



Exploring the effect of service quality on repeat purchase intention

By

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A research project submitted in fulfilment of the requirements for the
Bachelor of Commerce (Honours) in Strategic Brand Management

at the

Independent Institute of Education: Vega School (Online)

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Submission date: 5 December 2022

WORDCOUNT: 13 321

ABSTRACT

There is a high demand for higher education in South Africa & public institutions alone do not have capacity. This has seen a rise in private higher learning institutions to address this gap, resulting in higher levels of competition. Therefore, private higher learning institutions must explore new ways to gain a competitive edge and the popularity of concepts such as customer service and service quality in the business world has become a priority for the private higher learning sector.

The researcher employed a quantitative, descriptive, cross-sectional, and deductive study. All data was collected at a single point in time using an online self-administered survey. This approach is convenient and effective as it takes into consideration the limitations of time and budget. A Likert scale was used to measure the degree of agreement and disagreement with questions posed to the participant.

The SERVQUAL model is a widely used service quality model and adaptive to situations. All five dimensions work as a collective but should be prioritised based on consumer needs. Of the five dimensions, in the private higher learning sector, reliability, responsiveness, assurance, and empathy are of high importance in terms of students' satisfaction and the service quality of the institution.

KEYWORDS

Service quality, Repeat purchase intention, Consumer purchase behaviour, SERVQUAL, Private higher learning education, IIE Rosebank College Braamfontein Campus

DECLARATION

I hereby declare that the Research Report submitted for the **Bachelor of Commerce (Honours) in Strategic Brand Management** to The Independent Institute of Education (The IIE) is my own work and has not previously been submitted to another University or Higher Education Institution for a postgraduate qualification.



P. Molepo

Date 5 December 2022

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1. INTRODUCTION

1.1 Contextualisation

The demand for Higher Education in South Africa is high. Coetzee (2019) recognises that this rising trend continues to grow, and public institutions are battling to meet the demand. This presents a good business case for the existence and increase in private higher learning institutions. Furthermore, Van Schalkwyk and Steenkamp (2019) note that the mushrooming of private higher learning institutions has resulted in the sector becoming highly competitive, marketing-oriented, and highly regulated and as a result private institutions must find new ways to gain a competitive advantage.

The higher education sector has evolved over the years where customer service and service quality have become of high priority to establish and maintain a competitive advantage (Van Schalkwyk and Steenkamp, 2019). Ironically, Van Schalkwyk and Steenkamp (2019) state that the recent conflict in student registrations at both public and private institutions have brought attention to the issue of service quality due to capacity constraints and poor registration management.

The Private higher learning education sector accounts for one third of student enrolments in the tertiary sector (Badenhorst, 2019). To date the higher learning sector consists of twenty-six universities and 132 private higher learning institutions. Private higher learning institutions saw an increase of 4.8% between 2019 and 2020 and the number of student enrolments doubled in just a period of 10 years (Department of Higher Education and Training, 2022).

1.2 Rationale

As stated in the problem statement that service quality amidst the other challenges within the private higher learning education sector is an area of concern for the IIE Rosebank College brand to. As the industry continues to grow with more institutions mushrooming everywhere, there lies an opportunity for the institution to gain a competitive advantage through their service quality. This research study seeks to provide private higher learning institutions leadership with insights on the perceptions students have about service quality within the private higher learning education sector and refine customer service strategies.

Most studies conducted on this subject matter is highly saturated in United States of America and various parts of Europe which creates that geographic gap as there is not much extensive research conducted with a focus on private higher learning institutions and service quality within the developing countries. Therefore, we cannot assume that what works in developed countries will work in developing countries as these are different regions with different rules, principles and believe systems.

This research study also seeks to contribute to the growing research arm of private higher learning institutions which previously did not exist and to understand the factors that define service quality and influence repeat purchase intention.

1.3 Problem Statement

The IIE Rosebank College is a brand of the Institute of Education (The IIE) delivering quality, affordable education across South Africa (Why Rosebank College, 2021). A primary mission for the institution remains to widen access to education through its national footprint and affordable fees (Why Rosebank College, 2021). In recent years, the brand has experienced a rise in tension and frustration of students on matters of service quality which students express on social media and various review platforms. This has the potential to negatively affect repeat purchase intention.

The Private higher learning sector being challenged with issues of service quality. Sameena (2020), states that services offered by institutions should be of satisfactory standard, as the primary objective of service is to establish customer loyalty. Furthmore that service is always not consistent even for the single customer.

Van Schalkwyk and Steenkamp, (2019), argues that there is a need for service excellence, service quality management and measurement as it has financial benefits to the business of private higher learning institutions. The growth of students and rise in private higher learning institutions in South Africa, it is not only important to deliver quality education but also how it is delivered matters (Van Schalkwyk and Steenkamp, 2019).

This which introduces the problem statement:

Low levels of service quality have a detrimental effect on repeat purchase intention.

1.4 Purpose Statement

The purpose of this proposed study is to explore/describe the effect of service quality on repeat purchase intention in the case of IIE Rosebank College Braamfontein.

1.5 Research Question & Hypothesis

Following the outlined problem and purpose statement, this section introduces the research question and the hypothesis which we are to test to address the research questions.

Research Question

Does service quality influence repeat purchase intention in private higher learning education?

Hypothesis

This research study will follow an alternative hypothesis so as according to Du Plooy-Cilliers (2014: 86), will allow for the researcher to predict the expected outcomes. These hypotheses outlined will seek to address the research problem based on the updated SERVQUAL framework consisting of five dimensions being, reliability, assurance, tangibles, empathy, and responsiveness. The hypothesis consists of two key variables being service quality dimension as the independent variable and repeat purchase intention as the dependent variable.

H1: Reliability has a positive influence on repeat purchase intention.

H2: Assurance has a positive influence on repeat purchase intention.

H3: Tangibles has a positive influence on repeat purchase intention.

H4: Empathy has a positive influence on repeat purchase intention.

H5: Responsiveness has a positive influence on repeat purchase intention.

2. LITERATURE REVIEW

2.1 Theoretical Foundation

According Bezuidenhout (2014: 55), defines a theoretical framework as a specific collection of thoughts and theories that relate to a phenomenon we choose to investigate. A theory assists to contextualise a phenomenon to provide possible answers.

For this study, the two key theories that will be of focus include: SERVQUAL (Service Quality) and the theory of Consumer Behaviour to provide context for the research.

Theory 1: SERVQUAL (Service Quality)

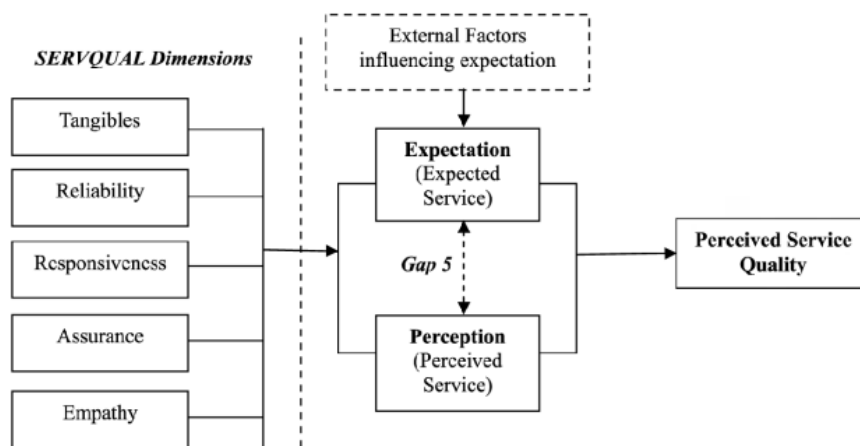


Figure 1: Measuring Service Quality using the SERVQUAL Model

The SERQUAL theory was originally developed and implemented by American Marketing guru's Valerie Zeithaml, Parasuraman and Berry (1988). It is a widely used model to measure service quality as a quality management tool which initially focused on service firms and the retailing sector (Parasuraman, Berry and Zeithaml, 1988). The inception of this model came from the premise that the quality of tangible goods can easily be described and measured however to measure the quality of a service is complex due to its intangibility, heterogeneity and inseparability of the production and consumption of a service (Parasuraman, Berry and Zeithaml, 1988). The theory recognised that improved service quality can provide organisations with a competitive advantage through differentiation.

The model identifies 5 dimensions namely, tangibles, reliability, responsiveness, assurance, and empathy which consumers consider to be important in terms of customer service. Tangibles are the physical characteristics of the product or service, reliability refers to the consistency in terms of delivery of expected service, responsiveness is the level of efficiency

of delivering service to customer, assurance is about knowledgeable and competent employees in their ability to deliver on promised service with confidence and build trust and lastly is empathy which refers to employees ability to demonstrate that they understand the customer's needs (Parasuraman, Berry and Zeithaml, 1988). The 5 dimensions of service quality are best suited for this study to evaluate student's perceptions of the IIE Rosebank College service quality.

