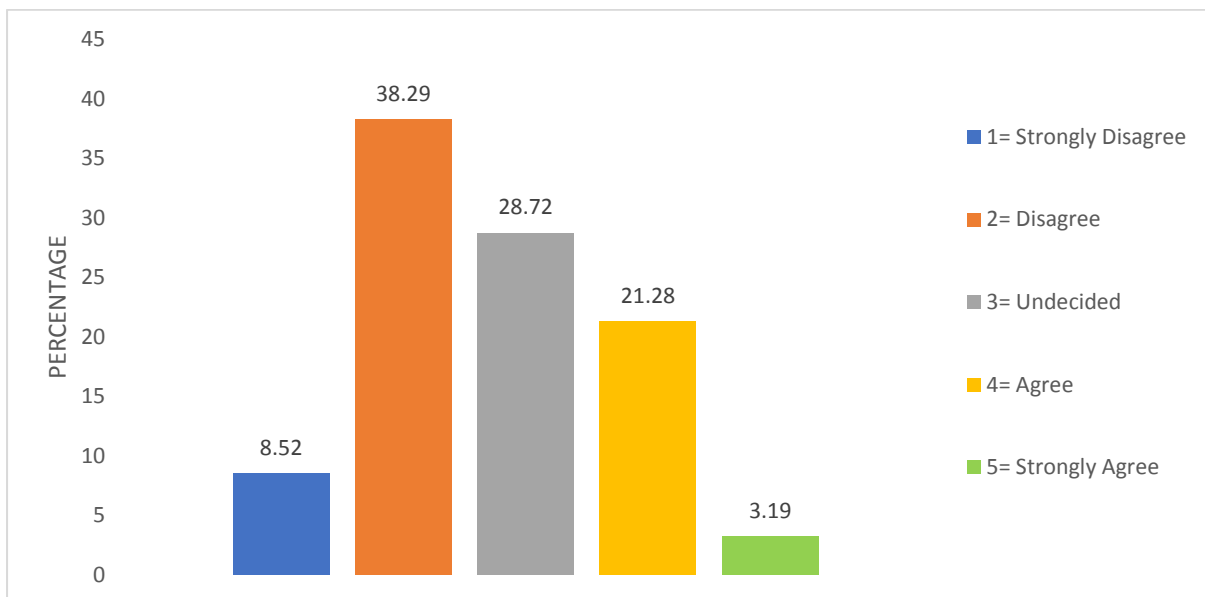


Figure 5.31: Sense of quality culture in the Faculty (n=94)

Statement 27: Good quality culture may positively affect students’ satisfaction in the faculty.

Figure 5.32 demonstrates the results for statement 27 which shows that 59.34% (n=54) strongly agree, 34.07% (n=31) agree, 3.39% (n=3) undecided, 2.2% (n=2) disagree and 1% (n=1) strongly disagree. Thus, a total of 93.41% (n=85) agree that good quality culture may positively affects students’ satisfaction in the faculty. This data suggests that quality culture can influence employees’ attitude and behaviour which in turn affects students’ satisfaction.

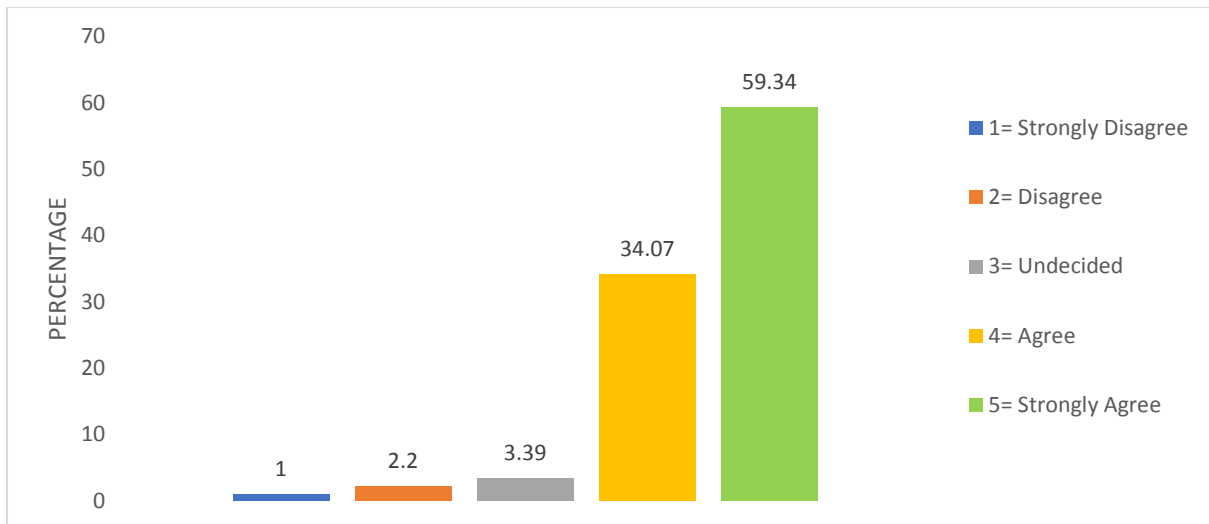


Figure 5.32: Good quality culture may positively affect students' satisfaction (n=91)

Statement 28: The provision of quality services is on the faculty's agenda.

Figure 5.33 below exhibits the results for the provision of quality services which is on the faculty's agenda and this Figure (5.33) shows that 25.82% (n=24) strongly agree, 26.88% (n=25) agree, 34.40% (n=32) undecided, 8.60% (n=8) disagree and 4.30% (n=4) strongly disagree. A 34.40% (n=32) responses does not agree nor disagree with this statement but a total of 52.70% (n=49) agree that the provision of quality services is on the faculty's agenda. The undecided responses on this statement give mixed feeling about this statement because this category got the highest response from all other categories.

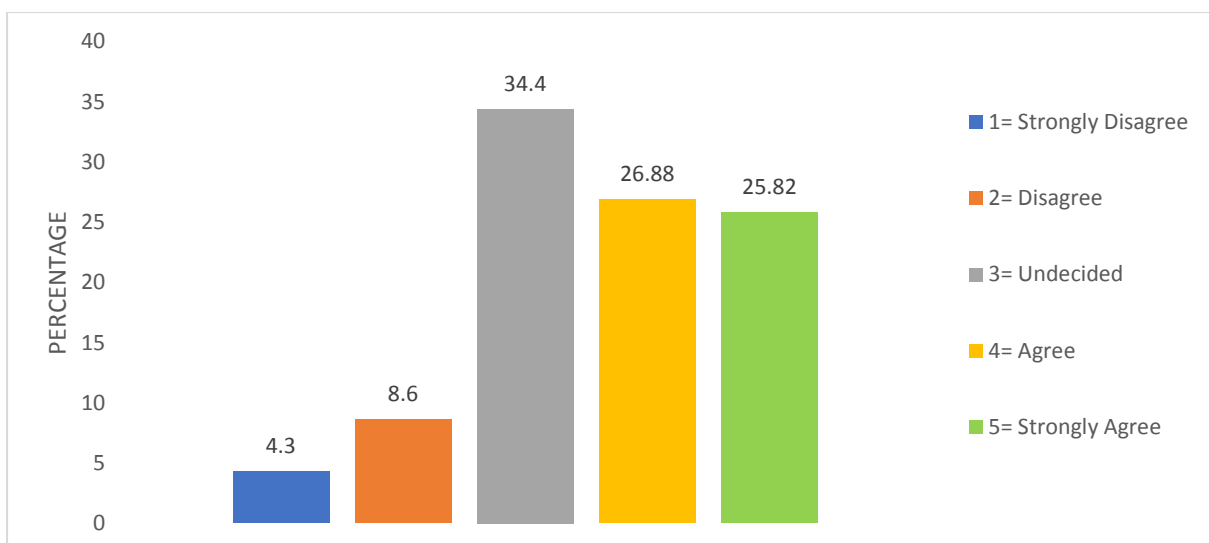


Figure 5.33: Provision of quality culture is on the Faculty's agenda (n=93)

Statement 29: The faculty/department has equipped me to provide quality services to students.

