

# Integrated customer experience management at the North-West University

AA LE ROUX

B.Sc (Honns), M.Dip (HRD)

Thesis submitted for the degree Doctor of Philosophy in the  
Faculty of Economic and Management Sciences at the  
Potchefstroom Campus of the North-West University

Promoter: Prof LR Jansen van Rensburg

July 2011

Potchefstroom

## **ABSTRACT**

Higher education institutions (HEIs) are facing greater challenges in the modern era as a result of globalization, advancement in new technologies and the worldwide recession. As a result of these factors, as well as a decrease in government subsidies, marketing departments at HEIs find it more difficult to recruit and retain quality students. It is therefore necessary to establish what factors can contribute towards creating more satisfied and loyal students using the principles of relationship marketing, with the aim (in theory) to produce more customer advocates that will further their own studies, and actively promote their HEI to other prospective students.

This study aimed to determine the customer experience levels of undergraduate students of the North-West University (NWU) in an administrative environment by using a quantitative approach. A questionnaire was distributed to students from ten different modes of delivery and campuses by using primarily a systematic random sampling technique, and self selective sampling to a lesser degree in the ten different learning models and campuses of the NWU. The total population of related administrative staff also received questionnaires, while qualitative, structured interviews were conducted with the registrars of the NWU. The data was analysed and interpreted by using the SPSS software, and frequency tables, reliability tests, factor analysis, correlations and the determination of the statistical analysis in an effort to answer the five research questions.

A total of 1,299 students (4,2% of the population), 107 administrative staff members (73,2% of the population) and all four registrars participated in the study. There were significant differences found in the customer experience levels on the different campuses and modes of delivery especially in the direct interactions at service points. A strong positive correlation was reported between a positive customer experience as encountered by students, and their loyalty, as well as their intentions to continue their studies at the NWU, and their intention to actively endorse or promote the NWU to friends and family members (customer advocacy). There was also a strong positive correlation between staff members' intention to deliver satisfactory customer experience levels and also between it, their own loyalty and own customer advocacy levels. There was, however, no significant difference in the perceived customer experience levels between younger, on-campus students and older, off-campus students. Lastly, the NWU-PERF service quality tool was found to be a reliable and valid instrument to determine participants' perceptions about customer service levels at the NWU in the academic administration environment.

Four of the five research questions could therefore be answered from the finding of this study, with only the expected differences in the perceived customer experience levels between younger, on-campus students and older, off-campus students proved as incorrect. It could therefore be concluded that all student populations therefore have the same

customer experience desires. Several recommendations were made, including the further development, testing and usage of the NWU-PERF instrument to consistently improve service levels at the NWU, the establishing of policy documents to establish an awareness of a customer-centric approach, the development and use of appropriate technologies, the improvement of service experiences, a central customer service centre, adequate administrative staff, centralized support for off-campus programmes, and a broader, more active alumni association.

Key words: Higher educational institutions, customer relationship management, customer experience management, total customer experience, customer satisfaction, service quality, total quality management, integrated customer experience management.

## SAMEVATTING

Universiteite wêreldwyd is blootgestel aan die gevolge van die globalisering, uitdagings wat die nuwe tegnologieë bied en die internasionale resessie. Dit, tesame met die afname in regeringsubsidies, het tot gevolg dat universiteite se bemarkingsafdelings dit al hoe moeiliker vind om kwaliteit studente te werf en te behou. Dit was dus nodig om vas te stel watter faktore kan bydra is om meer tevrede en lojale studente teweeg te bring deur die beginsels van verhoudingsbemarking toe te pas. Dit behoort volgens die teorie te lei tot meer kliënt-voorstanders (Eng: *customer advocates*), wat van voorneme sal word om self verder te studeer, en ander potensiële studente aktief kan werf vir hulle *alma mater*.

