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Students' as customers: The expectations and perceptions of local and international students

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Abstract: *This study assesses business students' perceptions of services experienced at New Zealand Tertiary Institute. The questionnaire used in this survey was based on the SERVQUAL scale that contains 20 service attributes, grouped together into five dimensions, Tangibles, Reliability, Responsiveness, Assurance and Empathy. The study found a significant difference between students' expectations of what an "Excellent tertiary institution" should offer in the way of services and the students' perceptions of the services currently experienced. A significant difference was also found between the perceptions of local students and international students in all five dimensions with the international students' perceptions of services being lower than the local students. The Degree students had higher expectations of an excellent tertiary institute than the Diploma students, while the Diploma students rated their service experiences of Unitec as slightly better than the Degree students.*

Keywords: *Needs; expectations; International students.*

Introduction

According to the Ministry of Education, in the last eight years, there has been a three-fold increase in the number of international students enrolled in public tertiary institutions in New Zealand (MOE, 2003). At UNITEC Institute of Technology in Auckland 63% of the students enrolled in the Business Faculty in Semester One, 2003 were international students.

With this dramatic increase in the number of international students, the challenge for educational institutions and teachers is to be able to measure the legitimate needs and expectations of services offered to this group of students. Then steps can be taken to satisfy or even exceed them, while not losing sight of the needs and expectation of the local students.

Literature review

In the last decade there has been a considerable increase in the number of international students studying at New Zealand tertiary institutions, and the trend is continuing (Sarkodie-Mensah, 1998). International students studying in New Zealand in 2001, earned the country \$1.7 billion, making education the fourth-largest export earner, sandwiched between meat and horticulture (Perrott, 2003). Many other potential benefits have been identified, including greater diversity of programmes; exposure to different cultures and perspectives; enhanced facilities and teaching; and a wider international network (McKinlay, 2002).

Why international students study in New Zealand

According to McKinlay (2002), the important factors for international students choosing New Zealand as a studying destination are cost, New Zealand's proximity to Asia and use of the English language. International students expect to complete their study within the expected timeframe and enhance their English language ability, in order to increase their chances of getting a "good" job on their return home. (Peterson, Briggs, Dreasher, Horner, & Nelson, 1999).

Problems faced by international students

International students appear to have additional problems beyond those of their local peers. Research generally indicates that international students suffer more psychological and social distress than local students (Ward, 2001). Culture shock, social isolation, conditions in the home countries, cross-cultural relationships, financial difficulties, immigration laws and accompanying anxiety, employment for self and spouse, stress, and depression, are examples of problems international students have to deal with (Lin & Yi, 1997; Sarkodie-Mensah, 1998). It is therefore important that the services offered by a tertiary organisation assist the international student to settle into their new educational environment as smoothly as possible.

International student's expectations

Peterson et al. (1999), found that, as well as believing that a tertiary qualification would get them a "good" job, most university students expected to have access to learning support services and quality teaching. Other researchers (Billing, 1998; Ramsden, 1998) found that students valued those mechanisms that clarified the expectations of lecturers and tutors (e.g., clear course objectives, good staff – student communication); and preferred enthusiastic teachers who had good presentation skills, and provided detailed, regular prompt feedback (Mullins, Quintrell & Hancock, 1995).

East (2001) found similar expectations from international students - quality teaching, wanted the University to respond to their education needs, improvement in their English language skills and mix with local students. In addition, Hellsten, (2002) found that the expectation of being "taken care of" by the host community and institution was prevalent among the international students.

Considering the many expectations that international students have and problems they face adjusting to a new country and learning environment, it is important for educational institutions to be aware of students needs and expectations, and take steps to identify, measure, meet and exceed those expectations which are under their control.

Students as customers

Students, especially mature age students, whether local or international, expect a high standard of service delivery (Mavondo & Zaman, 2000). Quality has become a "major

preoccupation” in the higher education sector, as Wright and O’Neill (2002) reported. East (2001), in a study of international students’ expectations at La Trobe University, concluded that, “there is, therefore, a need to analyse international students’ perspectives in the light of customer expectations of quality service.” She noted that there is, however, ongoing debate on labelling students as customers (Coady & Miller, 1993; Crittenden, 1997; Szorenyi-Reischl, 1998).