Figure 5.34 below reveals that 10.87% (n=10) strongly agree, 18.48% (n=17) agree, 14.13% (n=13) undecided, 51.08% (n=47) disagree and 5.44% (n=5) strongly disagree. A total of 56.52% (n=52) does not believe that the faculty/department has equipped them to provide quality services to students. Equipped employees may lead to better developments and more efficient work. This data provides some evidence that more than half (56.51%) of the respondents do not feel that they have been sufficiently empowered and prepared to operate in a way that ensures quality of services. Providing training and skills-building programs to employees helps employees adapt to the required changes in an organization. Under the QMP 3- Leadership, it is highlighted that the key benefit for using/applying this principle would be the development and improvement of the capability of the organization and its staff to deliver desired results. Therefore, the Faculty of education should provide its employees with the required resources, training and authority to act with accountability.

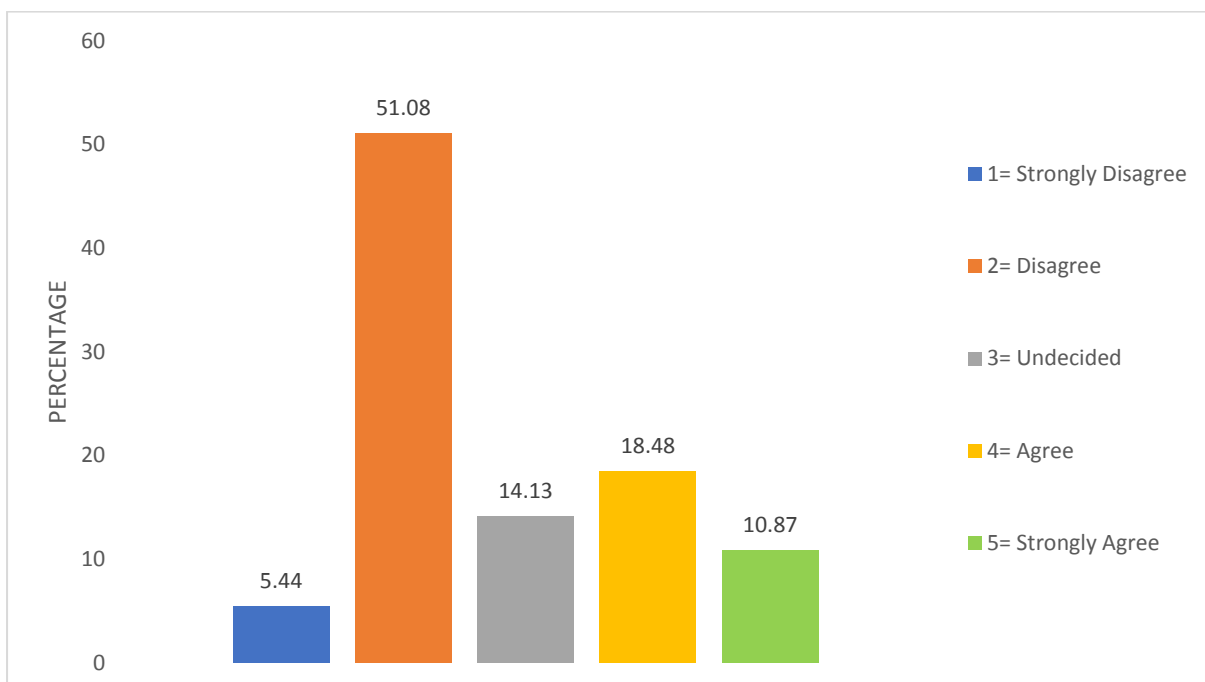


Figure 5.34: The faculty/department equipped me to provide quality services (n=92)

Statement 30: The faculty invites staff input on how to improve the quality of services provided to students.

Figure 5.35 displays the results for staff input on the improvement of quality services provided to students, which shows that 6.52% (n=6) strongly agree, 19.56% (n=18) agree, 13.04% (n=12) undecided, 51.09% (n=47) disagree and 9.79% (n=9) strongly disagree. A total of 60.88% (n=56) respondents do not believe that the faculty invites staff input on how to improve the quality of services provided to students. Listening to staff input is the key in setting and attaining common goals for the betterment of the business. These results indicate that over 60% of participants do not feel that they are given opportunities to be heard or they are not asked or invited to make suggestions and give input. This means that some of the quality management principles which is the involvement of people and evidence-based decisions may be neglected in the Faculty of Education.

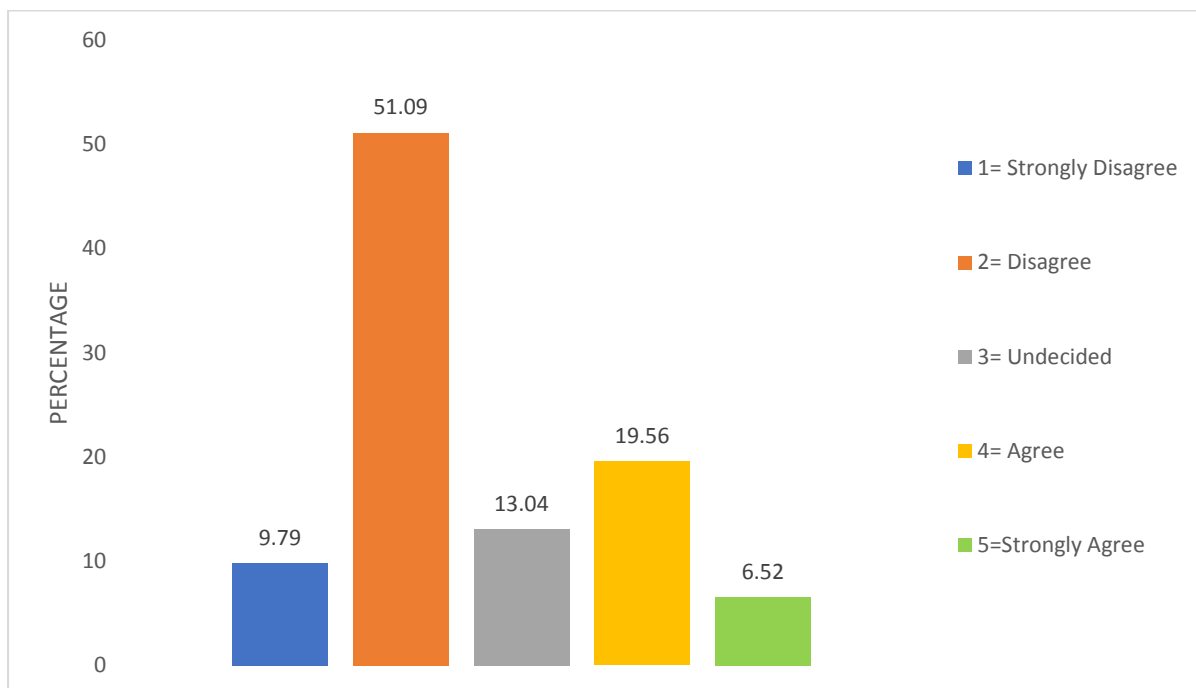


Figure 5.35: Staff input is invited for improvement of quality services (n=92)

Statement 31: I am included in decision-making relating to the improvement of service quality and service delivery to students.