Hierdie kwantitiewe studie het die voorgraadse studente van die Noordwes-Universiteit (NWU) se ervaarde kliënte-belewenisvlakke in die administratiewe ondersteuningsomgewing bepaal. Dit is gedoen deur middel van vraelyste wat met behulp van beide sistematiese ewekansige steekproewe, en in 'n mindere mate self-selektiewe steekproewe, vir voorgraadse studente op die tien verskillende leermodelle en kampusse van die NWU versprei is. Die totale populasie van die betrokke administratiewe personeellede het ook 'n soortgelyke vraelys ontvang. Daar was ook kwalitatiewe, gestruktureerde onderhoude met die registrateurs van die NWU gevoer. Die data is met behulp van SPSS sagteware verwerk en ontleed deur die gebruik van frekwensietabelle, bevestigingsanalises, betroubaarheidstoetse, faktor-analises, korrelasies en vasstel van die statistiese beduidendheid ten einde te poog of vyf navorsingsvrae te beantwoord.

In totaal het 1,299 studente (4,2% van die populasie), 107 administratiewe personeellede (73,2% van die populasie) en al vier registrateurs aan die studie deelgeneem. Daar is beduidende verskille in die ervaarde kliënte-belewenisvlakke van die studente op die verskillende kampusse en afleweringsmetodes gevind, veral in die direkte interaksies by dienspunte. Studente met 'n positiewe kliënte-belewenisvlak was ook meer lojaal teenoor die NWU, van voorneme om verder te studeer, en bereid om die NWU aktief aan te beveel by voornemende studente. Daar was ook 'n sterk positiewe korrelasie gevind tussen die administratiewe personeel se voorneme om 'n bevredigende kliënte-belewenisvlak vir die studente te lewer, en hulle eie lojaliteit, asook hulle voorneme om die NWU aktief aan te beveel by voornemende studente. Daar was geen beduidende verskil gevind in die kliënte-belewenis/ervaringsvlakke tussen jonger, kampusstudente en ouer, afkampusstudente nie. Die studie het verder die voorgestelde NWU-PERF dienskwaliteitmeetinstrument getoets en gevind dat dit 'n geldige en betroubare instrument is om kliënte-belewenisvlakke in 'n administratiewe diensomgewing te meet.

Vier van die navorsingsvrae is positief bevestig deur die studie, terwyl slegs die aanname dat daar 'n beduidende verskil sal wees in die kliënte-belewenisvlakke tussen jonger, kampusstudente en ouer, afkampusstudente, as foutief bewys is. Verskeie aanbevelings is

gemaak, waaronder die breër aanwending en verdere verfyning van die NWU-PERF model by alle diensdepartemente van die NWU, uitbreiding van beleidsdokumente om 'n kliëntebewustheid te verstig, die ontwikkeling en aanwending van toepaslike tegnologieë, die verbetering van dienservaringe, 'n sentrale kliëntedienssentrum, voldoende administratiewe personeel, gesentraliseerde af-kampusdienste en 'n breër, meer aktiewe alumni-vereniging.

Trefwoorde: Hoër onderwysinstellings, verhoudingsbemarking, kliënteverhoudingsbestuur, kliëntebelewenisbestuur, totale kliëntebelewenis, kliënte-tevredenheid, dienskwaliteit, totale kwaliteitsbestuur, geïntegreerde kliënte-belewenisbestuur.

## **ACKNOWLEDGEMENTS**

I would like to thank:

1. My Heavenly Father for giving me the courage, wisdom and perseverance to complete this project. It was an incredibly enriching venture, but much tougher than any of the Comrades marathons or Iron Man triathlons I have ever completed!
2. My wife Maggi and daughters Carmen, Simoné and Aimeé for all their loyal support, encouragement and dozens of cups of coffee and refreshments during the late nights and early mornings.
3. Prof. Annette Combrink, rector of the Potchefstroom Campus of the NWU during the largest part of my studies. Her unwavering support and help during my studies, as well as her professional advice and the linguistic editing of this thesis was invaluable and highly appreciated. It was a privilege to learn from her how colleagues should be treated as fellow human beings and not as mere subordinates.
4. Prof. Lou van Wyk, former chief director of Telematic Learning Systems and in my opinion the father of a customer-centric approach towards off-campus students at the PUCHE. I would like to honour him for the legacy he has created with his visionary approach and wonderful example he has set in how to deal with students as customers.
5. The former Dean of the Faculty of Economic and Business Sciences, Prof. Deon de Klerk, who listened to me in 2003, introduced me to the fascinating discipline of relationship marketing, and referred me to the most suitable and experienced study leaders.
6. My promoter, Prof. Renier Jansen van Rensburg, as well as my former co-promoter Prof. Derek Steyn for their valuable guidance, advice and patience through the years.
7. My good friend Dr. Emile Kotzé who initially encouraged me to enrol for this PhD and kept on encouraging and supporting me throughout my studies on a near daily basis. You are forgiven now.
8. My parents Chris and Gerda le Roux for their continuous support and encouragement during the finalization of my studies.
9. My valuable right-hand Marlene Nice, as well as my NWU-colleagues Alta Wernich, Dorothy August, Willem Pienaar, Petra Gainsford, Greg Roberts and Cynthia Kamffer for their continued help and assistance, whom it would have been impossible to complete this arduous project.
10. Ms. Erika Roodt of the Ferdinand Postma Library for her professional and speedy service and advice on allocating sources. She clearly understands and practices the concepts of customer service and walking the extra mile – even when not asked to do so.

11. Dr. Suria Ellis of Statistical Consultation Services for her valuable advice and continuous help with the interpretation of the data.

12. The NWU staff and students who participated in this study. I hope that your valuable input will help to improve the NWU's service levels and customer-centric approach even more.

## TABLE OF CONTENTS

<b>1.</b>	<b>CHAPTER ONE: INTRODUCTION, PROBLEM STATEMENT, OBJECTIVES AND METHOD OF RESEARCH .....</b>	<b>1</b>
1.1	Introduction.....	1
1.2	Defining the concepts .....	2
1.2.1	Marketing and relationship marketing .....	2
1.2.2	Customer relationship management.....	3
1.2.3	Customer experience management .....	3
1.2.4	Customer satisfaction .....	4
1.2.5	Customer loyalty .....	5
1.2.6	Service Quality and Total Quality Management (TQM).....	5
<b>1.3</b>	<b>Problem statement .....</b>	<b>6</b>
1.3.1	The North-West University (NWU) .....	6
1.3.2	NWU mission statement and operational plan .....	7
1.3.3	NWU policies and practices.....	7
1.3.4	NWU quality office .....	8
<b>1.4</b>	<b>Goal of the study .....</b>	<b>8</b>
1.4.1	Objectives of the study .....	9
1.4.2	Limitations of the study.....	10
1.4.3	Demarcation of the field of study .....	10
<b>1.5</b>	<b>Research methodology.....</b>	<b>11</b>
1.5.1	Literature study.....	11
1.5.2	Empirical survey .....	11
<b>1.6</b>	<b>Research questions .....</b>	<b>15</b>
<b>1.7</b>	<b>Division of chapters .....</b>	<b>16</b>
<b>2.</b>	<b>CHAPTER TWO: RELATIONSHIP MARKETING, CUSTOMER RELATIONSHIP MANAGEMENT AND CUSTOMER EXPERIENCE MANAGEMENT .....</b>	<b>17</b>
2.1	Introduction.....	17
2.2	Marketing.....	17
2.3	Relationship marketing (RM).....	20