SERVQUAL

SERVQUAL was developed in 1988 by the marketing research team of Berry, Parasuraman and Zeithaml and is one of the most widely used instruments to measure service quality (Brown et al., 1993, in Buttle, 1996). SERVQUAL measures the gap between customer’s expectations for excellence and their perceptions of actual service delivered. Although SERVQUAL has been used to study service industries such as healthcare, banking and other professions, yet it has also been widely criticised on theoretical and operational grounds (Cronin & Taylor, 1992, 1994; Iacobucci, 1994; Gronroos, 1993; Teas, 1993, in Asubonteng, McCleary & Swan, 1996). Buttle (1996) questions the validity of the instrument, but concedes that SERVQUAL “seems to be moving rapidly towards institutional status.” As Rust and Zahorik (1993) observe, the general SERVQUAL dimensions “should probably be put on any first pass as a list of attributes of service.” Bearing in mind these concerns, SERVQUAL is used in this study in order to assess the expectations and perceptions of students as customers, with a view to improving the services offered to students.

Research questions

1. Are there gaps between students’ expectations of the type of service that an excellent tertiary institution would provide and what they perceive to be the quality of educational services that they receive at UNITEC?
2. Do the above perceptions differ between local and international students?
3. Do the above perceptions differ between Diploma and Degree Students?

Research methodology

A quantitative methodology has been chosen for this study as deductive research builds on the notion of formal testing of existing theories. This study is building on the existing research by East (2001) to test if her findings hold true for the students at UNITEC.

The questionnaire used in the survey at UNITEC was based on the SERVQUAL scale that contains 20 service attributes, grouped together into five dimensions. These dimensions relate to:

Tangibles: Physical facilities and equipment.

Reliability: Ability to perform the promised service dependably and accurately.

Responsiveness: Willingness to help customers (students) and provide prompt service

Assurance: Knowledge and courtesy of employees and their ability to inspire trust and confidence.

Empathy: Caring individualised attention the institution provides its customers (Parasuraman et al., 1988, p. 23, cited East, 2001, p. 58)

Each dimension is designed to measure service quality (Parasuraman, Zeithaml & Berry, 1988). The SERVQUAL survey requires respondents to provide on a Likert scale, two different scores on all of the attributes relating to each dimension. The two different scores relate firstly to what the respondent would **expect** from an excellent service provider (Tertiary institute in this survey) and secondly scoring on their **perception** of the service delivery from the specific firm or institution (UNITEC in this survey). The **difference** between the expectation and perception scores, constitute a quantified measure of service quality.

For the purpose of this survey, attributes for the five dimensions were adapted to reflect the tertiary sector. Parasuraman et al. (1988, p. 28) comment that, "...items under each of the dimensions can be suitably reworded and augmented to make them more germane to the context in which the instrument is to be used."

Sample

During week 6 of Semester One 2003, an anonymous questionnaire was distributed in class to 600 New Zealand Diploma in Business (NZDipBus) level 4 and 5 students, and level 5, 6 and 7 Bachelor of Business (BBus) students at UNITEC. The sample in this research represented a mix of both local and international students of both genders. A written questionnaire was considered an appropriate data collection instrument because it permitted a large number of people to be surveyed in a brief period of time.

Questionnaire

The questionnaire was comprised of two sections. The first section which utilised the SERVQUAL questionnaire used a seven point Likert type scale with designations of *strongly disagree* to *strongly agree*, the questionnaire paired 20 expectations of excellent tertiary service, with 20 perceptions of service experienced at UNITEC to determine the expectation gap. The second section gathered general demographic information about each student, this included gender, course of study, length of study, ethnicity, and age.

Respondents

Of the 600 questionnaires distributed, 402 were returned completed, representing a return rate of 67%. The return rate for females was more than double that of males (69% females) and (31% males). Only 4% of the respondents were under 20 years of age, while 50% were in the 20-24 year age bracket, 21% were aged between 25 and 29, 18% in the 30-39 age bracket and only 7% of the students were over 41 years of age. 31% of the students were New Zealand citizens, while 17% were New Zealand permanent residents. 52 % were international students of which 56% were from China.