The model aims to expose the key shortcomings of a company's service quality which are classified as GAPS, as it creates a comparison between the expected service quality by the consumer to the actual service quality received. (SERVQUAL Model, 2022). The 5 gaps include Knowledge gap where an organisation is not well informed about their consumer and therefore unable to deliver service as expected. The standards gap occurs when an organisation has a preconceived idea of what the customer expects from the service, and it does not match the customer's ideals. The communication gap which occurs when these a disconnect between when the company promises to deliver on something but do not have the capacity to do so. This is key to managing customer expectations. Lastly there is the satisfaction gap which based on the quality of service delivered, a customer can either be satisfied or dissatisfied (SERVQUAL Model, 2022).

Theory 2: Model of Consumer Buyer Behaviour

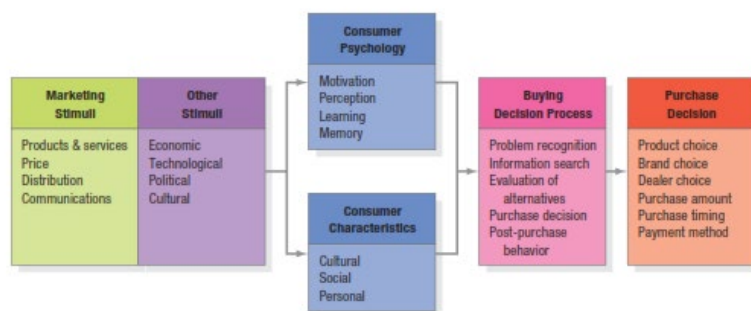


Figure 2: Model of Consumer Buyer Behaviour

This is a model designed by Kotler and Armstrong (2012), focused on understanding consumer buying behaviour. Consumers frequently make buying decisions, therefore the understanding of consumer behaviour in response to marketing stimuli is critical as it provides marketers with a better understanding of the consumer (Kotler and Armstrong, 2012).

It is a step-by-step process that seeks to answer a key marketing question of How do consumers respond to various marketing efforts the company might use? (Snov.io, 2022). Kotler and Armstrong (2012) identify core marketing stimuli (product, price, place, and

promotion) and other external stimuli (economic, technological, political, and cultural) which trigger a consumers need to purchase a product or service. These stimuli access what is described as the buyers 'black box' which is in essence the consumers mind where the buying decision making process occurs, influenced by certain characteristics unknown to the marketer then turned into buyer responses (Kotler and Armstrong, 2012). Kotler and Armstrong (2012), state that the buyer characteristics are a combination of internal and external influences which influence consumer buying decision behaviour which are said to influence consumer decision. The core elements include culture, social, personal, and psychological. Buyer Decision Process outlines the five stages which consumers go through to make their buying decision. Kotler and Armstrong (2012) state that marketers should not solely focus on the purchase decision but rather the entire buying process as the process starts before the actual purchase and continues even after the purchase as taken place.

The process starts off with need recognition in which the consumer identifies a problem or need. Then follows the stage of information search in which the consumer sources out information about the problem or need however depending on consumers drive and their proximity to the satisfying product. Consumers would then move to a stage where the consumer uses the information retrieved in stage 2 about the product to evaluate alternative brands. Upon being satisfied and having settled for a specific brand, the purchase decision takes place where the product is purchased. The final stage in the process would be the post purchase behaviour which is whether a consumer is satisfied or dissatisfied with a product, and it is this very stage that influences repeat purchase and can lead to loyalty (Kotler and Armstrong, 2012). This is a marketing focused model which would serve the purpose of providing context and understanding to consumers purchase decision process to understand repeat purchase behaviour.

It can be suggested that the modern consumer buyer behaviour models and theories have its roots in traditional behavioural models (Learning, Psychoanalytical, Sociological, Economic) which were developed by economists, with the intention of understanding consumer buyer behaviour based on their needs and wants (Needle, 2021). Traditional behavioural models have been adapted by various scholars over the years to address the various gaps identified with the traditional models. These models include but not limited to, Engel-Kollat-Blackwell model, Black box model, Hawkins Stern Model, Howard Sheth Model, Nicosia Model and Webster and Wind Model (Needle, 2021). The key takeout is that Consumer behaviour models continue to evolve as according to Agarwal (2022), they are

not easy to build but rather complex and involve mathematical formulas exclusive to analytical experts. There is no one model that can fully address the consumer buyer behaviour, as consumer behaviour is in essence is a consumer's response to a product which can be influence by the individual or the society at large therefore does not solely depend on the needs of the customer (Agarwal, 2022).

The purpose of this study being to investigate the effect of service quality on repeat purchase intention, these theories are aligned with the intentions of the study. The SERVQUAL theory outlines what service quality entails and provides a measuring model tool to evaluate a company's level of service quality. This forms a base to provide insight and an understanding on how the IIE Rosebank College students perceive service quality of the institution. The theory of Consumer Buyer behaviour Model by Kotler and Armstrong unpacks the stages and process of consumer buyer behaviour and serves as a measurable tool as well. In understanding consumer behaviour and perceptions about a brand in a specific area of weakness, provides necessary insights that are actionable.

2.2 Literature Review

2.2.1 The business of service in education

Grossberg (2012), states that the concept of service to the era before mass production where people were more domesticated and done everything by hand. Service was a luxury reserved for a select affluent class of society of the time who could afford domestic help. Grossberg (2012:19) defines good service as service that is immediately responsive and satisfying. To date this interpretation of service continues to be a benchmark and reference point of what qualifies as quality service in the modern era. It is through the disruption and advancement of technology which gave rise to what Grossberg describes as a 'do-it-yourself' culture whereby people take more pride in being self-sufficient and doing things for themselves. This therefore raised the evaluation of service quality, and the expectations of service consumers have.

The education sector operates within the service industry which contributes and forms part of the service economy. The demand for higher education continues to rise and the higher learning education sector is faced with many challenges. Private higher learning institutions specifically according to Van Schalkwyk and Steenkamp (2019), are faced with higher levels of competition, having to become more market-oriented and contend with continued high regulation. As a result, private higher education institutions are constantly under pressure to

differentiate themselves from competitors and establish a sustainable competitive advantage (Van Schalkwyk and Steenkamp, 2019). Sohail & Hasan (2020), share the same sentiment and add that the high priority of service quality within organisations also contributes to attracting new customers while retaining the existing customer base.

Ramzi et al. (2022), states that though service quality is critical in achieving a competitive advantage, it also drives marketing and financial performance of an organisation. In addition, Semeena (2020), argues that services offered by institutions

should satisfy customers and create customer loyalty. Furthermore, explains that service quality is a personal experience for every customer, therefore it is important that education services provided by institutions meet the diverse needs of the

students. Addressing the need to meet different customer requirements leads to high customer satisfaction. Kotler & Armstrong (2012) defines customer satisfaction as the extent to which a products or services perceived performance matches' buyers' expectations. Going back to what Semeena says about customer loyalty, Aaker's contextualisation of customer loyalty supports Semeena's argument on customer satisfaction and loyalty, as he defines customer loyalty as a dimension of brand equity which describes the level of attachment a consumer has to a brand (Aaker, 1991:39) cited (Cunningham, n.d.). According to Suciptawati et. Al (2019), there is a relationship between service quality and customer satisfaction as the success of a company is dependent on quality of their service delivered to their customers. They further state that good service quality leads to customer satisfaction which increases retention and loyalty. There is a relationship between satisfaction from the first purchase to the repeat purchase (Bezuidenhout, de Jager and Naidoo, 2016). However, Sohail & Hasan (2021), states that research conducted about service quality in developing countries has never factored in the students views to determining service quality improvements.

2.2.2 Students as customers

There is a growing argument calling for a shift of perspective in terms of how education institutions should view students as customers thus taking a market viewpoint of higher education (Ma, 2019). This sentiment is identified by Van Schalkwyk et al as one of the key challenges confronting the higher education sector. Kopp (2021) defines market orientation as a business approach that focuses on creating products tailored to meet the needs and wants of consumers. Dollinger and Vanderlelie (2020), state that institutions are starting to

value the input of students and regard them as strategic partners in terms of making decisions with regards to the design and delivery of service quality. Guilbault (2016), notes that a higher learning institution are increasing and competition among institutions are equally increasing therefore making acquisition of new students more costly than the retention of existing students. A market approach of service quality in higher education sector would be of great benefit in that the input of students can assist an institution to deliver good service quality.

Xu, Lo et al., states put forward the argument to perceive students as customers lie in the constantly pressure for private higher learning institutions to recruit and retain students due to capped budgets.

2.2.3 Service quality model for education

Leonard (2018), states that among other service quality models such as SERVQUAL, the SERVPERF and HEdPERF, SERVQUAL is the most widely used in the context of education. Parasuraman et al. (1988) developed the SERVQUAL model as a measure of customer perceptions of service quality focused on the service and retailing industries.