2.3.1	The development and origins of relationship marketing.....	20
2.3.2	Alternative terminologies to consider.....	24
2.3.3	Definition of relationship marketing .....	28
2.3.4	Conceptual categories of relationship marketing .....	29
2.3.5	Relationship marketing orientation (RMO) .....	30
2.3.6	Lifetime value of customers.....	36
2.3.7	Relationship marketing application in the HEI environment.....	36
2.3.8	The link between relationship marketing and customer relationship management .....	37
<b>2.4</b>	<b>Customer relationship management .....</b>	<b>38</b>
2.4.1	Definition of CRM.....	39
2.4.2	Customer relationship management approaches.....	40
2.4.3	Benefits of CRM.....	41
2.4.4	Customer-managed interactions .....	42
2.4.5	Ultimate objectives of customer relationship management .....	43
2.4.6	The linkage model .....	43
2.4.7	Strategic framework for customer relationship management.....	45
2.4.8	Relationship barriers.....	45
<b>2.5</b>	<b>Customer experience management.....</b>	<b>46</b>
2.5.1	Definition of customer experience management .....	47
2.5.2	Customer experience management strategy .....	50
2.5.3	The customer experience management process .....	58
2.5.4	Customer needs and expectations.....	59
2.5.5	Characteristics of customer experience management-focused staff .....	61
2.5.6	The value proposition .....	62
2.5.7	Total customer experience in the HEI environment .....	63
<b>2.6</b>	<b>The preferred terminology: Students, clients or partners? .....</b>	<b>65</b>
2.6.1	Students as customers? .....	66
2.6.2	Clients.....	68
2.6.3	Partners .....	68
2.6.4	The preferred term to be used for students.....	68
2.6.5	A new term and its definition: Integrated customer experience management .....	71

2.7	<b>Conclusion .....</b>	<b>72</b>
3.	<b>CHAPTER 3: CUSTOMER SATISFACTION AND LOYALTY .....</b>	<b>73</b>
3.1	<b>Introduction .....</b>	<b>73</b>
3.2	<b>Customer satisfaction .....</b>	<b>73</b>
3.2.1	Definition of customer satisfaction .....	73
3.2.2	Contributing factors towards customer satisfaction .....	75
3.2.3	Customer delight.....	76
3.2.4	The effect of customer satisfaction.....	77
3.3	<b>Student satisfaction .....</b>	<b>77</b>
3.4	<b>Customer loyalty.....</b>	<b>79</b>
3.4.1	Definition of customer loyalty.....	79
3.4.2	Types of loyalty.....	80
3.4.3	The levels of loyalty .....	81
3.4.4	Elements of loyalty.....	83
3.4.5	Benefits of loyalty.....	84
3.4.6	Factors affecting loyalty .....	85
3.4.7	Loyalty programmes .....	85
3.4.8	Pursuit of loyalty .....	87
3.4.9	The employees' role in creating loyal customers .....	88
3.4.10	Loyalty-related mistakes.....	89
3.4.11	Customer loyalty and profitability.....	89
3.4.12	Brand loyalty .....	90
3.5	<b>Student loyalty .....</b>	<b>92</b>
3.6	<b>Customer satisfaction and loyalty .....</b>	<b>93</b>
3.7	<b>Trust.....</b>	<b>94</b>
3.8	<b>Customer retention .....</b>	<b>97</b>
3.8.1	Student retention .....	99
3.8.2	Communication.....	101
3.9	<b>Complaint handling .....</b>	<b>105</b>
3.9.1	Waiting time .....	106
3.9.2	Customer commitment .....	107