Results and analysis

Reliability and validity

The procedures involved in developing SERVQUAL ensured that the scale when trialled was reliable and consistent, and that the factors it claimed would be measured were in fact measured (Parasuraman et al., 1988, p. 28, cited East, 2001, p. 59). In adapting East's survey to be appropriate for both local and international students at UNITEC, it was deemed necessary to retest the survey for reliability. The items in each dimension were analysed for co-efficiency using Alpha Correlation in the SPSS program. The resulting scores of reliability reported in Table 1, indicate a good conformity of items to each dimension.

Table 1: Alpha Reliability

Expectations			Perceptions		
Dimensions	No of Items	Alpha	Dimension	No of Items	Alpha
Tangibles	4	.7664	Tangibles	4	.7291
Reliability	5	.8066	Reliability	5	.7782
Responsiveness	3	.7794	Responsiveness	3	.7382
Assurance	4	.7273	Assurance	4	.8088
Empathy	4	.8749	Empathy	4	.8262

Expectation gap

A paired t-test was used to determine if there was any significant difference between expectations and perceptions. On all five dimensions at the 95% (0.05) confidence level there was a significant difference between what students expect from an excellent tertiary institution and their perceptions of the services offered at UNITEC.

It can be seen from Table 2, in the Overall results, that the *Assurance* dimension has the biggest mean gap of 1.17 followed by the *Responsiveness* dimension with a gap of 1.12.

Comparison of responses of international and local students on these three dimensions, reveal that the expectation gap is larger for the international students than the local students. The *Assurance and Empathy* dimensions have the largest gaps indicating that the international students are less happy with these services. A smaller gap on the *Responsiveness and Reliability* dimension of 1.17 for the international students and 1.01 for the local students indicates that this dimension is important to all students.

Table 2: Comparison of Overall score with International & Local Students – E = Expectations P = Perceptions

	Overall			International Students			Local Students			Difference between Means
	E	P	E-P	E	P	E-P	E	P	E-P	
Tangibles	6.19	5.25	.94	6.22	5.14	1.01	6.12	5.34	.79	.22
Reliability	6.15	5.08	1.06	6.08	4.99	1.09	6.31	5.29	1.02	.07
Responsiveness	6.04	4.92	1.12	6.03	4.86	1.17	6.06	5.05	1.01	.16
Assurance	6.3	5.13	1.17	6.21	5.04	1.18	6.49	5.62	.87	.31
Empathy	6.02	4.95	1.07	6.05	4.87	1.18	5.94	5.14	.81	.37
Total	6.14	5.07	1.07	6.12	4.98	1.13	6.18	5.29	.90	.23

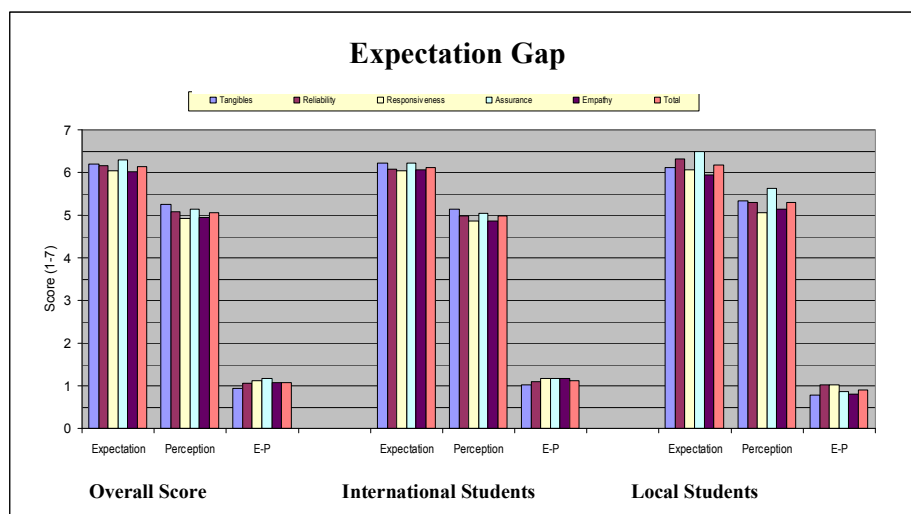


Chart 1: Comparison of Overall score with International and Local Students

An Independent Sample t-test was carried out to see if there was any difference in the way local students and international students responded to the five dimensions in both the Expectations and Perceptions surveys.