Khattab (2018), states that researchers have analysed the SERQUAL model and there has been much criticism and debate on the effectiveness of the model, with some stating that the model is not easily adaptable to the education sector. Furthermore, it is argued that the model needs to consider the culture and environment of the country where it is being implemented. The adaptations of the SERVQUAL model by various researchers worked out to be a success when implemented. This in hindsight despite the criticism, shows the flexibility and adaptability of the SERVQUAL model. Khattab (2018), proposes three additional qualities namely, physical quality, interactive quality, and corporative quality, thus which remodeled the SERVQUAL model into 7 dimensions.

Sohail and Hasan (2021) agree with the criticism of the SERVQUAL model and proposed the SERVPERF as the better alternative. Upon analyses Sohail and Hasan (2021) concluded that all dimensions of the SERVQUAL model except for the empathy dimension have a significant effect on customer satisfaction. Furthermore, they outline the limitations of the SERVQUAL in terms of the exclusion of academic, non-academic and programme related aspects and suggest that to better understand culture, a qualitative approach should be considered.

Sohail and Hasan (2021), key findings found that assurance as a good measure for student satisfaction making it the highest measurement amongst all 5 dimensions. This implying that students' perceptions of service quality is influenced largely by the faculty's knowledge, courtesy, and ability to inspire trust and confidence. Followed by tangibles which relates to the physical aspects of an institution which they found has a direct and indirect effect on student satisfaction. Reliability found to be a valued dimension though about efficiency, it subtly establishes trust as being reliable makes you trustworthy. Sohail and Hasan' (2021), found that compared to all other previously conducted studies, the dimension of empathy has no correlation to student satisfaction

within the educational space. Sohail and Hasan (2021) conclude that student satisfaction is influenced by different elements largely influenced by culture, as different cultures have different believes.

Leonard (2018), findings concur with that of Sohail and Hasan in that only a select dimension of the SERVQUAL model influence student satisfaction. Leonard (2018) identified tangibles and reliability dimensions of the SERVQUAL model to have the highest effect on student satisfaction. Furthermore, Leonard, states that the SERVQUAL model as a measure of quality of service in the context of education is not an effective measure.

Schalkwyk and Steenkamp, (n.d), on the contrary stated that service-quality leadership will become more important in the years to come as economy's are dominated by service industries. Furthermore, the way companies perceive and deliver on services will change as they seek more innovative and new ways to deliver quality service. Service is said to become the core of any business while the quality of service will be a strategic priority. They conclude in stating that the SERVQUAL model is not only a widely used model however reliable as it is a tried and tested model and easy to use even for private higher learning institutions.

Literature Summary

The literature review has demonstrated a clear causal relationship between service quality, customer satisfaction and brand loyalty. However, there was no link between service quality and repeat purchase intention thus presenting an opportunity to further explore service quality in context to repeat purchase intention. The consideration for higher learning institutions to take on a more market orientated, as the market requires this approach to

achieve a competitive advantage. Majority of research conducted about service quality and customer satisfaction is highly focused in the United States and the Asian region and therefore this research study will contribute to the plausible existing literature about service quality within the South African context.

2.3 Conceptualisation / Operationalism

The purpose of the concept of conceptualisation according to Davis (2014:107), refers to the refinement and specification of abstract concepts to create specific meanings for the purpose of a specific research project. It provides a single-minded view or role of the concept to avoid ambiguity or confusion.

Concept	Definition	Operationalise
Service Quality	<i>Parasuraman, Valerie, Zeithmal and Berry (1988)</i> Parasuraman et.al (1988), describe Service quality to be an abstract and elusive concept due to its intangibility, heterogeneity and inseparability of production and consumption. It is further defined as perceptions resulting from the comparison of consumer expectations with actual performance. (Parasuraman, Berry and Zeithaml, 1988)	Service Quality will be measured through the 5 dimensions (Reliability, Empathy, Responsiveness, Assurance and Tangibles) of the SERVQUAL model. <u>Example:</u> Assurance Q: Are the staff members friendly and helpful?
Customer Satisfaction	<i>Kotler and Armstrong (2012)</i> The extent to which a product's perceived performance matches a buyer's expectation (Kotler and Armstrong, 2012:37)	This links to service quality. Use of a customer ratings on the questionnaire assessing level of satisfaction & intention to purchase.
Consumer Behaviour	<i>Kotler and Keller (1994)</i> Dudovskiy (2022), defines consumer behaviour according to Kotler as the study of how people buy, what they buy, when they buy and why they buy (Kotler 1994).	We will be focusing on purchase intention on how students intend to further studies. How likely are they to return and study with the institution again?
Brand Loyalty	Moisescu (2006:1128), critically analysed the definition of Brand	Use of a customer ratings on the survey

	Loyalty of The American Marketing Association and David Aaker. AMA defines brand loyalty as when a consumer the same product repeatedly over time and Aaker states that Brand Loyalty reflects how likely a customer will switch to another brand. Moisesescu (2006: 1129), concludes in stating that Brand Loyalty is an input and output of brand equity and conditioned by prior purchase and use experience. Moisesescu definition aligns with AMA's definition which is the best suited definition of brand loyalty which aligns to the study specifically for purchase intention.	assessing level of satisfaction & intention to purchase. Looking at factors that assess student's intentions.
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Figure 3: Conceptualisation / Operationalism

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design and Approach

Du Plooy-Cilliers (2014), describes a paradigm as a cluster of beliefs which informs what researchers should research, how they should conduct their research and interpret the findings.

In this research study the researcher employed a quantitative, descriptive, cross-sectional, and deductive study. The cross-sectional study was employed by the researcher as all data was collected at a single point in time using an online self-administered survey. This approach is most convenient and effective as it takes into consideration the limitations of time, resources and budget constraints required to conduct the research.

3.2 Population

According to Du Plooy-Cilliers (2014) a population is the total group of people or entities from whom information is required. The population for this research study is defined in three categories namely, general population, target population and accessible population.

General Population

Registered students in private higher learning institutions in South Africa.

Accessible Population

All registered students enrolled full-time at the IIE Rosebank College Braamfontein Campus. This population was selected on the basis that they fit the criteria for the research in that they have access to the internet and smart technological devices, which allowed them to participate in the survey considering that this was an online survey.

Target Population (Sample Frame)

The target population for this study was all registered full-time students at the IIE Rosebank College at the Braamfontein campus, who reside in Johannesburg and are aged between 18-24.

3.3 Sampling

The researcher employed a probability method through a stratified sampling technique. McCombes (2022), defines a sample as a specific group of individuals that the researcher will collect data from and a representative of the group. Probability entails that each unit of the population has an equal opportunity to be part of the survey, removing any human bias from the sampling process and thus commonly used for quantitative research method. It is ideal as quantitative research is characterised with being objective and relies on quantities to draw more accurate and valid conclusions from the survey results. Stratified sampling technique is the act of dividing the population into subpopulations that differ and allows for more precise conclusions as each subgroup would be fairly represented (McCombes, 2022). The population for this study being IIE Rosebank College full-time students, every student had an equal opportunity to complete the survey as the research study was conducted on campus where every student is connected to the campus Wi-Fi and therefore can be accessed and served as a representative of the entire population. Probability sampling also allowed the researcher to make strong statistical inference about the whole group which aligns with the core characteristic of a quantitative research study methodology. This approach addresses the research problem by allowing the researcher to gather an objective student perception of service quality as the students are customers and quality service is an expectation for every paying customer.

The stratified probability technique was used to accommodate the demographic data (gender, age, qualification) of the survey, specifically elements such as gender and qualification (Faculty) to ensure equal representation of all students to draw more valid and insightful conclusions.

In addition to stratified sampling, a random sampling approach was also employed whereby students were selected at random and are represented by a number. This is to maintain the anonymity of the student participant in the survey. Furthermore, considering that this is an online survey and participation was voluntary, therefore the research did not have full control as to who completes the survey.

3.4 Data Collection Method

The researcher conducted this research through a self-administered online survey created through Google Forms which served as the selected tool to gather the data. This which aligns to the positivist paradigm principles and informed the research questions.

There were key technical and ethical limitations that the researcher had to take into consideration before the data collection process could commence. On the technical side, it was the limitation of time to develop, conduct, collect and analyse the data, therefore planning was essential as the researcher only had one opportunity to collect the data. The researcher also had to consider the time it would take the participant to complete the survey to avoid any frustration, confusion and reduce possibilities of non-completion of survey by participants. In terms of the ethical side, it is important to note that the sample population being students, the institution has the responsibility to protect personal information of students which is enforced further by the POPIA Act which prohibits the sharing of data without consent. Accessing students and student database posed a challenge and there is limited existing data freely accessible to the public like the brands social media platforms and website to gather findings and insights. Therefore, the researcher had to seek alternative measures to connect and engage with students.