Figure 5.36 provides a depiction of the results for statement 31 which shows that 4.3% (n=4) strongly agree, 18.28% (n=17) agree, 9.68% (n=9) undecided, 54.84% (n=51) disagree and 12.9% (n=12) strongly disagree. A total of 67.74% (n=63) respondents do not believe that they are included in decision-making relating to the improvement of service quality and service delivery to students. Decisions based on

the analysis and evaluation of data and information are more likely to produce desired results hence it is important for the Faculty of education to include its employees on decision-making. Facts, evidence and data analysis lead to greater objectivity and confidence in decision making. Again a successful organization has an ongoing focus on improvement because improvement is essential for the organization to maintain current levels of performance, to react to changes in its internal and external conditions and to create new opportunities. Therefore, the faculty of education can incorporate improvement considerations into the development of new or modified services and processes. Also, the faculty can recognize and acknowledge improvements throughout the organization.

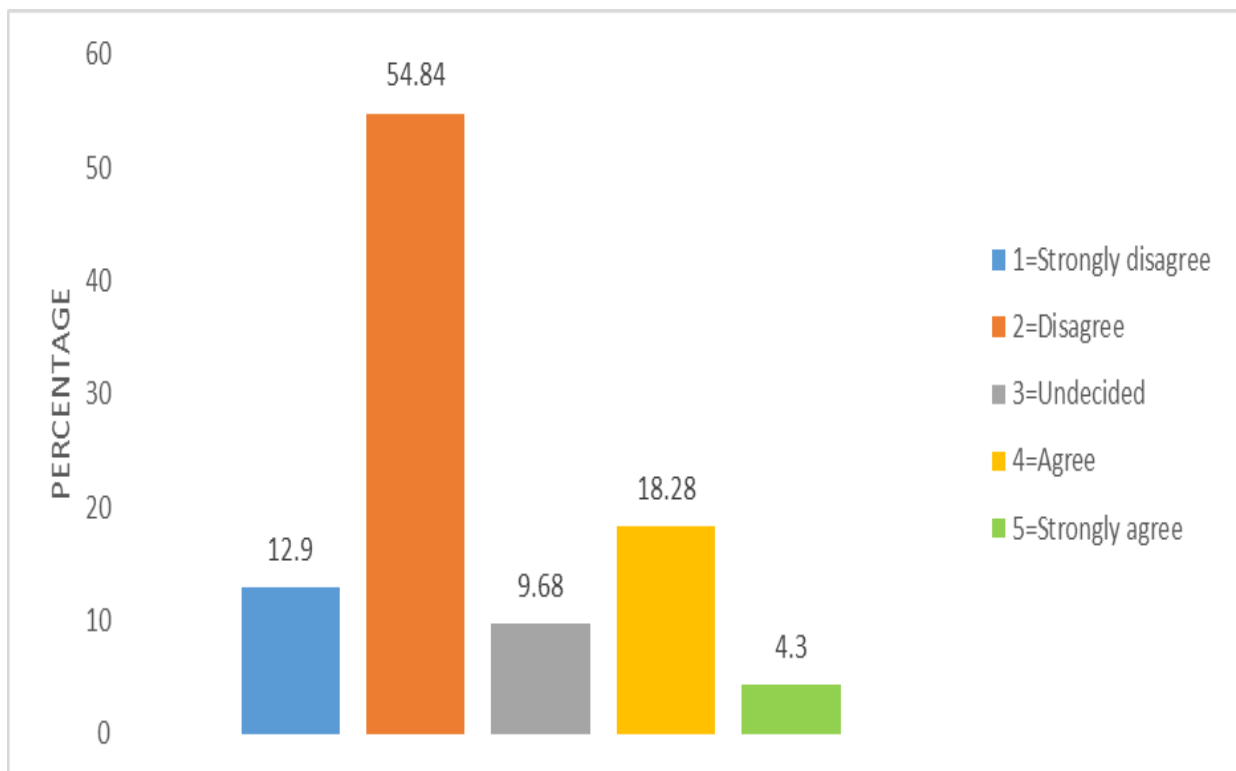


Figure 5.36: Decision-making relating to service improvements (n=93)

Statement 32: My department regularly evaluates the service delivery experiences of students.

In Figure 5.37 it can be seen that 13.83% (n=13) strongly agree, 19.15% (n=18) agree, 15.96% (n=15) undecided, 41.49% (n=39) disagree and 9.57% (n=9) strongly disagree. A total of 51.06% (n=48) do not believe that the department regularly evaluates the service delivery experiences of students. Evaluating how students perceive service delivery is important for continuous improvement and collaboration

because successful service delivery works on the basis that the customer is part of the creation and delivery of services. Feedback mechanism can promote the need for the faculty of education to continue to deliver quality service and satisfy its customers. This can be done to achieve sustainability in a competitive service environment and its importance in ensuring and maintaining quality culture environment.

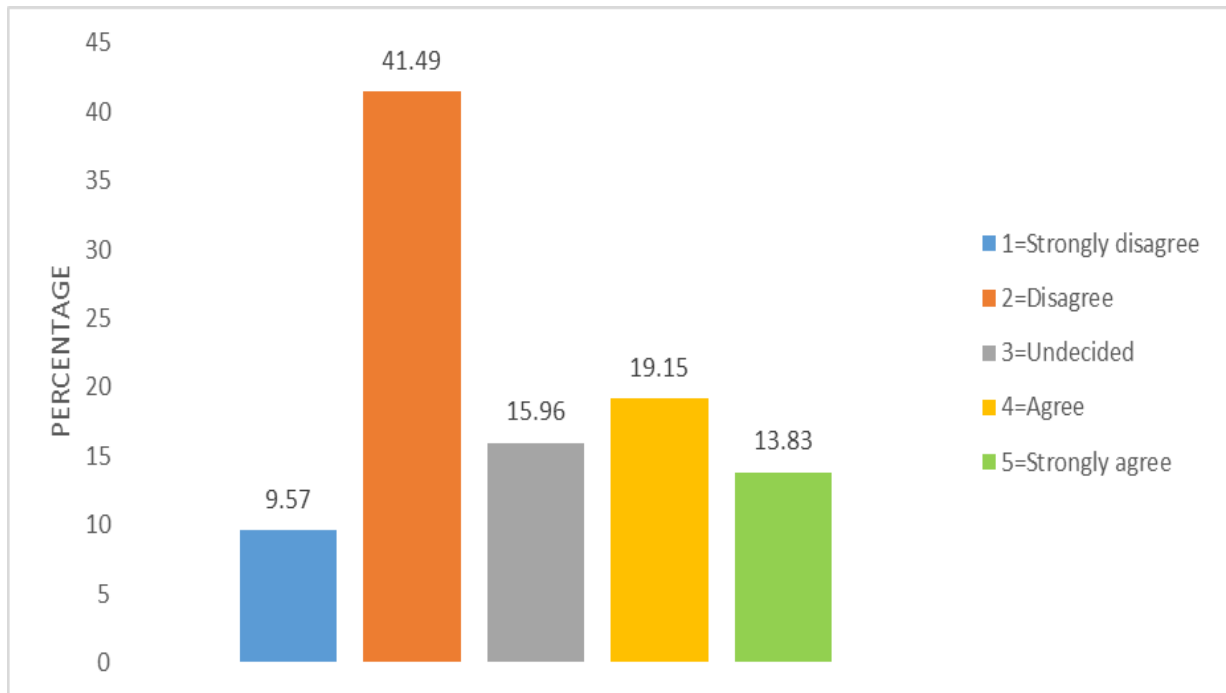


Figure 5.37: Service delivery experience of students (n=94)

Statement 33: I believe that there is room for improvement in the services offered in the Faculty of Education.