Expectations

There were three questions that international students rated more important on the Expectation scale as can be seen in Table 3. Understandably the international students thought it important that lecturers understand the difficulties facing international students, but they also were concerned that lecturers assess their work accurately (3) and that lecturers' have extensive knowledge in their field of learning (18).

Table 3: Significant differences in Local vs. International students (Expectations)

	t-test (2-tailed) 95% (.05) level *
Expectations	
3. At an excellent New Zealand Tertiary Institute, the lecturers assess your work accurately. (<i>Reliability</i>)	.002*
11. The teaching staff at an excellent New Zealand Tertiary Institute understands the difficulties facing international students. (<i>Empathy</i>)	.003*
18. The Lecturers at excellent New Zealand Tertiary Institutes have extensive knowledge in their field of learning. (<i>Assurance</i>)	.004*

Perceptions

Corresponding with the significant difference in the *Assurance* expectation gap measure (1.18 for local and .87 for internationals), a significant difference was found for all four questions measuring the *Assurance* dimension, with the international students scoring significantly lower than the local students. The international students also had concerns with lecturers understanding their learning needs and the ability of lecturers to explain objectives and assess fairly.

Table 4: Significant differences in Local vs. International students (Perceptions)

Perceptions	t-test (2-tailed) 95% (.05) level *
6. At Unitec you are confident that the money you spend on this education is worth it. (<i>Assurance</i>)	.000*
9. At Unitec you are taught the skills you need to get good results both academically and for future employment. (<i>Assurance</i>)	.000*
12. The Lecturers at Unitec have extensive knowledge in their field of learning. (<i>Assurance</i>)	.000*
17. Unitec offers students a range of support services. (<i>Assurance</i>)	.001*
10. At Unitec the staff understand the needs of both international and local students. (<i>Empathy</i>)	.004*
19. The teaching staff at Unitec, respond to student needs. (<i>Empathy</i>)	.032*
4. At Unitec you can depend on the assessment to be fair and reliable. (<i>Reliability</i>)	.003*
16. At Unitec you know what to do in each subject to get a good mark. (<i>Reliability</i>)	.002*
5. The teaching staff at Unitec are concerned about the educational progress of their students. (<i>Responsiveness</i>)	.028*

Expectation gap – Degree vs. diploma students

An Independent Sample t-test was carried out to see if there was any difference in the way Diploma students and Degree students responded to the questionnaire. As can be seen from Table 5 and Chart 2, the Degree students' expectations of an excellent tertiary institute were higher than the Diploma students, whilst the Diploma student's perceptions of services at UNITEC were slightly higher than the Degree students thus producing a larger expectation gap for Degree students than for Diploma students.

Table 5: Comparison of scores with Degree students & Diploma Students

Bachelor of Business		New Zealand Diploma in Business		Difference between means
Tangibles (E)	6.27	Tangibles (E)	6.10	
Tangibles (P)	5.17	Tangibles (P)	5.33	
Mean Difference	1.10		.77	.54
Reliability (E)	6.26	Reliability (E)	6.02	
Reliability (P)	5.00	Reliability (P)	5.15	
Mean Difference	1.26		.87	.38
Responsiveness (E)	6.15	Responsiveness (E)	5.92	
Responsiveness (P)	4.86	Responsiveness (P)	4.98	
Mean Difference	1.29		.93	.48
Assurance (E)	6.49	Assurance (E)	6.10	
Assurance (P)	5.21	Assurance (P)	5.22	
Mean Difference	1.27		.87	.69
Empathy (E)	6.14	Empathy (E)	5.89	
Empathy (P)	4.83	Empathy (P)	5.08	
Mean Difference	1.31		.81	.85