There was the option of incentivising the students however that approach would potentially affect the quality of the survey in that students would do it for the incentive and responses would therefore be biased. The researcher sourced the assistance of lecturers and student council representatives to distribute and share the survey link. The researcher first demonstrated and explained the survey to provide context for the lecturers and student council representatives to communicate to the students whom the survey will be shared with. The lecturers shared the survey link at the end of their class. The student council representatives shared the link via WhatsApp to their respective classmate groups and class reps to ensure a prompter response, as students are always on their phones and easily accessible on WhatsApp, as it is a widely used communication platform. The lecturers and student council representatives were the right selected candidates to distribute and share the link, as they are close to the students and have established a relationship based on trust and influence making it easy to get the buy-in of students to take part in the survey. The participants proceeded to complete the survey and upon opening the survey they first had to agree to participate and then were presented with a detailed outline explaining the survey and what is expected as seen in ANNEXURE A. This survey was not mandatory for

participants as they had the opportunity to decline to complete the survey and could also exit the survey at any point in time. The researcher included an opening disclaimer on the survey for participants to either agree or disagree to complete the survey (Seen on ANNEXURE A). If the participant agrees to complete the survey, they were presented with the survey questions. If they did not want to complete the survey, the survey would end at that point. This disclaimer is seen with Annexure B in which the participant provides their consent to complete the survey.

Once the participant completed the survey, it would automatically update on the google forms and the researcher would receive email notifications once survey has been completed. The researcher would monitor the survey from time to time adhering to the 1-week allocated time the researcher had set for data collection. Once the participant completed the survey, they would receive a message stating that their survey submission has been successful. The data results of the survey came through to the researcher's personal email address which is protected with a password and therefore access is limited to the researcher. The survey limited participants to only one survey entry and they had the option to pause and complete later. This was to ensure that there are no duplications or errors which would have had an impact on the analysis.

In the beginning the survey was piloted to participants (who are part of the population) to ensure that the questions are easy to understand, interpret and complete with no ambiguity for the participants. The survey was conducted in English as it is the primary medium of instruction and communication within the institution. The Google forms survey ensured consistency of the survey and participants user experience while completing the survey.

Upon permission being granted to conduct the research, the researcher had to delay the send out date as the students were on a semester break and not accessible at the time. The chosen approach of the sharing of the survey was ideal as it did not contravene the POPIA Act. All participants identity remained anonymous as the survey was not sent out to a database of student email addresses and no email addresses and personal information was collected ensuring the protection of the participants identity. Anonymity was an important factor for the participants as they are students and therefore would have some concerns of victimisation.

Considerations of validity, reliability need to be considered to ensure the legitimacy and accuracy of the research study (Bezuidenhout, 2014: 55). Validity in quantitative research according to Du-Plooy-Cilliers (2014: 254), speaks to whether the instrument that was used reflects the constructs that were being measured. The use of google forms guaranteed the validity and reliability for this research study as it is a widely used measurement tool and therefore reliable.

In section B of the survey, a 5-point Likert Scale was incorporated to determine to what extent does the respondent agree or disagree to the statements. The 5-point Likert scale was intended to measure and outline students' level of customer satisfaction based on their perceptions and expectations of service quality which is expressed through their ratings on the various statements.

3.5 Data collection instrument

This section describes the survey instrument that that was implemented for the study.

The online survey was split into two sections being, section A focused on the demographics and section B focused on the 22 service quality questions adapted from the standard SERVQUAL model questionnaire. Bhasin (2021), defines the SERVQUAL model as the model of service quality which is used to measure service quality and customer satisfaction by capturing and analysing consumer expectations and perceptions of the service. It seeks to identify the gaps in an organisations service quality through the five dimensions of the SERVQUAL model being tangibles, reliability, responsiveness, assurance, and empathy (Bhasin, 2021). The gaps the model seeks to address include knowledge, standards, delivery, communication, and satisfaction (Bhasin, 2021).

Each SERVQUAL dimension was measured using a five-point Linkert scale (5 representing= Strongly agree and 1 representing= strongly disagree). According to Du Plooy-Cilliers and Cronje (2014:159), an important assumption when using a five-point Linkert scale is that each item measures some aspect of the single common construct therefore it is important to reserve the scoring for positive and negative items.

The research adapted the common questions used on the SERVQUAL framework in quantitative surveys to address the research problem and hypothesis. These questions were adopted from a research study by Dr. Fazelina Sahul HAMID and Dr. Nick YIP comparing service quality in public vs private distance education institutions: Evidence based on

Malaysia to suit this study. It is also considered good research practice to use existing surveys as it is a tried and tested model and therefore valid. Therefore, the questions posed are relevant and align with the aim and hypothesis to be tested for this research study.

3.6 Data analysis method

For this research study a Cross-tabulation, descriptive and inferential statistical data analysis method was implemented. These are widely used methods whereby cross-tabulation uses basic tabular form to draw inferences between different data sets and contains data that has some connection with each other (Quantitative Data: What it is, Types & Examples | QuestionPro, 2022). Jansen and Warren (2020), state that descriptive statistics describe your data to help you understand your sample whereas inferential statistics provides more details about your population allowing the researcher to draw up conclusions about the population. Jansen and Warren (2020), further state that the main functions of quantitative analysis are to measure the differences between groups, assess relationships between variables and to test hypothesis.

To explore the effect of service quality on repeat purchase intention, the researcher explored both descriptive and inferential statistical analysis. This approach was best suited to understand the data collected and be able to make predictions and effectively interpret the data with the aim of addressing the research question and approving or disapproving the hypothesis.

The data was analysed using a combination of google forms tool, Microsoft excel statistics and SPSS. The google forms is a free platform that allows you to store and organise your results and the data can be exported in an excel spreadsheet which is available as an attachment Annexure D. Google forms analytical tool allows you to view the results as a summary composed of bar graphs and pie charts simplifying the excel spreadsheet and you are also able to view the results of an individual participants and make various comparisons with responses. The data presented is more descriptive in nature but has its limitations in presenting in-depth statistical analysis. The SPSS and Microsoft statistical excel serves the purpose of providing in-depth statistical analysis to support the google forms data and help build a more compelling conclusion of the research. For this reason, it was fitting for the

researcher to incorporate these statistical analysis measurement tools to explore the effect of service quality on repeat purchase intention.

The data was captured through google forms survey in which the researcher monitored the responses as they came through the system to observe any patterns and themes and some predictions. The data would already be expressed as pie charts and bar graphs and simply update with more participants completing the survey. There was a 1-week period the researcher had allocated for data collection process and a full comprehensive analysis would commence after the 1-week deadline. Exploratory factors were used to test the hypothesis and the reliability of the survey was tested using the Cronbach Alpha.

The researcher then went through the data and re-organise to highlight and prioritise key information that best reflect the outcomes of the data while seeking to address the research question and hypothesis.

4. RESEARCH FINDINGS AND INTERPRETATIONS

This section reflects the relationship between service quality and repeat purchase intention and to what extent does service quality impact the likelihood of students considering continuing studying again with IIE Rosebank College. This section seeks to address the research problem and to approve or disapprove the hypothesis.

4.1 Demographic characteristics

This section presents the descriptive statistics describing the demographic statistics of the research study exploring the effect of service quality on repeat purchase intention. It comprises of the participants age, gender, and the faculty of the qualifications they are studying. A total of 158 IIE Rosebank College students completed the survey and out of the 158 there were 5 missing values which represents the number of students who did not continue to complete the survey. It must be noted that latest captured data may reflect a total of 159, however the researcher has omitted the 1 participant as the survey submission came through post the data collection deadline and in no way does this distort the data.

Table 1: Profile of 158 IIE Rosebank College full-time students

		Number	%
Gender	Female	104	65.8%
	Male	43	27.2%
	Prefer not to say	6	3.8%
	Missing Values	5	0%
Age	18-24	147	93%
	25-31	6	3.8%
	32-38	0	0%
	39-46	0	0%
	Missing Values	5	3.2%
Faculty	IIE Faculty of Commerce	90	57%
	IIE Faculty of Humanities and Social Sciences	29	18.4%
	IIE Faculty of Information and Communication Technology	26	16.5%
	IIE Faculty of Education	2	1.3%
	IIE Faculty of Finance and Accounting	6	3.8%
	Missing Values	5	3.2%

Table 1 shows that of the 158 students who participated in this survey, more than half the students identified as females (65.8%) and as males (27.2%) and the remaining identify as non-binary individuals. Majority of the student participants were aged between 18 and 24

(93%) and less than a third of the students were aged between 25 and 31 (3.8%). No student participants aged between 32 and 38 (0%) and 39 and 46 (0%).