In Figure 5.38 it is illustrated that 72.34% (n=68) strongly agree, 21.28% (n=20) agree, 5.38% (n=5) undecided, and 1% (n=1) strongly disagree that there is room for improvement in the services offered in the Faculty of education. The total of 93.62% (n=88) of the respondents believe that there is room for improvement in the services offered in the faculty of Education. No staff responded to disagree category and only one response for the strongly disagree. Improvement is essential for an organization to maintain current levels of performance and this can lead to improved process performance, organizational capabilities and customer satisfaction. Businesses do not exist without customers therefore when all employees understand that pleasing customers is connected to the success of the business, they will take the initiative to

create superior customer experience. Happy customers share their experiences with others and that increases the business over time.

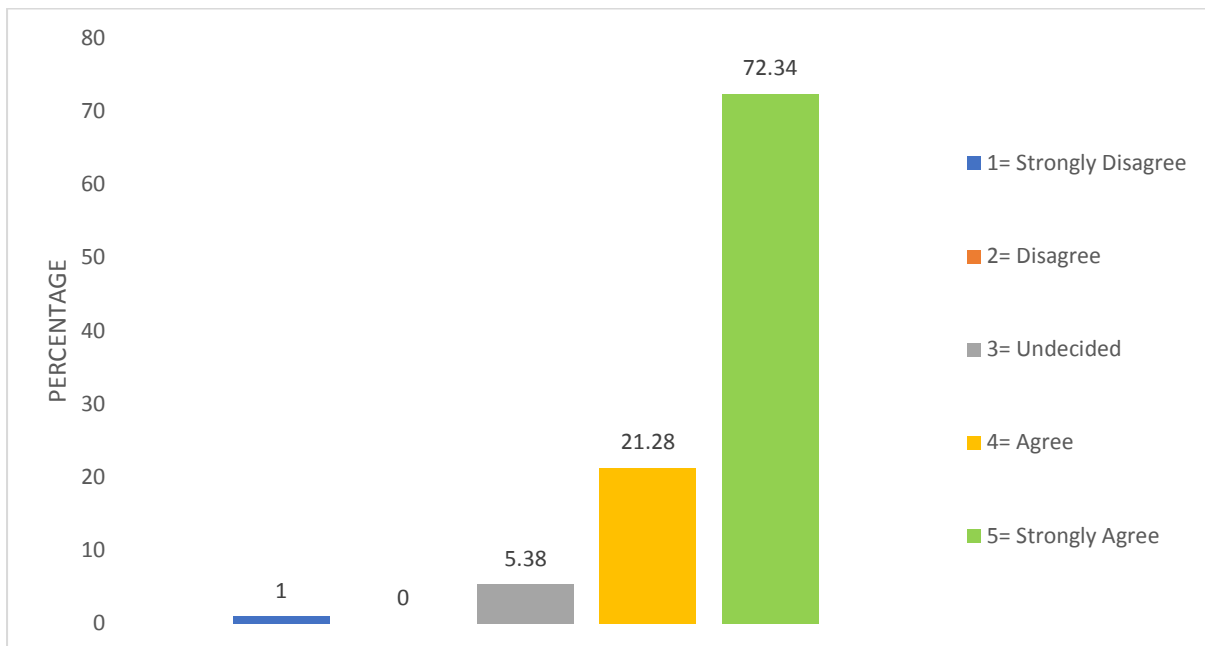


Figure 5.38: Room for improvements in the services offered (n=94)

5.7 DISCUSSION

The primary focus of quality management principles is to meet customer requirements and to strive to exceed customer expectations. A “principle” is a basic belief, theory or rule that has a major influence on the way in which something is done (ISO 9001,2015:**Online**). This study employed the QMPs because of their increased effectiveness in enhancing customer loyalty. Quality management principles are a set of fundamental beliefs, norms, rules and values that can be used as a foundation for quality management in any organization. The QMPs can be used as a foundation to guide an organization’s performance improvement hence this study employed these QMPs. As indicated in Chapter 1 of this study, the QMPs are: Customer focus, leadership, engagement of people, process approach, improvement, evidence-based decision making and relationship management. If the organization is concerned with providing value to customers they need to consider improving customer value. Customer value can be improved by formally applying QMPs across the organization because they are central to the practice of quality management and service delivery (Knowles, 2011:11).

Figure 5.5 shows the respondents' job title. The non-academic positions consist of 17.02%, the academic positions consist of 76.93% and 5.4% for the managerial positions. The Faculty is largely composed of academic staff. These job titles may have an influence on the responses because the work pressure on the lower position may not be the same as in the higher position. This also applies to the age of employees and their years of working experience at the institution under study or the department they are working for. This may be caused by the fact that each department has its own ways of doing things which can be different from the other departments.

Some of the respondents (see Figure 5.7) are of the view that customers may be deprived of quality services due to the environment. The problem statement that formed the crux of this research was "lack of quality culture may result in lack of service quality in the Faculty of Education at a university of technology". The satisfaction of customers is influenced by service delivery and is directly related to employee co-operation, which reflects the quality culture within the organization. Therefore, if employee co-operation, such as the good interactions between employees, are not encouraged, the organization may lack efficient service delivery. This may be caused by the fact that it is difficult to provide quality services to customers when there are no good interactions between employees. A safe and non-threatening work environment is necessary in any organization. This helps in maintaining a high level of employee motivation and quality services. Customer satisfaction forms the backdrop of this study and it is also one of the quality management principles. It is important for the faculty to incorporate the quality management principles throughout the Faculty for the benefit of customers.

Some of the reasons for employees to be motivated in an organization include communication between employees and management as highlighted in Chapter 3 (section 3.5.2). This supports QMP 3 that refers to leadership because its benefit is the improved communication between all levels and functions of the organization as well as development and improvement of the competence of the organization and its people to deliver the desired results. Therefore, if communication is not good between employees and management, employees may not be motivated to do their jobs efficiently. This is caused by the fact that organizational culture is associated

with decision making, acting, communication formation and communication network within the organization. In Chapter 3 (section 3.5) it is emphasized that quality culture is a kind of organizational culture which involves the collection of shared values and norms in an organization. These values and norms govern the way people interact with each other within the organization and with stakeholders outside the organization which can positively or negatively affect the growth of the organization. As a result, the environment can influence the people who work in the environment and also the customers.