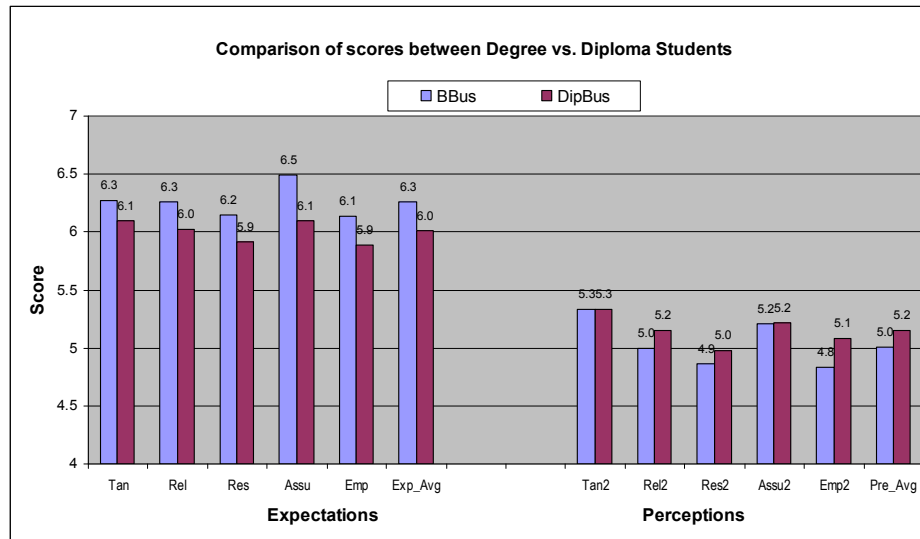


Chart 2: Comparison of scores with Degree students & Diploma Students

Overall student scoring

As can be seen from Table 6 and Chart 3, the majority of students perceived the services offered at UNITEC in a positive light on all service dimensions. The Tangibles dimension returned the highest ratings with 77% of the students scoring between 5 and 7 on the Likert scale, this was followed by Assurance (75%), Reliability (72%), Empathy (67%) and Responsiveness (66%).

Table 6: Percentage of scoring bands on the 7 point Likert scale

	Score 1- Strongly disagree-3- Disagree	Score 4 Agree	Score 5-Agree – 7 - Strongly agree
Tangibles	8%	15%	77%
Reliability	11%	17%	72%
Responsiveness	13%	21%	66%
Assurance	8%	17%	75%
Empathy	12%	21%	67%

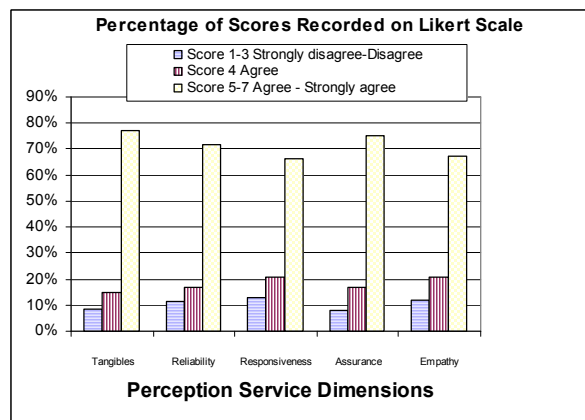


Chart 3: Percentage of scoring bands on the 7 point Likert scale

Discussion

As described in the literature review a survey like SERVQUAL is a good starting point to measure service quality, but a more in-depth analysis of the areas of concern highlighted by the SERVQUAL service dimensions would be needed. Nonetheless, this survey found a significant difference between students' expectations of the service that an excellent tertiary institute should provide and the perception of services being provided at UNITEC. These results are not surprising as most institutions strive to do their best but very few reach perfection. Therefore it would be more useful to analyse Table 6 and Chart 3, the percentage scores, and as can be seen from this data, the majority of students have had positive experiences with the services provided at UNITEC. This study has however highlighted the difference in perceptions of services offered at UNITEC by the international students and the local students. When student responses were separated it could be seen that the expectation gap was larger for the international students on all five dimensions (Table 2, Chart 1). This indicates that the international students have greater concerns with the services offered to them at UNITEC than the local students. The fact that International students pay far higher fees than the local students may mean that they expect more.