<b>3.10</b>	<b>Conclusion .....</b>	<b>107</b>
<b>4.</b>	<b>CHAPTER 4: SERVICE QUALITY AND TOTAL QUALITY MANAGEMENT .....</b>	<b>109</b>
<b>4.1</b>	<b>Introduction.....</b>	<b>109</b>
4.1.1	The difference between product quality and service quality .....	110
<b>4.2</b>	<b>Quality.....</b>	<b>110</b>
4.2.1	Definition of quality .....	111
4.2.2	Levels of quality management.....	112
4.2.3	Quality management initiatives and techniques .....	113
4.2.4	The cost of quality.....	115
<b>4.3</b>	<b>Service quality (SQ).....</b>	<b>115</b>
4.3.1	Definition of service quality.....	116
4.3.2	Characteristics of service .....	116
4.3.3	Perceived service quality and desired levels.....	117
4.3.4	Service quality gaps .....	120
4.3.5	Service recovery.....	122
4.3.6	Benchmarking.....	123
4.3.7	Quality enhancement.....	123
4.3.8	Service excellence.....	123
4.3.9	Quality in Higher Education .....	124
<b>4.4</b>	<b>Total quality management (TQM).....</b>	<b>127</b>
4.4.1	Definition of TQM.....	128
4.4.2	TQM dimensions.....	129
4.4.3	TQM in education .....	129
<b>4.5</b>	<b>Changing the culture of an organization to focus on service quality .....</b>	<b>133</b>
4.5.1	Cultural changes in the HEI environment.....	134
4.5.2	Senior management commitment.....	134
4.5.3	Staff training.....	136
4.5.4	Team design and effectiveness.....	137
<b>4.6</b>	<b>Service quality processes and -models .....</b>	<b>139</b>
4.6.1	A brief discussion of the different SQ processes and models.....	139

4.6.2	The most appropriate SQ model .....	144
4.7	<b>Conclusion .....</b>	<b>145</b>
5.	<b>CHAPTER 5: RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>147</b>
5.1	<b>Introduction .....</b>	<b>147</b>
5.2	<b>Literature overview of the research design and methodology .....</b>	<b>147</b>
5.2.1	Reasons for undertaking research .....	147
5.2.2	The research process .....	148
5.3	<b>Research methodology .....</b>	<b>171</b>
5.3.1	Theoretical background for the construction of the questionnaires .....	171
5.3.2	Qualitative, structured interviews with Registrars .....	173
5.3.3	Quantitative questionnaires for administrative staff members .....	173
5.3.4	Quantitative questionnaires for undergraduate students .....	174
5.3.5	Alignment of the different questionnaires .....	176
5.4	<b>Conclusion .....</b>	<b>177</b>
6.	<b>CHAPTER 6: RESULTS AND DISCUSSION .....</b>	<b>178</b>
6.1	<b>Introduction .....</b>	<b>178</b>
6.2	<b>Demographic data for the administrative staff members .....</b>	<b>178</b>
6.2.1	Gender .....	179
6.2.2	Age groups .....	179
6.2.3	Employment status of administrative staff .....	180
6.2.4	Years of service at the NWU .....	180
6.2.5	Mother tongue .....	180
6.2.6	Qualification levels of administrative staff members .....	181
6.2.7	Administrative staff's departments and faculties .....	181
6.2.8	Job levels .....	182
6.2.9	Tasks conducted by administrative staff .....	183
6.2.10	Administrative staff members' campus and mode of delivery .....	183
6.3	<b>Demographic data for the registrars .....</b>	<b>184</b>
6.4	<b>Demographic data for the students .....</b>	<b>185</b>
6.4.1	Gender .....	185
6.4.2	Age group .....	185

6.4.3	Campus and mode of delivery .....	187
6.4.4	Language of delivery in class room/contact session .....	188
6.4.5	Mother tongue.....	188
6.4.6	Academic status of the students.....	189
6.4.7	Faculty .....	190
<b>6.5</b>	<b>Research question 1: Will there be significant association between the perceived customer experience encounter levels as delivered by administrative staff and received by the undergraduate students? .....</b>	<b>191</b>
6.5.1	Perceived customer experience levels of the students at the different campuses and modes of delivery .....	191
6.5.2	Perceived customer experience levels of the students according to practical service encounter outcomes.....	201
6.5.3	The correlation between the customer experience levels experienced by the students, and delivered by administrative staff members .....	216
<b>6.6</b>	<b>Research question 2: Will there be an association between a positive customer experience encountered by students, and the students' loyalty, intentions to study further and their advocacy intentions? .....</b>	<b>218</b>
6.6.1	The customer experience levels of the students .....	218
6.6.2	Value for money.....	219
6.6.3	Students' loyalty levels .....	221
6.6.4	Students' intention to study further .....	223
6.6.5	Students' advocacy intentions .....	225
<b>6.7</b>	<b>Research question 3: Will the administrative staff members strive to deliver satisfactory customer experience levels and will there be a strong association between their own customer experience levels, loyalty and advocacy intentions? .....</b>	<b>227</b>
6.7.1	Administrative staff members' customer experience delivery levels .....	227
6.7.2	Administrative staff members' loyalty levels .....	229
6.7.3	Administrative staff members' customer advocacy levels .....	229
6.7.4	Administrative staff members' opinion of students from a customer service perspective .....	230
6.7.5	The registrars' perceived customer experience encounter levels on their campuses .....	231