Employees would like to feel valued and when they have a sense of value and recognition they can be an asset to their organisation. Values are central to human decision-making and when one works in an organization where personal values are supported, one may feel enlightened by the environment. This will enable employees to fully contribute to work and not only bring energy, creativity and enthusiasm, but also commitment to the success of the organization. From the results in Figure 5.11 (Disagree = 58.51%; Undecided = 20.21%; Agree = 21.21%) it can be deduced that more than half of the respondents do not feel valued by management in the Faculty and this may result in employees being demotivated or discouraged. Keeping employees motivated is the driving factor that leads employees to work harder. This means more productivity for the organization and the most important contributing factor to overall satisfaction of customers as pointed out in Chapter 2 (section 2.1). If employees are not motivated, quality culture is negatively affected which results in poor service delivery. Motivation is central to the formation and growth of quality culture in the organization.

5.8 SUMMARY

This chapter presented the results that were obtained from the demographic information and the statements on quality culture and the role it plays in service delivery at a university of technology. Reliability testing for results was calculated using Cronbach's alpha calculator and it was found to be satisfactory as indicated in Table 5.2. The significance that employees attribute to quality culture, the role and the importance of quality culture in service quality were recognized through the results. The results show that only 31.68% of the respondents agreed that the

working environment in the Faculty positively impacts on students while 40% did not agree. This data suggests that students may be deprived of their right to a healthy environment (as discussed in Chapter 1, section 1.1). The majority of staff are also committed to providing quality services even though many of them do not think the work environment provides what is required to do. On the other hand 41.05% of the respondents feel that the faculty encourages an environment for efficient service delivery while 44.21% did not agree. As discussed in Chapter 3 that when quality culture in an organization is weak, it generally portrays a dissatisfied employee attitude at work which results in poor performance. The results also show that more than 50% (Figure 5.9) of the respondents do not feel that communication in the faculty is good and more than 60% (Figure 5.10) of the respondents do not feel that there is good communication between employees and management. This is important to note because it is highlighted in QMP3 (as discussed in Chapter 3) that if this principle is applied communication between all levels of an organization would be improved. When this principle is applied it creates and sustain shared values, fairness and ethical role models at all levels of the organization.

The respondents believe that they give their best effort in their job (96.77%), they take responsibility for their duties (99%) and they go beyond what is expected of them (96.84%) in order to provide quality services to students. There is a discrepancy in respondents' views pertaining to the service level delivered in the faculty, 37.89% agree that the service level delivered in the faculty is satisfactory, 35.85% are undecided and 26.26% disagree that the service level delivered in the faculty is satisfactory. There is a discrepancy (28.96% agreed and 47.38% did not agree) in respondents' views regarding the promotion of a quality culture environment in the Faculty of Education. This could severely limit the organization's potential for delivering services of high quality because employees are unlikely to perform at high levels when quality culture is lacking.

The following chapter presents the overall conclusion and recommendations based on the results presented in this chapter.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

This study, as outlined in Chapter 1, presents an inquiry into quality culture and its role within a higher education context using quality management principles (QMPs) as a framework. QMPs can be used in higher education institutions (HEIs) as a foundation to guide performance improvement. The successful introduction of the QMPs in the higher education sector at both government and institutional level (Baig, Abrar, Ali & Ahmad, 2015; Taylor & Hill, 1992; Venkatraman, 2007) favours the use thereof in this study. The importance of using QMPs in this study is its effectiveness in increasing customer satisfaction and improvement of customer loyalty in organizations (ISO 9001, 2015:Online). The aim of this study was to evaluate quality culture within the Faculty of Education at a South African university of technology (UoT).

Quality culture, as referred to in this study, is a set of group values, that guide the improvements made to everyday practices and consequent outputs in the workplace (Malhi, 2013:2). The organization has to have a sense of quality culture in order for it, as service provider, to maintain a good relationship with a customer. A quality culture environment is an effective and meaningful way to develop mechanisms that would ensure improved organizational quality. Furthermore, quality culture affects the ways in which employees interact with each other and with their customers. Employee performance and motivation may be affected by the type of culture that is dominant in an organization which will result in the service delivery to the customer being influenced. The organizational performance increases when culture is positive in an organization because it enhances employees' commitment, job satisfaction and decreases employees' retention (Habib *et al.*, 2014:220).

The importance of this study, in the South African higher education context, is that HEIs are service providers and therefore, customer satisfaction should be the focal point of existence in order to excel in service delivery. Given the fact that the institution under study is a merged institution, the cultures could, in different ways and to varying degrees, compromise the service quality to customers as a result of a

lack of quality culture as claimed by Badat (2010:34). This chapter presents a summary of the findings of the study. Furthermore, the chapter draws conclusions and offers recommendations in this case. In this chapter some results overlap because they address multiple statements.

6.2 THE RESEARCH QUESTION REVISITED

As pointed out in Chapter 1, the main research question for this study is: *To what extent is quality culture present in the Faculty of Education at a UoT and how could it affect service quality?*

For quality culture to be satisfactory in an organization, quality should be deeply embedded in almost every aspect of the organization, including recruitment, promotion, employee orientation, constant training, compensation, management style, decision making, organizational structure and work processes. The presence of quality culture may not be satisfactory in the Faculty of Education because of the fact that the respondents (58.51%, a combination of Disagree and Strongly Disagree) do not feel valued by management, although they (96.77%, a combination of Agree and Strongly Agree) are determined to give their best effort for efficient service delivery. A healthy presence of quality culture would be suggested by, for example, as discussed in Chapter 3 of this study, valuing employees in order for them to perform their duties better and to show commitment towards good service delivery; inviting staff input on how to improve the quality of services; including employees in decision-making relating to the improvement of service quality and service delivery; regularly evaluating the service delivery experiences of students.

The results show that 45.74% (a combination of the Disagree and Strongly Disagree categories) of the respondents did not agree that there is a sense of quality culture in the Faculty of Education while 37.24% (a combination of the Agree and Strongly Agree categories) of the respondents agreed. These results indicate that there is a measure of quality culture present in the Faculty of Education although it is not satisfactory. The measure of quality culture present in the faculty is not satisfactory because the responses suggest that staff (56.52%) do not think that they have been sufficiently equipped to provide quality services in the faculty even though they

(96.84%) are happy to go beyond what is expected of them in order to give quality services to customers. The type of culture dominant in the institution may positively or negatively affect employee performance and motivation given the fact that the institution under study is a merged institution. As discussed in Chapter 2 (section 2.2), the higher education institutions are ever changing and are influenced by a number of internal and external factors where interaction between all the departments is important in order to demonstrate and contribute to the success of the organization. The organizational performance is related to the type of culture an organization has. For example, as discussed in Chapter 3 (section 3.3.2), the organization can have an open culture/strong culture or a closed culture/weak culture.

Some organizational cultures are labeled, strong and others weak (Martins & Terblanche, 2003:64-74). A strong culture is characterized by the organization's core values being both widely shared and intensively held and a weak culture is the opposite. Therefore, the more the members accept the core values the greater the members' commitment to those values, the stronger the culture will be. In this case the respondents (41.30%) indicate that they are not able to make decisions affecting their work. However, the results (99%) show that the respondents are committed to providing quality services to customers. It is affirmed in Chapter 3 (section 3.5.2) that if employees have the characteristics such as engagement, commitment, motivation and skill, organizational performance will improve in terms of productivity, quality and the delivery of high levels of customer service. Therefore, involving employees in decisions affecting their work could improve the value of self-responsibility among employees.

The respondents (93.41%) agreed that good quality culture may positively affect students' satisfaction in the Faculty of Education. This confirms what Rapp (2011:6) claims that in order for the service provider to maintain a good relationship with a customer, the organization has to have a sense of quality culture at all levels, as a result, the service delivery to the customers may also be influenced. This is because a quality culture environment is an effective and meaningful way to develop mechanisms that would ensure improved quality at all levels in an organization. It is emphasized in Chapter 1 (section 1.1) that when organizational culture is positive,

employee commitment and job satisfaction increase and subsequently organizational performance increases.