Supporting Peterson et al. (1999) research, this study also confirms concerns of the international students with issues of assurance. The students in this study are not confident that they are getting value for money, or that the skills they are being taught will get them good results both academically and for future employment. They are also unsure of lecturers' knowledge in their subject area and do not feel that an adequate range of support services are being offered to them. These are all issues that should concern the management at UNITEC. The international student numbers at UNITEC have more than doubled in the past two years placing a lot of stress on both academic and administrative staff alike, making it difficult to manage the individual needs of students. However if the institution wants to maintain the existing rate of growth, further research into these service areas is recommended to put in support structures for both staff and students alike.

This study also found support for Hellsten's (2002) findings, that the expectation of being "taken care of" by the host community and institution was prevalent among the international students. The biggest expectation gap found for the international students was on the question pertaining to the ability of UNITEC staff to understand the needs of international students. The mean expectation score for this question was 6.06 and the mean perception score was 4.60 with a mean expectation gap of 1.46. This may indicate that international students do not feel "taken care" of by UNITEC and may warrant some further research both with the students and the lecturers to improve understanding and communication.

The higher expectations of international students in the Responsiveness, Empathy and Assurance dimensions of this SERVQUAL questionnaire support a number of findings in the literature; namely, that international students have certain expectations of services they think a tertiary institute should fulfil, such as learning support services, quality teaching, good staff-student communications and prompt feedback from tutors (Pearson, 1999; Billing, 1998; Ramsden, 1998; East, 2001; Ward, 2001).

The expectation scores for the degree students are higher on all five dimensions as compared to the diploma students. This aspect of our findings raises some questions for further investigation. For instance, do degree students have implicitly higher expectations due to the higher level of the programme as compared to the diploma? Do degree programs as compared

to diploma require more academic rigour and consequently the students demand a greater service level? Are degree students more confident in their approach to tertiary study than diploma students?

The Diploma students receive on average 33% to 100% more contact time with lecturers and a lot more support structures are in place for the Diploma students, yet the Diploma students' perceptions of the services offered to them were only marginally higher than the Degree students (Table 5, Chart 2).

This study has shown that there is room for improvement in the services offered to UNITEC students, especially the international students. The international students have indicated that they would like teaching staff to be more concerned with their educational progress, and help them with their language and study skills. The Business Faculty at UNITEC in fact made an attempt with to do this in Semester 1 2003, by offering an academic skills class to all international students in their first semester. This class was scheduled on their timetable and free of charge. However the attendance at these classes was very disappointing and feedback from student focus groups indicated that the international students felt that these classes were a waste of time; they didn't think they needed help with these skills; they were too tired and any number of reasons for not attending. The international students are indicating that they want more than UNITEC is offering in the way of services, but some very careful research into exactly what the students want and need before any extra assistance is offered must be done in order to be useful to the students and the best use of the institutes resources.

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CUSTOMER SURVEY DIPBUS and BBUS STUDENTS FACULTY OF BUSINESS, UNITEC

This questionnaire seeks your perceptions on what makes an excellent Educational tertiary Institute and your evaluations of the quality at Unitec and their offering of two Business Programmes. Thank you for your assistance as this survey will allow us to understand your needs and deliver to your satisfaction.

The questionnaire is voluntary; all replies are confidential and anonymous.

Section 1

Directions:

Based on your experiences as a tertiary student in the past or currently please think about the type of Tertiary Institute that would deliver excellent quality of service. Think about the kind of New Zealand Tertiary Institute at which you would like to study. Please read the statements below, which present features of **excellent Tertiary Institutes**. If you think a feature is **not essential/necessary** circle the number **1**. If you think a feature is **absolutely necessary** for an excellent university, circle the number **7**. You can circle the middle numbers if you do not have strong feelings about a feature either way..