6.8	<b>Research question 4: Will there be an association between the perceived customer experience encounter levels of younger, on-campus students and older, off-campus students? .....</b>	<b>237</b>
6.9	<b>Research question 5: Will the proposed NWU-PERF service quality measurement tool be a reliable and valid instrument to determine the participants' perceptions about customer service levels at the NWU as delivered by the academic administration departments? .....</b>	<b>240</b>
6.10	<b>Correlations of NWU-PERF with other service delivery items</b>	<b>249</b>
6.11	<b>Conclusion .....</b>	<b>249</b>
7.	<b>CHAPTER 7: SUMMARY, CONCLUSION AND RECOMMENDATIONS.....</b>	<b>250</b>
7.1	<b>Introduction.....</b>	<b>250</b>
7.2	<b>Summary of research questions and findings .....</b>	<b>250</b>
7.3	<b>Recommendations .....</b>	<b>257</b>
7.3.1	Use the standardized service quality measuring model NWU-PERF and adapt it for all service-related departments at the NWU .....	257
7.3.2	Draw up service level agreements between service departments and faculties.....	258
7.3.3	Design and implement formal policies, processes and procedures to ensure that all staff and service departments on all campuses of the NWU applies a customer-centric approach towards all their customers in all activities.....	258
7.3.4	Utilize the e-learning platform (e-Fundi) more effectively for on-and off-campus students to improve service levels.....	259
7.3.5	Develop suitable and usable Web 2.0-applications for students in the near future .....	260
7.3.6	Develop and implement a mobile learning platform .....	260
7.3.7	Develop practical tools to assist off-campus administrative service departments and improve their customer service levels .....	260
7.3.8	Develop and implement an integrated electronic document management system.....	261
7.3.9	Implement customer-friendly office hours for administrative departments.....	261
7.3.10	Extend/standardize the quality customer service training programme.....	261
7.3.11	Create a central customer service centre for the NWU with multiple channels .....	262
7.3.12	Standardize the ratio of administrative staff to students .....	262
7.3.13	Investigate the creation of a centralised service environment for open and distance learning (ODL) programmes .....	262
7.3.14	Create a centralised and active alumni association .....	263
7.4	<b>Limitations of the study .....</b>	<b>264</b>

7.5	Recommendations for further research .....	264
7.6	Conclusion .....	265
8.	<b>REFERENCES .....</b>	<b>268</b>
9.	<b>LIST OF APPENDICES.....</b>	<b>286</b>
9.1	Appendix 1: Questionnaire for students .....	287
9.2	Appendix 2: Questionnaire for administrative staff .....	292
9.3	Appendix 3: Alignment of the different questionnaires .....	298
9.4	Appendix 4: Transcription of interview with Registrar A .....	300
9.5	Appendix 5: Transcription of interview with Registrar B .....	305
9.6	Appendix 6: Transcription of interview with Registrar C .....	308
9.7	Appendix 7: Transcription of interview with Registrar D .....	311
9.8	Appendix 8: Proposed organogram for a Customer Service Centre at the PUCHE .....	315
9.9	Appendix 9: Proposed structure for a Customer Service Centre at the PUCHE .....	316
9.10	Appendix 10: The “message of the day”-function used to inform students about the availability of the CEM-questionnaire on the e-Fundi homepage .....	317
9.11	Appendix 11: The internal advertisement used to inform students about the availability of the CEM-questionnaire on e-Fundi at the campuses.....	318
9.12	Appendix 12: Screen shots used to instruct the students how to complete the e-Fundi questionnaire.....	319
9.13	Appendix 13: An example of the e-Fundi site statistics page .....	321