The majority of student participants who are full-time students are enrolled with a qualification in the IIE Faculty of Commerce (57%), number of full-time students enrolled with a qualification in the IIE Faculty of Humanities and Social Sciences (18.4%), number of students enrolled with a qualification in the Faculty of Information and Communication Technology (16.5%), number of students enrolled in the IIE Faculty of Education (6), number of students enrolled with a qualification in the IIE Faculty of Finance and Accounting (3.8%).

Interpretation

We can establish based on the results that the institutions student population is majority youth (young) and female as every student had an equal opportunity to participate. The participants who identify as non-binary would have no negative or positive implication to the survey outcomes as each participant is anonymous and represented as a number. It is not about who completed the survey but rather how many people have completed the survey. Service quality is not gender specific but is expected by every individual paying for a service.

4.2 Service quality characteristics

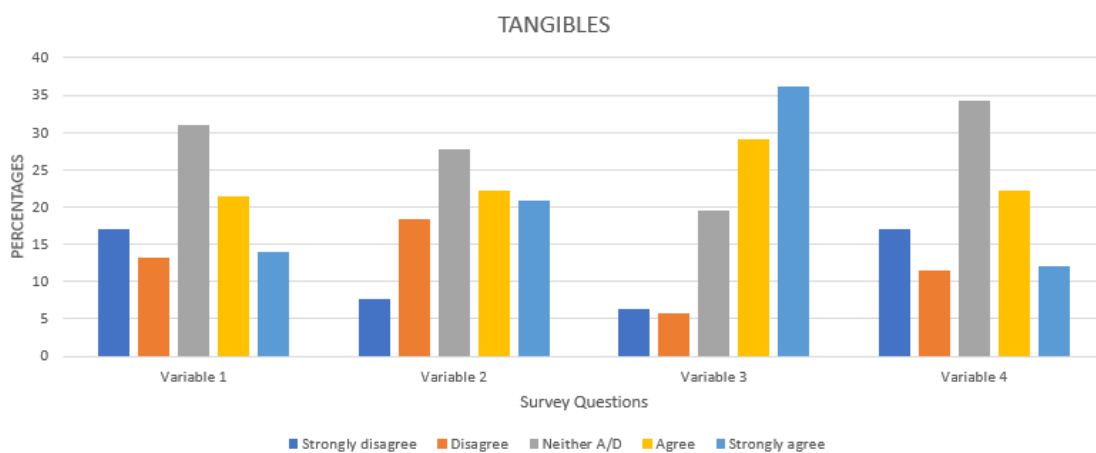
Service quality was measured using the SERVQUAL measurement tool which is a commonly used tool to measure consumer perceptions and expectations and the level of satisfaction of the quality of service. The consists of 5 variables which measure service quality namely, tangibles, reliability, responsiveness, assurance, and empathy. This section of the survey consisted of 22 questions and each question defined as a single variable of the different dimensions. Each variable was measured on a Linkert scale of 1-5 where 1 representing strongly disagree and 5 representing strongly agree.

4.2 1 Tangibles

Table 2: Tangibles: Frequency and Percentage

Variable	Likert-Scale 1-5	Count	Percentage
1.The college equipment on campus is up to date with modern devices.	Strongly disagree	27	17.1%
	Disagree	21	13.3%
	Neither agree / disagree	49	31.0%
	Agree	34	21.5%

	Strongly agree Missing value	22 5	13.9% 3.2%
2.The college facilities are visually appealing.	Strongly disagree Disagree Neither agree / disagree Agree Strongly agree Missing value	12 29 44 35 33 5	7.6% 18.4% 27.8% 22.2% 20.9% 3.2%
3.The college employees present themselves in a professional manner and are well-dressed.	Strongly disagree Disagree Neither agree / disagree Agree Strongly agree Missing value	10 9 31 46 57 5	6.3% 5.7% 19.6% 29.1% 36.1% 3.2%
4.Facilities provided at the college are consistent /on par with the industry.	Strongly disagree Disagree Neither agree / disagree Agree Strongly agree Missing value	27 18 54 35 19 5	17.1% 11.4% 34.2% 22.2% 12.0% 3.2%



Graph 1: Tangibles servqual construct: Frequency and percentage graph

Figure 1 shows the ratings for service quality variables that represent the Tangibles dimension of the SERVQUAL model. Rating 3 (Neither agree / disagree) on the Likert scale is the most common rating followed by rating 4 (Agree).

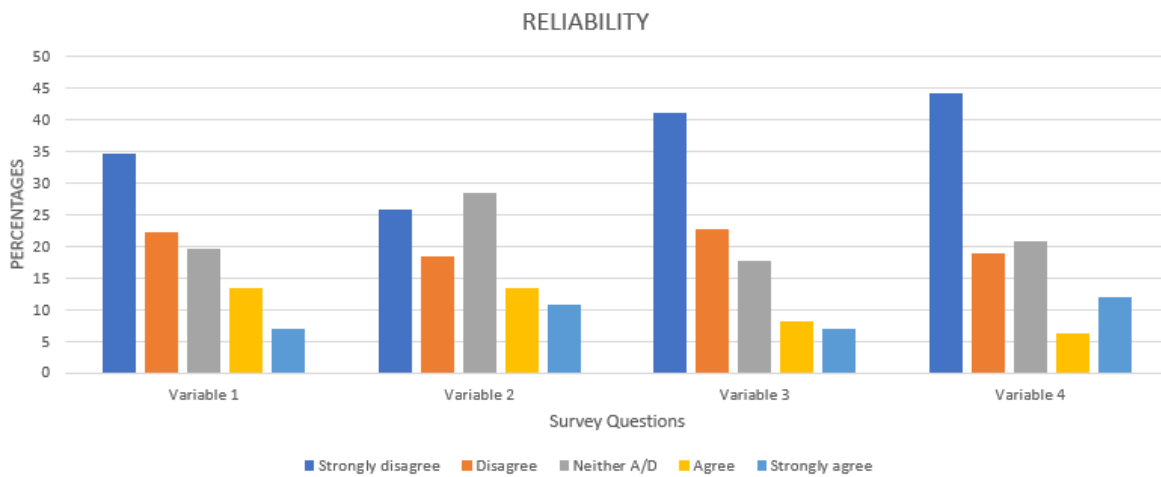
Interpretation

Majority of students gave tangibles dimension a rating of 3 on the Likert scale in which they neither agree nor disagree with the statements. This suggests that they are neutral / indifferent about the aesthetics (look & feel) of the campus. They do not love how the campus looks but also do not hate what the campus looks like. What is interesting is that they do take note of employee's conduct and appearance as seen with a rating 5 (Strongly agree) on the Likert scale. The human aspect is important for the student. There is an opportunity for improvement on tangibles, but it is not of high priority for the students in terms of service quality.

4.2.2 Reliability

Table 3: Reliability: Frequency and Percentage

Variable	Likert-Scale 1-5	Count	Percentage
1.The college provides services as promised.	Strongly disagree	55	34.8%
	Disagree	35	22.2%
	Neither agree / disagree	31	19.6%
	Agree	21	13.3%
	Strongly agree	11	7.0%
	Missing value	5	3.2%
2.The college staff are sincere and reassuring when resolving student problems.	Strongly disagree	41	25.9%
	Disagree	29	18.4%
	Neither agree / disagree	45	28.5%
	Agree	21	13.3%
	Strongly agree	17	10.8%
	Missing value	5	3.2%
3.The college performs services right the first time.	Strongly disagree	65	41.1%
	Disagree	36	22.8%
	Neither agree / disagree	28	17.7%
	Agree	13	8.2%
	Strongly agree	11	7.0%
	Missing value	5	3.2%
4.The college provides services at the promised time.	Strongly disagree	70	44.3%
	Disagree	30	19%
	Neither agree / disagree	33	20.9%
	Agree	10	6.3%
	Strongly agree	10	6.3%
	Missing value	5	3.2%



Graph 2: Reliability servqual construct: Frequency and percentage graph

Figure 2 shows the ratings for service quality variables that represent the Reliability dimension of the SERVQUAL model. Rating 1 (Strongly disagree) on the Likert scale is the most common rating followed by rating 2 (Disagree).