6.3 INVESTIGATIVE QUESTIONS AND OBJECTIVES REVISITED

6.3.1 Investigative question 1 (How do employees view quality culture and the role it plays in service quality?) and its objective

A total of 44.21% (a combination of Disagree and Strongly Disagree) of the respondents did not agree that the Faculty of Education encourages an environment for efficient service delivery while 41.05% (a combination of Agreed and Strongly Agreed) agreed. Again the respondents do not agree that communication in the faculty is good (for example, 55% of the respondents do not believe that there is good communication between employees; 61% of the respondents do not believe that there is good communication between employees and management). Therefore, communication was found not satisfactory according to the results from respondents which may lead to poor quality culture. Furthermore, communication is one of the strongest points highlighted in the QMPs. Lack of communication may hinder the guidance of the improvements made to everyday practices in the organization. The organization's potential for delivering services of high quality could be severely limited and this may hamper the employee potential for growth within the organization. This implies that when quality culture is lacking in an organization, service quality may also be lacking as a result customers may be disadvantaged of their right to quality services.

The objective concerning the above question reads as follows: **To ascertain the significance that employees attribute to quality culture and its role in service quality.** The employee significance attributed to quality culture is that the respondents (100%) are willing to help students and they (99%) also know that it is their responsibility to provide quality services to students. The respondents (98%) are never too busy to respond to students' requests and they (92.63%) understand the needs of students. This implies that employees know the importance of understanding customer needs hence they also take responsibility for their duties and actions. However, understanding customer needs is not enough if one does not

know how to address those needs, as some respondents (11.58%) do not know how to respond to students' needs in the faculty. This may be caused by the fact that more than half (56.51%) of the respondents do not feel that the faculty has equipped them to provide quality services to students. This is also confirmed in studies conducted by Gitomer (1998:45) and Hill (1995:11), as discussed in Chapter 3 (section 3.4). This may help the organization to strive and keep customers for life and getting unsolicited referrals from customers regularly. Empowering and preparing staff to operate in a way that ensures quality of services to students may increase the competence of staff. As a result the organization may operate efficiently. One of the QMPs (QMP 4 – Improvement) emphasizes the importance of educating and training staff at all levels in order to ensure that they are competent to successfully promote and complete improvement projects in the organization.

6.3.2 Investigative question 2 (Does quality culture influence employee performance and motivation?) and its objective

Quality culture does influence employee performance and motivation because the type of culture dominant in an organization may positively or negatively affect employee performance and motivation (Kauder, 2014:1083). As a result, the service delivery to the customer may also be influenced because if employees are not valued by management they may feel demotivated. Consequently, when employees feel demotivated they may not perform well, as pointed out in Chapter 3 (section 3.5.2).

The results from respondents reveal that 41.30% of the respondents do not feel that their performance is positively shaped by the actions of their co-workers. A total of 42.39% of the respondents do not feel motivated to come to work. This may be caused by the fact that some respondents (58.51%) do not feel valued by management in the faculty. 48.39% agreed that good working relationships are encouraged in the faculty while 26.88% of the respondents did not agree. This implies that establishing and maintaining good working relationships is key to a positive workplace and when employees are motivated they become responsible and productive. Quality culture involves shared values and commitment, as explained in a study conducted by Bendermacher *et al.* (2016:5). Values are central to human

decision-making, so if one is not involved in decision-making affecting one's job, one may be demotivated. As a result, values and decision-making play a role in organizational culture and are closely associated with social norms, a vital element of organizational culture. An organization that supports personal values may enable employees to fully contribute to work and not only bring energy, creativity and enthusiasm, but also commitment to the success of the organization.

The objective regarding the above question reads as follows: **To determine whether quality culture affects employee performance and motivation.** This objective has been met through the respondents' results and literature. 41.30% of the respondents did not agree that their performance is positively shaped by the actions of their co-workers while 39.59% agreed. A large number (48.91%) of the respondents did not agree that the actions of their co-workers positively affect the overall interactions in the Faculty while 35.87% agreed that the actions of their co-workers positively affect the overall interactions in the Faculty. The results show that 45.74% of the respondents did not agree that the actions of their co-workers positively affect the overall interaction with students in the Faculty. There was a disagreement in respondents' views regarding their motivation to come to work (see Figure 5.26 in Chapter 5). These results confirm that quality culture affects employee performance and motivation in the Faculty of Education. When there is no cooperation between co-workers it is possible that there would be no mutual understanding, mutual respect and trust amongst the staff which then affect performance and motivation.

6.3.3 Investigative question 3 (Is quality culture important in advancing service quality?) and its objective

Quality culture is important in advancing service quality because it affects the ways in which employees interact with each other and with their customers. It is essential to develop an internal quality culture in an organization so as to ensure a high quality of service delivery. The results show that 99% of the respondents are committed to providing quality services to students and this may contribute to attracting and retaining more students for the university under study. 99% of the respondents agreed that it is their responsibility to provide quality services to students. A total of

92.63% feel that they understand the needs of students in the Faculty. This suggests that employees understand the importance of quality culture in advancing service quality in the Faculty of Education because understanding the current and future needs of customers and other interested parties contributes to sustained success of the organization. It is pointed out in a study by Gitomer (1998:45) that the challenge is not only serving the customer, but it is to understand customers, being prepared to serve customers, being responsible for your actions, living up to your commitments and striving to keep customers for life. A study conducted by Malhi (2013:4) suggests that successful and enduring organizations have a culture that creates and sustains a work environment that is conducive to long lasting quality improvement. In a highly competitive and rapidly changing world, providing quality services that are appreciated by customers is crucial for ensuring long-term organizational success. Creating and sustaining a quality culture is a prerequisite for ensuring a continuous flow of quality services.

A total of 60.88% of the respondents do not believe that the faculty invites staff input on how to improve the quality of services provided to students. While 67.74% of the respondents do not believe that they are included in decision-making relating to the improvement of service quality and service delivery to students. It is suggested in Chapter 2 section 2.1 that the involvement of management and staff in implementing service excellence could increase staff motivation and retention, in order to deliver the best services and to gain competitive advantage in higher education institutions. QMP 3 which relates to the involvement of people, points out that to involve all people at all levels and to respect them as individuals is very important in order to manage an organization effectively and efficiently. Soliciting employee input may help the organization to identify successes and room for improvements. Involving employees in the decision-making process is not only empowering, but contributes to the success of an organization. When employees are involved in making decisions, they gain a professional and personal stake in the organization and its overall success.

The objective which relates to the question above reads as follows: **To understand the importance of quality culture in advancing service quality.** The importance of quality culture in advancing service quality is understood hence respondents

(93.41%, the combination of Agree and Strongly Agree) feel that good quality culture may positively affect students' satisfaction in the Faculty. Some respondents (47.38%, a combination of Agree and strongly Agree) do not believe that management promotes a good quality culture environment in the Faculty of Education as a result this may affect the improvement of quality services in the Faculty. A large number of respondents (34.34%) did not agree nor disagree that the provision of quality culture is on the Faculty's agenda and 56.52% of the respondents do not feel that the department/faculty has equipped them to provide quality services to students.