## LIST OF TABLES

Table 2.1: Some key differences between transaction, relationship and technologicalship marketing.	26
Table 2.2: Commonly recognized customers of a higher education institution.....	71
Table 3.1: Types of loyalty .....	80
Table 5.1: Summary of probability and non-probability sampling techniques.....	158
Table 5.2: Student population and sample size .....	164
Table 5.3: Types of data and their measurement characteristics .....	166
Table 6.1: Administrative staff participation in the study.....	179
Table 6.2: Gender of staff participant.....	179
Table 6.3: Age groups of administrative staff.....	179
Table 6.4: Employment status of administrative staff.....	180
Table 6.5: Years of service of administrative staff .....	180
Table 6.6: Mother tongue of administrative staff members.....	181
Table 6.7: Qualification levels of administrative staff .....	181
Table 6.8: Departments and faculties of administrative staff .....	182
Table 6.9: Job levels of administrative staff .....	183
Table 6.10: Tasks conducted by administrative staff .....	183
Table 6.11: Campuses and modes of delivery administrative staff are involved with.....	184
Table 6.12: Demographic data for the registrars.....	184
Table 6.13: Gender of the student population.....	185
Table 6.14: Age groups of the student population .....	186
Table 6.15: Age groups of on- and off-campus students .....	186
Table 6.16: Campus and mode of delivery of the student population.....	187
Table 6.17: Language of delivery in class room/ contact session of the student population .....	188
Table 6.18: Mother tongue of the student population .....	188
Table 6.19: Academic status of the student population .....	190
Table 6.20: Faculties of the student population .....	191
Table 6.21: Students' service experience at the Academic Administration (admissions) department	192
Table 6.22: Students' service experience at the Academic Administration (registrations/records) department .....	193



Table 6.23: Students' service experience at the Academic Administration (examinations) department .....	194
Table 6.24: Students' service experience at the faculty.....	196
Table 6.25: Students' service experience at school-level at the faculty .....	198
Table 6.26: Students' service experience at the distribution centres.....	200
Table 6.27: Students' waiting time at the administrative desk .....	202
Table 6.28: Students' waiting time on the phone .....	204
Table 6.29: Students' experienced time required to resolve a problem.....	205
Table 6.30: Students' experienced number of visits to resolve a problem .....	207
Table 6.31: Administrative staff members' presence during lunch times.....	209
Table 6.32: Administrative staff members' presence during tea times .....	211
Table 6.33: Longer working hours for administrative staff members' during peak times.....	212
Table 6.34: Administrative staff members' presence on Saturdays during peak times .....	214
Table 6.35: Additional administrative staff members at service desks during peak times.....	215
Table 6.36: The correlation between the customer experience levels experienced by the students, and delivered by administrative staff members.....	217
Table 6.37: The customer experience levels of the students.....	218
Table 6.38: Students' value for money-opinion.....	220
Table 6.39: Students' loyalty levels .....	222
Table 6.40: Students' intention to study further.....	224
Table 6.41: Students' advocacy intention .....	226
Table 6.42: Summary of registrars' open-ended questions .....	232
Table 6.43: The registrars' opinions on customer service policies and practices at the NWU .....	236
Table 6.44: The registrars' opinions on customer experience levels and outcome of NWU students.....	236
Table 6.45: The customer experience of on- and off-campus students.....	237
Table 6.46: Customer experience of students according to campus and mode of delivery .....	239
Table 6.47: Pattern matrix of the exploratory factor analysis of the NWU-PERF-model .....	243
Table 6.48: Results of independent t-test between staff and students on HedPERF.....	242
Table 6.49: Results of an ANOVA on HedPERF non-academic and its personal and impersonal components .....	243
Table 7.1: Summary of research questions and findings .....	251