Interpretation

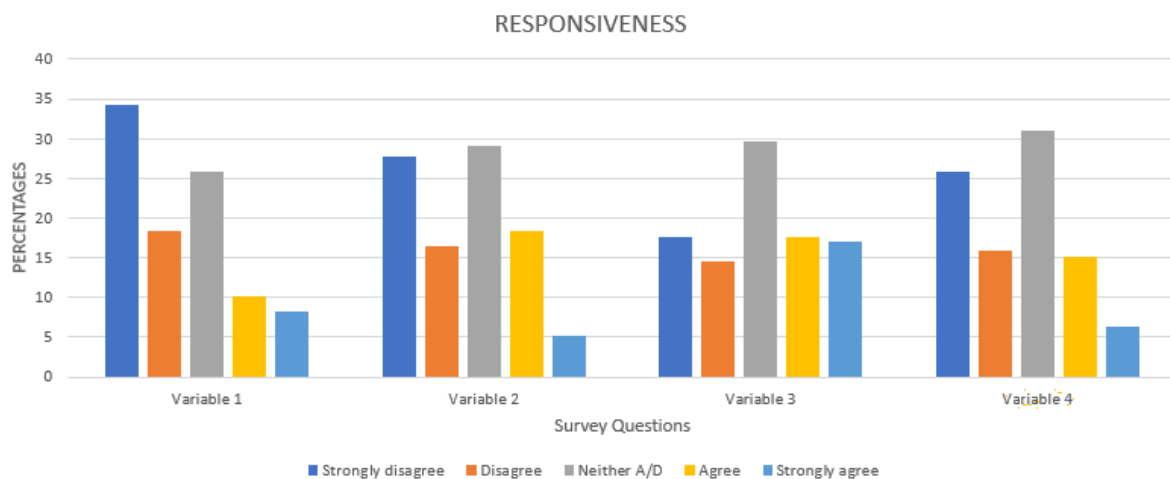
Majority of students strongly disagree and disagree with the sentiments of the Reliability dimension of the SERVQUAL model with a rating of 1 and 2 on the Likert scale. Reliability is about trust and with such low trust ratings, this implies that majority of the students do not trust that IIE Rosebank College can deliver on what they promise. This indicates a gap between perceptions and expectations. Trust is an important value for students and therefore it should be an area of concern for the institution and highly prioritised.

4.2.3 Responsiveness

Table 4: Responsiveness: Frequency and Percentage

Variable	Likert-Scale 1-5	Count	Percentage
The college keeps students informed about when services will be delivered.	Strongly disagree	54	34.2%
	Disagree	29	18.4%
	Neither agree / disagree	41	25.9%
	Agree	16	10.1%
	Strongly agree	13	8.2%
	Missing value	5	3.2%
The college provides prompt service to students.	Strongly disagree	44	27.8%
	Disagree	26	16.5%
	Neither agree / disagree	46	29.1%

	Agree Strongly agree Missing value	29 8 5	18.4% 5.1% 3.2%
The college staff are always willing to help students.	Strongly disagree Disagree Neither agree / disagree Agree Strongly agree Missing value	28 23 47 28 27 5	17.7% 14.6% 29.7% 17.7% 17.1% 3.2%
The college staff are always ready to respond to students/ request.	Strongly disagree Disagree Neither agree / disagree Agree Strongly agree Missing value	41 25 49 24 14 5	25.9% 15.8% 31.0% 15.2% 8.9% 3.2%



Graph 3: Responsiveness servqual construct: Frequency and percentage graph

Figure 3 shows the ratings for service quality variables that represent the Responsiveness dimension of the SERVQUAL model. Rating 1 (Strongly disagree) on the Likert scale is the most common rating followed by rating 3 (Neither agree nor disagree).

Interpretation

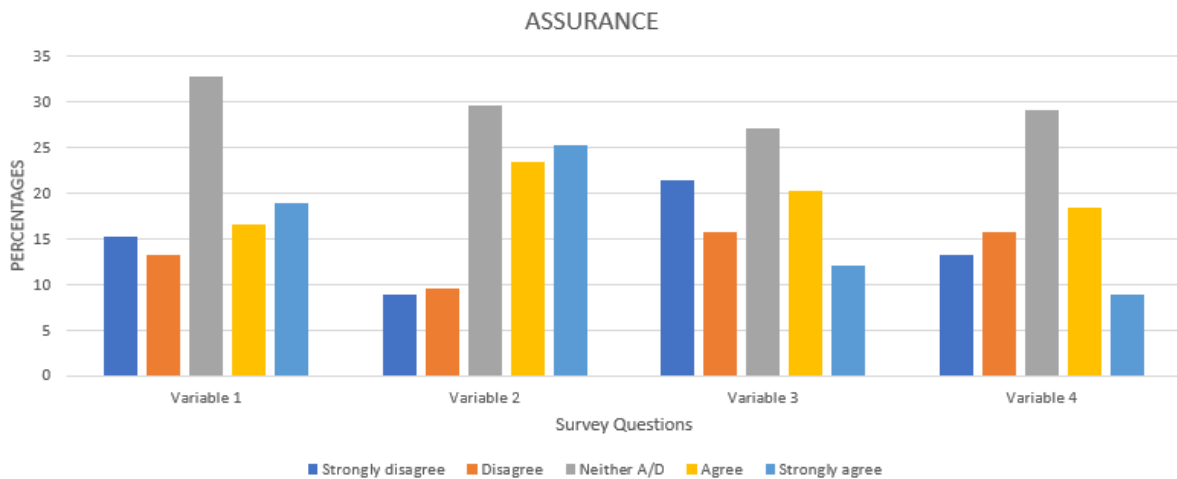
Majority of students strongly disagree with the sentiments of the Responsiveness dimension of the SERVQUAL model with a rating of one on the Likert scale. Responsiveness speaks to efficiency (agility) and in this instance it is not only the human element but systems and processes, as seen with variable 3 where students agree that staff are always willing to help students however in variable 2 where they strongly disagree that the college provides prompt services to students. It can therefore be concluded that the institution is not efficient

and effective in delivering services to their students. Responsiveness matters to students as they want to always be informed and updated with all latest developments. There is a gap between perceptions and expectations, therefore should be of high priority for the institution.

4.2.4 Assurance

Table 5: Assurance: Frequency and Percentage

Variable	Likert-Scale 1-5	Count	Percentage
The college staff are trustworthy.	Strongly disagree	24	15.2%
	Disagree	21	13.3%
	Neither agree / disagree	52	32.9%
	Agree	26	16.5%
	Strongly agree	30	19.0%
	Missing value	5	3.2%
The college staff make students feel safe in their engagements with them.	Strongly disagree	14	8.9%
	Disagree	15	9.5%
	Neither agree / disagree	47	29.7%
	Agree	37	23.4%
	Strongly agree	40	25.3%
	Missing value	5	3.2%
The college staff are consistently polite.	Strongly disagree	34	21.5%
	Disagree	25	15.8%
	Neither agree / disagree	43	27.2%
	Agree	32	20.3%
	Strongly agree	19	12.0%
	Missing value	5	3.2%
The college staff are knowledgeable and able to answer students' questions.	Strongly disagree	21	13.3%
	Disagree	25	15.8%
	Neither agree / disagree	46	29.1%
	Agree	29	18.4%
	Strongly agree	32	20.3%
	Missing value	5	3.2%



Graph 4: Assurance servqual construct: Frequency and percentage graph

Figure 4 shows the ratings for service quality variables that represent the Assurance dimension of the SERVQUAL model. Rating 3 (Neither agree / disagree) on the Likert scale is the most common rating followed by rating 5 (Strongly agree).

Interpretation

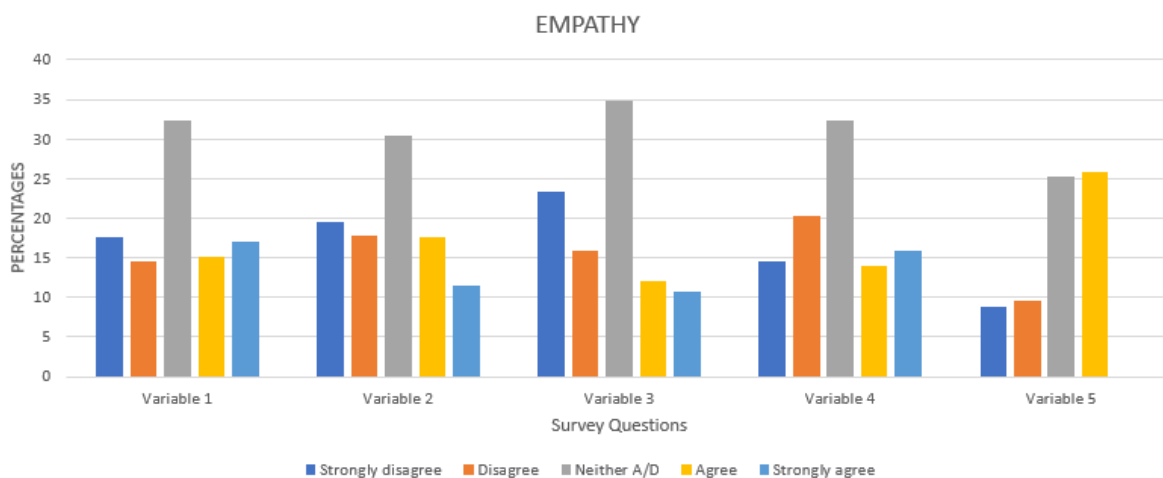
Majority of students neither agree nor disagree with the sentiments of the Assurance dimension of the SERVQUAL model with a rating of three on the Likert scale. However, their students who agree with the sentiments about assurance. With this dimension students are polarised, moving to opposite directions. Assurance speaks to trust, this which implies that students on the one side do not trust the institution and in the other side, they trust the institution. It speaks to credibility and highlights the importance of consistency in the delivery of your service as a brand to build and restore trust between the institution and the students. This shows that the students are not confident about the institutions and its capabilities. This is an area of concern and should be prioritised by the institution as it matters for the student.