Section 1.2 in Chapter 1 highlights that involving employees in organizational planning is important to enhance the capabilities of employees and to act for the good of customers and stakeholders; this is explained in detail in section 3.4.1 of Chapter 3 (QMP3-Engagement of people). These results imply that quality culture is important in advancing service quality as it is composed of elements or dimensions of organizational culture that are essential for the implementation and practice of quality management. When employees have internal justification and the support of the company culture for their actions they become self-motivated and empowered for doing quality work in the organization (Kauder, 2014:1043) hence the Faculty of Education should aim to foster quality culture.

6.4 CONCLUSION

Having a healthy environment (as explained in Chapter 1, section 1.1) in an organization is beneficial for employees to perform their duties better and provide quality services to their customers. The majority of the staff members are also committed to providing quality services even though many of them do not think that the work environment provides what is required to do. The same applies to communication, if communication is poor in an organization whether written or oral, it can obstruct the efficiency of the organization. The delivery of quality services is for the most part influenced by behaviour of staff in the organization. Building effective workplace relationships is an important skill for the success of any organization. Despite the perceived poor communication and lack of promoting good quality culture, the staff is largely determined to give their best and to go beyond the call of

duty. Therefore, the successes of major organizational change initiatives are almost always dependent on internal cultural change. It is true that employees' immediate surroundings have an impact on the behaviour at work and this also applies to service industry. Therefore, it can be concluded that in an organization with good quality culture, there is close cooperation between employees which leads to good service quality. Teamwork in an organization is crucial as it creates a sense of ownership and commitment. Equally important, it breaks down the divisions and barriers within the organization.

The findings of this study suggest that quality culture affects service quality in the Faculty of Education at the UoT as some of the quality management principles (QMP1 – Customer focus, QMP2 – Leadership, QMP3 – Engagement of people, QMP4 – Process approach, QMP5 – Improvement, QMP6 – Evidence-based decision making, QMP7 – Relationship management) are lacking. Quality management principles that are lacking in the Faculty of Education, according to the results from respondents are:

- **Relationship management** - only 48.39% of the respondents agreed that good working relationships are encouraged in the faculty.
- **Customer focus** - a total of 51.06% of the respondents do not believe that the department regularly evaluates the service delivery experiences of customers.
- **Engagement of people** - 60.88% of the respondents do not believe that the faculty invites staff input on how to improve the quality of services provided to customers.
- **Evidence-based decision-making** - the majority (67.74%) of the respondents do not believe that they are included in decision-making relating to the improvement of service quality and service delivery to customers.
- **Leadership** – a large percentage (58.51%) of the respondents do not feel valued by management and some respondents (47.38%) do not believe that management encourages a quality culture environment.

- **Improvements** - all the above-mentioned lacking QMPs intertwine with improvements in any organization. Organizations need to have an ongoing focus on improvements in order for them to be successful. In order for the organization to maintain current levels of performance, to react to changes in its internal and external conditions and to create new opportunities, improvement is essential. This helps the improvement of organizational performance, organizational capabilities and customer satisfaction.

Quality management principles can be used as a framework to guide the institution towards improved performance, as a result, customer satisfaction may be increased. Quality management principles may be employed throughout the institution because they are central to the practice of quality management and service delivery. These principles have been identified to facilitate the achievement of quality objectives and form the foundation for effective quality management. According to the results (Figure 5.12 in Chapter 5), the respondents are of the view that quality culture environment is promoted in the faculty, but it lies within the interactions between employees in order to sustain a quality culture environment. The significance of quality culture is that it depends on the actions of all employees in an organization. One of the QMPs is to involve people, meaning that everyone can have an impact on service quality.

The results (see Figure 5.6 to 5.37 in Chapter 5) imply that not all of the quality management principles are applied in the Faculty of Education due to the lack of quality culture. This suggests that there is a lack of shared values, beliefs and norms in the Faculty of Education. One of the main components of success for any organization is customer service, as highlighted in Chapter 2 (section 2.1). Without excellent services, customers are likely to be sufficiently dissatisfied and may seek better service from competitors. Chapter 3 (section 3.5.3) of this thesis points out that QMPs are conceptualized as TQM and have been implemented for the improvement of quality culture in HEIs. Thus, a sustained success is achieved when an organization attracts and retains the confidence of customers and other interested parties. Every aspect of customer interaction provides an opportunity to create more

value for the customer. Understanding current and future needs of customers and other interested parties contributes to sustained success of the organization.

6.5 RECOMMENDATIONS

It is recommended that the implementation of quality culture be on the Education Faculty's agenda in order to enhance the service delivery of students. It is also recommended for the Education Faculty to have a closer look at improving communication at all levels in addition to good working relationships and a safe working environment. The Faculty of Education has to have a way of motivating its employees and let employees feel valued in order to improve efficiency. The Faculty of Education should have a system for inviting staff input on the improvement of quality services and any other important matters of improvements in the faculty. The staff should also be involved in the decision-making processes in order to encourage professional and personal commitment to the organization. The Faculty of Education should communicate the organization's mission, vision, strategy, policies and processes throughout the organization. This will create and sustain shared values, fairness and ethical models for behaviour at all levels of the organization.

The Faculty of Education should have a way of equipping all employees with a training/development program on how to provide quality services to customers. In this way it can create a quality culture environment by providing appropriate structures within the organization in order to facilitate, maintain and show commitment of its members towards a quality culture environment. Involving employees in organizational planning can be part of training and empowering employees to act for the good of customers and stakeholders. It is also recommended that, if the Faculty of Education is concerned with providing value to customers, they need to consider improving the customer value by formally applying the QMPs throughout the organization. These QMPs are fundamental to the practice of quality management and service delivery (Mosadeghard, 2006:606).

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APPENDIX A: PERMISSION LETTER TO CONDUCT RESEARCH



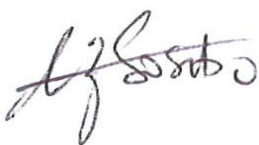
**Faculty of Education and Social Sciences, Faculty Office, Mowbray Campus,
Main Road, 7705
Tel. 021-6801539**

20 September 2016

TO WHOM IT MAY CONCERN

This is to certify that Ms Funeka Mdena is conducting research on the study entitled 'Quality culture and its role in service delivery at a University of Technology'. She intends collecting data using a sample of academic and non-academic staff involved in the teacher education programmes in the faculty of Education, Mowbray and Wellington. She has received ethical approval to conduct her research from the Faculty of Education Ethics Committee. The Faculty of Education, through the Research Department, is hereby confirming that she has been granted permission to conduct research with the staff whom she has selected as her sample.

Yours faithfully,

A handwritten signature in black ink, appearing to read "ZC Sosibo", is written over a horizontal line.

ZC Sosibo (Acting HOD: Research).

APPENDIX B: ETHICS APPROVAL LETTER



P.O. Box 1906 • Bellville 7535 South Africa • Tel: +27 21 959 6666 • Fax +27 21 595 6641
Symphony Road Bellville 7535

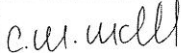

ENGINEERING FACULTY

On the 21 September 2016, the Engineering Ethics Committee of the Cape Peninsula University granted ethics approval to FUNEKA MDENA, student number: 201089963 for research activities related to her MTech: Quality studies at the Cape Peninsula University of Technology.