## LIST OF FIGURES

Figure 1.1: Conceptual framework of this study .....	1
Figure 1.2: Faculties of the North-West University.....	7
Figure 2.1: The disciplinary roots of relationship marketing.....	22
Figure 2.2: The evolution of relationship marketing .....	27
Figure 2.3: The loyalty pyramid .....	30
Figure 2.4: The Relationship Marketing Orientation model.....	31
Figure 2.5: The elements of empathy .....	34
Figure 2.6: The relationship marketing orientation.....	36
Figure 2.7: The CRM continuum .....	38
Figure 2.8: A typology of relationships between customers and business firms .....	39
Figure 2.9: The linkage model.....	44
Figure 2.10: The progression of economic value .....	48
Figure 2.11: Conceptual model of customer experience creation.....	53
Figure 2.12: The customer experience management framework .....	55
Figure 2.13: The customer experience wheel .....	56
Figure 2.14: The four realms of an experience .....	57
Figure 2.15: The customer experience management process.....	58
Figure 2.16: The customer expectation zones .....	60
Figure 2.17: The Customer Experience Hierarchy of Needs™ .....	61
Figure 2.18: Employment hierarchy .....	62
Figure 2.19: The RIGHT NOW customer experience model for Universities.....	65
Figure 3.1: The relationship between service quality, perceived value, customer satisfaction and post-purchase intention .....	76
Figure 3.2: The ladder of customer loyalty.....	82
Figure 3.3: The brand equity pyramid .....	92
Figure 3.4: Elements of reference value .....	105
Figure 4.1: Situational factors affecting quality .....	113
Figure 4.2: Determinants of perceived service quality .....	118
Figure 4.3: A strategic service quality framework .....	120
Figure 4.4: Conceptual model of service quality .....	121

Figure 4.5: The hypostases of excellence.....	124
Figure 4.6: Measuring academic excellence model.....	131
Figure 4.7: TQM model in higher education.....	133
Figure 5.1: The research process.....	149
Figure 5.2: Influences on the research question.....	150
Figure 5.3: Research design and target population.....	153
Figure 5.4: Six step procedure for drawing a sample.....	155
Figure 6.1: Administrative staff members' customer experience delivery levels.....	228
Figure 6.2: Staff members' own loyalty levels.....	229
Figure 6.3: Staff members' own loyalty levels.....	230
Figure 6.4: Administrative staff members' opinion of students from a customer service perspective.....	231
Figure 6.5: The registrars' opinions on the relevant components of the HedPERF service quality measurement tool.....	235
Figure 6.6: The HedPERF service quality model.....	241
Figure 6.7: The correlation between the different factors to determine integrated customer experience management at the NWU.....	247
Figure 7.1: The proposed NWU-PERF service quality model for the North-West University.....	267

## List of terms and abbreviations used

The following terms and abbreviations will be used frequently in this thesis:

- Relationship marketing: RM
- Customer relationship management: CRM
- Customer experience management: CEM
- Total customer experience: TCE
- Higher educational institution: HEI
- Customer satisfaction: CS
- Service quality: SQ
- Total quality management: TQM
- Integrated customer experience management ICEM
- Commonwealth of Learning COL
- Higher Education Quality Committee HEQC
- North-West University NWU
- Telematic Learning Systems TLS or TL
- School of Continuing Teacher Education SCTE
- The National Professional Diploma in Education NPDE
- The Advanced Certificate in Education ACE
- School for Science, Mathematics and Technology education SMTE
- Bachelors degree in Education BEd
- Key Performance Areas (of a performance agreement) KPA

The definitions of the above terms will be discussed and further elucidated in the appropriate chapters.