4.2.5 Empathy

Table 6: Empathy: Frequency and Percentage

Variable	Likert-Scale 1-5	Count	Percentage
The college staff/ lecturers give students individual attention.	Strongly disagree	28	17.7%
	Disagree	23	14.6%
	Neither agree / disagree	51	32.3%
	Agree	24	15.2%
	Strongly agree	27	17.1%
	Missing value	5	3.2%

The college staff deals with students in a caring manner.	Strongly disagree	31	19.6%
	Disagree	28	17.75
	Neither agree / disagree	48	30.4%
	Agree	28	17.7%
	Strongly agree	18	11.4%
	Missing value	5	3.2%
The college staff understands the student's needs.	Strongly disagree	37	23.4%
	Disagree	25	15.8%
	Neither agree / disagree	55	34.8%
	Agree	19	12.0%
	Strongly agree	17	10.8%
	Missing value	5	3.2%
The college staff have the students' best interest at heart.	Strongly disagree	23	14.6%
	Disagree	32	20.3%
	Neither agree / disagree	51	32.3%
	Agree	22	13.9%
	Strongly agree	25	15.8%
	Missing value	5	3.2%
The college operates at convenient hours.	Strongly disagree	14	8.9%
	Disagree	15	9.5%
	Neither agree / disagree	40	25.3%
	Agree	41	25.9%
	Strongly agree	43	27.2%
	Missing value	5	3.2%



Graph 5: Empathy servqual construct: Frequency and percentage graph

Figure 5 shows the ratings for service quality variables that represent the Empathy dimension of the SERVQUAL model. Rating 3 (Neither agree / disagree) on the Likert scale is the most common rating followed by rating 1 (Strongly disagree).

Interpretation

Majority of students neither agree nor disagree with the sentiments of the Empathy dimension of the SERVQUAL model with a rating of three on the Likert scale. Other students are not in agreement with the sentiments with a rating of one which is strongly disagree. In this instance, students are polarised as they stand on each side of the fence. This indicates that the institution is perceived to lack empathy by the students which highlights a gap that they do not understand the students they are serving. Empathy is a human character trait, and you cannot touch or feel it but can only experience it. It is to an extent the essence of service quality in that service is an experience and to be of service is to understand your customer by putting yourself in their shoes.

4.3 Factor Analysis

Table 7: Total variance explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
	Total	% Of Variance	Cumulative %	Total	% Of Variance	Cumulative %	Total
1	10.504	47.744	47.744	10.504	47.744	47.744	9.213
2	1.344	6.111	53.855	1.344	6.111	53.855	7.654
3	1.293	5.876	59.732	1.293	5.876	59.732	5.075
4	0.927	4.215	63.947				
5	0.824	3.744	67.691				
6	0.775	3.521	71.212				
7	0.677	3.078	74.290				
8	0.631	2.870	77.160				
9	0.575	2.615	79.775				
10	0.528	2.399	82.174				
11	0.511	2.320	84.495				
12	0.501	2.279	86.774				
13	0.406	1.846	88.620				
14	0.365	1.660	90.280				
15	0.353	1.606	91.887				
16	0.336	1.529	93.416				

17	0.291	1.321	94.736				
18	0.288	1.310	96.047				
19	0.273	1.242	97.289				
20	0.224	1.020	98.309				
21	0.203	0.923	99.232				
22	0.169	0.768	100.000				

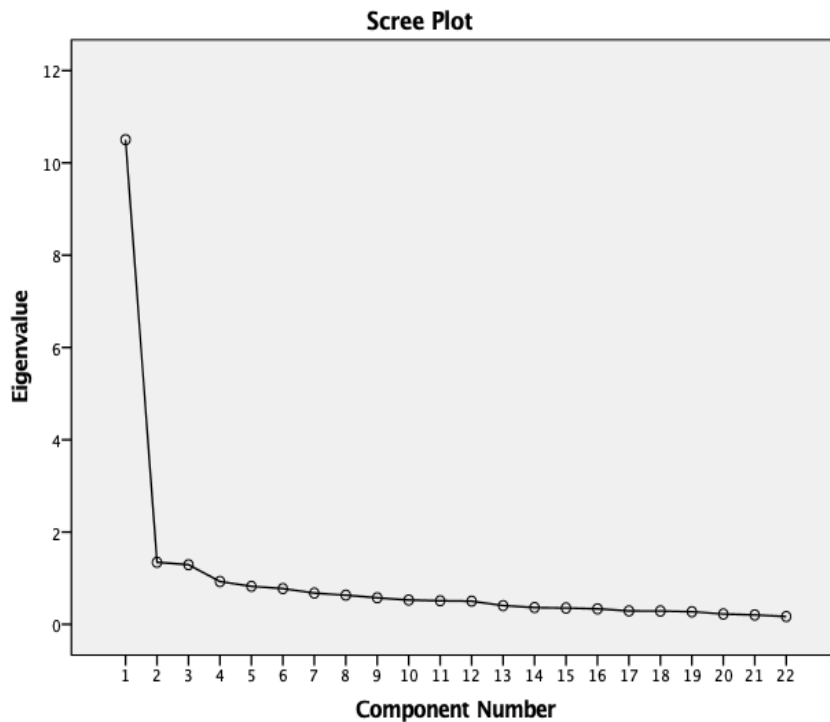


Figure 4: Scree Plot

Findings & interpretation

A principal components analysis (PCA) was run on a 22-question survey that measured the effect of service quality on repeat purchase intention on 158 participants. Inspection of the correlation matrix showed that all variables had at least one correlation coefficient greater than 0.3. The overall Kaiser-Meyer-Olkin (KMO) measure was 0.937 with individual KMO measures all greater than 0.7, classifications of “middling” to ‘meritorious’ according to Kaiser (1974). Bartlett’s test of sphericity was statistically significant ($p < .0005$), indicating that the data was likely factorizable.

PCA revealed three components that had eigenvalues greater than one and which explained 47.7%, 6.1% and 5.9% of the total variance, respectively. Visual inspection of the scree plot

indicated that three components should be retained (Cattell, 1966). This was further supported by the results of a Parallel Analysis, which showed only three components with eigenvalues exceeding the corresponding criterion for a randomly generated data matrix of the same size values in addition, a three-component solution met the interpretability criterion. As such, three components were retained.

The three-component solution explained 59.7% of the total variance. A Varimax orthogonal rotation was employed to aid interpretability. The interpretation of the data was consistent with the service quality the survey was designed to measure with strong loadings of service quality dimensions on component 1, empathy variables on Component 2, reliability variables and on Component 3 tangibles variables on Component 4.

Reliability

Case Processing Summary			
		N	%
Cases	Valid	153	96.8
	Excluded ^a	5	3.2
	Total	158	100.0
a. Listwise deletion based on all variables in the procedure.			
Reliability Statistics			
Cronbach's Alpha		N of Items	
0.946		22	

Figure 5: Reliability component

Findings & interpretation

Figure 7 shows the alpha coefficient for the survey. A survey was employed to measure different, underlying constructs. One construct, 'tangibles' consisted of four questions. The scale had a high level of internal consistency, as determined by a Cronbach's alpha of 0.946, this which suggests that all the variables in the survey are highly correlated.

However, alpha can also be influenced by the number of items in a survey whereby a higher number of items may result in a high alpha and a small number of items may result in a smaller alpha.

Sampling

KMO and Bartlett's Test			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			0.937
Bartlett's Test of Sphericity	Approx. Chi-Square		1971.350
	df		231
	Sig.		0.000

Figure 6: KMO and Bartlett's test

Findings & interpretation

Figure 8 shows the KMO and Bartlett's test. From our result we had a KMO value of .937. This indicates that the sampling is adequate and reasonable to conduct factor analysis.

The Bartlett's test of Sphericity shows a significant statistical test which suggests that the variables correlate.