Title of thesis:	Quality culture and its role in service delivery at a university of technology
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Comments:

Data collection is required
Permission to collect data attached

	FACULTY OF ENGINEERING POST GRADUATE OFFICE
Signed: Assistant Dean – Research and Innovation	Date: 21 SEP 2016  Cape Peninsula University of Technology

APPENDIX C: INVITATION LETTER TO PARTICIPANTS

FACULTY OF ENGINEERING

Ms F Mdena

Telephone: +27 21 953 8487

Email: mdenaf@cput.ac.za

DISE

Dear Colleague

I am Funeka Mdena, a Technician in the Faculty of Education. I am currently registered for a Master's Degree in Quality at the Cape Peninsula University of Technology. The title of my study is: Quality culture and its role in service delivery at a university of technology.

I would like to invite you to participate in my study by completing the questionnaire designed to obtain staff responses on the issue of quality culture in the Faculty of Education and its role in service delivery. Permission has been granted to conduct this study in the faculty.

Your participation is voluntary and consent can be withdrawn at any point. Should you participate you will remain anonymous and your responses will be treated as confidential and will be used for academic purposes only. Data will be reported as collective responses, therefore none will be identifiable as any individual's response. It should take 10-15 minutes to complete the questionnaire. Kindly answer the questionnaire as completely as possible. There is a consent form to be filled should you decide to participate.

If you have any questions or seek further clarification regarding the study, you are welcome to contact me on the numbers provided above. I wish to thank you in advance for your kind consideration of my request and I look forward to your participation in this study.

Kind Regards

Funeka

APPENDIX D: CONSENT FORM

RESEARCH TITLE: Quality culture and its role in service delivery at a University of Technology

RESEARCHER: Funeka Mdena

I have been given information about the research to be conducted by Funeka Mdena. She is conducting this research as part of her Master’s degree in Quality in the department of Industrial and Systems Engineering at CPUT.

I understand that my participation in this research is voluntary. My participation in this study means that I am required to complete a questionnaire. This will be done anonymously. My responses will be treated as confidential and will not be linked to me in any identifiable way. I am free to refuse to participate and I am free to withdraw from the research at any time. My refusal to participate or withdrawal of consent will not affect my treatment in any way or my relationship with the researcher, the Faculty of Education or my relationship with CPUT.

If I have any enquiries about the research, I can contact Funeka Mdena on 021 953 8487 or mdenaf@cput.ac.za.

By signing this consent form I confirm that I understand and agree to:

1. Participate in the study by completing the questionnaire
2. The data collected as a result of my participation to be used for research purposes only and that it will contribute to a master’s thesis, possible conference paper/s and/or journal article/s.

Signed

.....

Name

.....

Date

...../...../.....

APPENDIX E: QUESTIONNAIRE

A SURVEY CONDUCTED ON QUALITY CULTURE AND ITS ROLE IN SERVICE DELIVERY IN THE FACULTY OF EDUCATION AT A UNIVERSITY OF TECHNOLOGY

I would like to invite you to participate in a questionnaire which seeks to obtain responses on quality culture and its role in service delivery in the faculty of Education. It should not take longer than 10-15 minutes of your time to complete the questionnaire.

It will be highly appreciated if you would complete the questionnaire as thoroughly as possible. All the information will be treated as **STRICTLY CONFIDENTIAL** and will only be used for academic purposes.

The questionnaire is divided into two sections. The first section requires demographic information. The second section consists of 33 statements to which you need to respond by ranking your responses with a score between 1 and 5.

SECTION A: Demographic information

Please mark the option which reflects your answer the most accurately by marking an (X) in the space provided.

What department do you work in?

- General Education Training ()
- Further Education & Training ()
- Teacher Professional & Development ()
- Research & Postgraduate Studies ()

What is your age?

- Between 20 and 30 ()
- Between 31 and 40 ()
- Between 41 and 50 ()
- Between 51 and 60 ()
- 61 and above ()

How many years of work experience do you have at CPUT?

- Less than 1 year ()
- 1-2 years ()
- 3-5 years ()
- 6-10 years ()
- Over 10 years ()

Are you originally part of?

- Old Pentech ()
- Old CapeTech ()
- None of the above ()

What is your job title?

- Admin Assistant ()
- Secretary ()
- Technical Assistant ()
- Technician ()
- Junior Lecturer ()
- Lecturer ()
- Senior Lecturer ()
- Coordinator ()
- HOD ()

SECTION B: Quality culture and its role in service delivery

Please read the following statements and respond as objectively and honestly as possible with answers ranking: strongly disagree =1 to strongly agree = 5

PLEASE NOTE: In this study quality culture refers to a set of group values such as beliefs that guide the improvements made to everyday working practices and consequent outputs in the workplace (Malhi, 2013:2).

		Strongly disagree	disagree	Undecided	Agree	Strongly agree
1.	The faculty of education provides a safe working environment for its employees.	1	2	3	4	5
2.	The working environment in the faculty of education positively impacts students.	1	2	3	4	5
3.	The faculty of education encourages an environment for efficient service delivery.	1	2	3	4	5
4.	There is good communication between employees in the faculty of education.	1	2	3	4	5
5.	There is good communication between employees and management in the faculty of Education.	1	2	3	4	5
6.	I feel valued by management in the faculty.	1	2	3	4	5
7.	Management promotes a good quality culture environment in the Faculty.	1	2	3	4	5
8.	I am determined to give my best effort in my work each day for efficient service delivery.	1	2	3	4	5
9.	I am happy to go beyond what is expected of me to do in order to give quality services to students.	1	2	3	4	5
10.	I am committed to provide quality services to students.	1	2	3	4	5
11.	It is my responsibility to provide quality services to students.	1	2	3	4	5
12.	I believe that the level of service delivered in the faculty is satisfactory to students.	1	2	3	4	5
13.	I am willing to help students in the faculty.	1	2	3	4	5
14.	I am never too busy to respond to students'	1	2	3	4	5

	requests.					
15.	I understand the needs of students in the faculty.	1	2	3	4	5
16.	I know how to respond to student's needs in the faculty.	1	2	3	4	5
17.	I believe that the faculty meets the students' needs.	1	2	3	4	5
18.	I take responsibility for my duties and actions.	1	2	3	4	5
19.	I have enough time to prepare/do my tasks.	1	2	3	4	5
20.	My performance is positively shaped by the actions of my co-workers.	1	2	3	4	5
21.	I feel motivated to come to work.	1	2	3	4	5
22.	Good working relationships are encouraged in the faculty.	1	2	3	4	5
23.	I am able to make decisions affecting my work.	1	2	3	4	5
24.	The actions of my co-workers positively affect the overall interactions in the faculty.	1	2	3	4	5
25.	The actions of my co-workers positively affect the overall interaction with students in the faculty.	1	2	3	4	5
26.	I believe that there is sense of quality culture in the faculty.	1	2	3	4	5
27.	Good quality culture may positively affect students' satisfaction in the faculty.	1	2	3	4	5
28.	The provision of quality services is on the faculty's agenda.	1	2	3	4	5
29.	My faculty/department has equipped me to provide quality services to students.	1	2	3	4	5
30.	The faculty invites staff input on how to improve the quality of services provided to students.	1	2	3	4	5
31.	I am included in decision-making relating to the improvement of service quality and service delivery to students.	1	2	3	4	5

32.	My department regularly evaluates the service delivery experiences of our students.	1	2	3	4	5
33.	I believe that there is room for improvement in services offered in the faculty of education.	1	2	3	4	5

Your participation is highly appreciated, thank you.

APPENDIX F: COMBINED RESULTS FOR ALL STATEMENTS