- | | Strongly disagree | | | | Strongly agree | | |
|---|-------------------|---|---|---|----------------|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Excellent New Zealand Tertiary Institutes should have modern equipment including computer labs for students to use. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Excellent New Zealand Tertiary Institutes should provide a good study environment for students. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. At an excellent New Zealand Tertiary Institute, the lecturers assess your work accurately. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. At an excellent New Zealand Tertiary Institute the same standard of marking applies to all subjects. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. The administrative staff at an excellent New Zealand Tertiary Institute, are courteous and willing to help. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. An excellent New Zealand Tertiary Institute will offer students a range of support services. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Excellent New Zealand Tertiary Institute provide a good living environment for students. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. At an excellent New Zealand Tertiary Institute you can depend on the assessment to be fair and reliable. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. At an excellent New Zealand Tertiary Institute, you are confident that the money you spend on this education is worth it. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. At an excellent New Zealand Tertiary Institute you will be taught the skills you need to get good results, both academically and for employment | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. The teaching staff at an excellent New Zealand Tertiary Institute understand the difficulties facing international students | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

12. The teaching staff at excellent New Zealand Tertiary Institutes are concerned about the educational progress of their students	1	2	3	4	5	6	7
13. At an excellent New Zealand Tertiary Institute, it is easy to find staff who help students with their language and study skills.	1	2	3	4	5	6	7
14. Excellent New Zealand Tertiary Institutes have brochures, handouts and web pages that are visually appealing and easy to understand.	1	2	3	4	5	6	7
15. At an excellent New Zealand Tertiary Institute the staff understand the needs of both international & domestic students.	1	2	3	4	5	6	7
16. Excellent New Zealand Tertiary Institutes have a good communication and signage system so that students know where and how to get help	1	2	3	4	5	6	7
17. At an excellent New Zealand Tertiary Institute you know what to do in each subject to get a good mark.	1	2	3	4	5	6	7
18. The Lecturers at excellent New Zealand Tertiary Institutes have extensive knowledge in their field of learning.	1	2	3	4	5	6	7
19. Excellent New Zealand Tertiary Institutes give useful advice when new students arrive.	1	2	3	4	5	6	7
20. Excellent New Zealand Tertiary Institutes will keep accurate records and files on students.	1	2	3	4	5	6	7

Section 2

Directions:

The following statements relate to your perceptions of Faculty of Business at UNITEC. Please think about each statement and show how much you agree with it, by circling one number. Circling a **1** means that you **strongly disagree** that UNITEC has that feature, while circling a **7** means that you **strongly agree**. You can also circle middle numbers if you wish, but circle one number for each statement only.

	Strongly disagree				Strongly agree		
	1	2	3	4	5	6	7
1. Brochures, handouts and web pages are visually appealing and easy to understand at Unitec.							
2. Unitec provides a good study environment for students.	1	2	3	4	5	6	7
3. At Unitec the same standard of marking applies to all subjects.	1	2	3	4	5	6	7
4. At Unitec you can depend on the assessment to be fair and reliable.	1	2	3	4	5	6	7
5. The teaching staff at Unitec are concerned about the educational progress of their students	1	2	3	4	5	6	7
6. At Unitec you are confident that the money you spend on this education is worth it.	1	2	3	4	5	6	7
7. Unitec provides a good living environment for students.	1	2	3	4	5	6	7
8. Your records and files maintained at Unitec are accurate.	1	2	3	4	5	6	7
9. At Unitec you are taught the skills you need to get good results both academically and for future employment	1	2	3	4	5	6	7
10. At Unitec the staff understand the needs of both international and domestic students	1	2	3	4	5	6	7
11. The office staff at Unitec are courteous and willing to help.	1	2	3	4	5	6	7
12. The Lecturers at Unitec have extensive knowledge in their field of learning.	1	2	3	4	5	6	7
13. Unitec has modern equipment and computer labs for students to use	1	2	3	4	5	6	7
14. Unitec does have a good communication and signage system so that students know where and how to get help	1	2	3	4	5	6	7
15. When they arrive at Unitec new students are given useful advice.	1	2	3	4	5	6	7
16. At Unitec you know what to do in each subject to get a good mark.	1	2	3	4	5	6	7
17. Unitec offers students a range of support services.	1	2	3	4	5	6	7
18. At Unitec it is easy to find staff who can help students with their language and study skills.	1	2	3	4	5	6	7
19. The teaching staff at Unitec, respond to student needs.	1	2	3	4	5	6	7

20. At Unitec the lecturers assess your work accurately.

1 2 3 4 5 6 7

Adapted from, Parasuraman, A., Zeithaml, V. & Berry, L., 1988, 'SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality', *Journal of Retailing*, Spring, pp. 12-40.