Correlation Matrix

Table 8: Pattern Matrix

Variable	Component one	Component two	Component three
The college staff are consistently polite.	0.911		
The college staff are always willing to help students.	0.837		
The college staff deals with students in a caring manner.	0.833		
The college staff understands the student's needs.	0.728		
The college staff have the student's best interests at heart.	0.721		
The college staff are sincere and reassuring when resolving student problems.	0.703		
The college staff make students feel safe in their engagements with them.	0.656		

The college staff are trustworthy.	0.589		
The college are knowledgeable and able to answer students' questions.	0.549		
The college records are always accurate.		-0.793	
The college provides services at the promised time.		-0.777	
The college provides services as promised.		-0.761	
The college performs services right the first time.		-0.753	
The college keeps students informed about when services will be delivered.		-0.642	
The college provides prompt service to students.		-0.583	
The college equipment on campus is up to date with modern devices.			0.786
The college facilities are visually appealing.			0.773
The college operates at convenient hours.			0.528
Facilities provided at the college are consistently / on par with the industry			0.492

Findings & interpretation

Table 8 shows a reduction the number of variables that correlate with each other and can measure the same construct. From the initial 22 to 19 which can be grouped together to

measure one construct, whereby component one would form one construct, component two would form another construct and component three would form the last construct. The variables show a combination of strong to moderate correlation coefficient.

The SERVQUAL model consists of five dimensions / constructs being reliability, responsiveness, assurance, tangibles, empathy, and responsiveness. The variables have a correlation coefficient which range from moderate to extremely high and a combination both positive and negative. There are common themes within each component. Majority of variables in component one aligns with the assurance and empathy service quality constructs and the common theme is the human factor / human centrality of service. Variables in component two align with the reliability and responsiveness service quality construct and the common theme is trust. Variables in component three align with tangibles service quality construct and the common theme is aesthetics. Therefore, it could suggest that human centrality, trust, and aesthetics are key components of service quality.

However, a golden rule in statistics states that positive correlation does not necessarily imply a relationship. Therefore, the variables that make up the components may correlate but that does not automatically imply a relationship between the variables. So, for instance, the staff showing empathy and assurance does not automatically demonstrate a reliable service.

5. CONCLUSION

5.1 Validity, reliability measurement

Taking into consideration the audience being undergrad students, it was important that the questions asked were direct and easy to understand and interpret. English was used as the preferred language as it is a universal language and medium of instruction used in the South African education system and understood by the students. Despite the student population of IIE Rosebank College being predominantly African, translating questions to vernac would have compromised the survey in that certain words and concepts cannot be expressed or easily translated in English and not universally understood. The survey was distributed using the same online platform to maintain consistency of the survey. Considering that the survey was adapted from an existing survey further emphasis its reliability as it has been tested and proven to work.

5.2 Implication of findings

This research study sought to explore the effect of service quality on repeat purchase intention in the case of IIE Rosebank College Braamfontein. The results of this study suggest that four of the five dimensions of service quality, namely reliability, responsiveness, assurance, and empathy are factors that matter to the students and influence students' satisfaction with the service quality offered by the institution. These are the areas that should be of priority for the institution. The Tangibles dimension does not have a greater effect on students' satisfaction with the service quality however this is not to say that it does not matter. This affirms Grossberg's (2012: 19), definition of what qualifies as quality service, is service that is immediately responsive and satisfying. Therefore, there is a relationship between good service and customer satisfaction which is in alignment with the servqual model. The benefits of quality service, Sohail & Hasan (2020), states that it helps with attracting more customer while retaining existing customers.

There is no evidence of a relationship nor a correlation between service quality and repeat purchase intention. Though Semeena (2020), stated that there is a relationship between customer satisfaction and loyalty, implying that if a customer is satisfied with your product / service, they are likely to be loyal. Suciptawati et. Al (2019) supports this stance by stating that customer satisfaction increases retention and ultimately loyalty. Bezuidenhout et. Al

(2016), state that there is a relationship between satisfaction from first purchase to the repeat purchase. In this instance it could be suggested that if a student is satisfied with the institutions service, they are more likely to continue studying or return to study further with the institution. This study has not completely addressed the research question and effectively tested the hypothesis, therefore none of the Hypothesis can be approved.

5.3 Anticipated contribution of the study

This research study could contribute to the body of research more specifically the private higher learning sector. It could also contribute to the ongoing debate on the commercialisation of education. The purpose of this study was to establish whether service quality has an influence on repeat purchase intention. The study aims to contribute at both an academic and industry level. The research study will not solve the problem of service quality in the private higher learning sector but provides direction and insight for the sector in terms of what areas of service quality should be of priority and matters to the student population. In terms of the academic contribution, this research study can serve as a reference point for upcoming scholars who seek to further explore this topic while adding to the existing body of work done and contributed by other researchers. This study can support the argument that students as a stakeholder of an institution should also be viewed as a customer who has needs and wants as stated by other researchers. Private institutions unlike public institutions are not subsidized by the government, therefore tend to lean a bit more on business principles to operate their institutions.

For future studies to test the relationship between service quality and repeat purchase intention, I would recommend that there be an extension of questions in addition to the 22 SERVQUAL standard questions that directly address repeat purchase intention. This research study used a cross-sectional design due to the limitations of time, however I would recommend that a longitudinal study be conducted as service is a continuous activity. To gain a more comprehensive understanding of the student perceptions and expectations about service quality, running a research study continuously at different cycles of the education business cycle can provide a more accurate insights on student's perceptions about the institutions service quality.

5.4 Ethical considerations

The key ethical considerations that were outlined were: voluntary participation, informed consent, anonymity, and potential for harm. The education sector is comprised of many rules

and regulations which are intended to protect the students and the reputation of the institution. It was important to assure the participants that this survey is not mandatory to minimise student skepticism and allowing freedom of expression. Participants were informed that the survey would be online and distributed via a link with the survey starting off with requesting their consent. This was reinforced by the anonymity of the survey whereby no participant could be identified, thus ensuing more honest responses. It this also eliminated the need to incentivise the participants reducing any form of bias. I believe what further aided the success of the study was that the researcher was transparent in their communication with the participants ensuring them that this is an independent survey with no connection to the institutions leadership as students are often required to complete evaluation surveys from time to time and at times reluctant to do so to avoid potential victimisation.

The study was a success in terms of the collection of data (technical side) however upon reviewing the findings and evaluating the survey questions, there was an opportunity to include additional questions that probed the student's consumer behaviour in terms of their perceptions of the monetary value of education. This would have addressed and provided insight on the dependent variable of the survey being repeat purchase intention more effectively. A key learning was that in research it is not about how many questions you ask but rather are you asking the right questions and how you ask those questions. The more direct the question, the more accurate the responses as appose to opened-ended questions that can either lead the participant on in a certain direction as desired by the researcher. It is important to approach research with the mindset that you know nothing as appose to pre-conceived ideas and assumptions as that influences the type of questions the researcher asks heightening the level of bias.

5.5 Limitations

The key limitations for this study for the researcher include impact, survey completion rate, time constraints and scope of discussion. The survey was focused on IIE Rosebank College students as a sample of the higher private learning sector as due to time and budget constraints, it was impractical to expand to private higher learning institutions as a sector. On the other hand, if participants did not complete the survey, there would have been no opportunity to expand to the broader private higher learning sector. There are instances where a participant skipped a question which slightly distorted the survey completion count as a response cannot be invented, more so that the researcher could not monitor the

completion of the survey by participants as this was an online survey. The time that was allocated to conduct the survey clashed with the academic calendar as students were on a semester break and as a result the researcher, postponed the data collection to a week later when students were back on campus as they would be more engaged and easily accessible for the researcher. The researcher is a novice researcher with no prior experience to research which was acceptable for the purpose of this study however the study lacks some depth that could be delivered by a seasoned researcher. The research study is limited to the researcher's competence at the time.

5.6 Final remarks

All the service quality dimensions are necessary, and it is more about the prioritisation of the dimensions that negatively affect the students as appose to only focusing on some. The Dimensions of the SERVQUAL model are intended to work as a collective and not in isolation to achieve quality service. This current study would provide IIE Rosebank College management with some insights on student perceptions about service quality and outline key areas of focus for the brand, creating customer service strategies that are strategic and measurable. Bhasin (2021), supports this sentiment by stating that this model helps to bridge the gap between customer perceptions and expectations by addressing key gaps namely knowledge, standards, delivery, communication, and satisfaction.

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Annexure X – Vega ethics checklist



Vega Ethics checklist: RESE8419/p/w

Student Details												
Title	Prof	☐	Dr	☐	Ms	☒	Mrs	☐	Mr	☐	Mx	☐
First name(s)	Patience											
Last name(s)	Molepo											
Title of study	Exploring the effect of service quality on repeat purchase intention											
Qualification	Bachelor of Commerce (Honours) in Strategic Brand Management											

Supervisor Details												
Title	Prof	☐	Dr	☐	Ms	☐	Mrs	☐	Mr	☐	Mx	☐
First and last names	Dr Cerneels Coetzee											

Co-supervisor Details (if applicable)												
Title	Prof	☐	Dr	☐	Ms	☐	Mrs	☐	Mr	☐	Mx	☐
First and last names	N/A											

Explaining your research process						
Philosophical paradigm	Positivism	☒	Interpretivism	☐	Constructivism	☐
	Realism	☐	Objectivism	☐	Pragmatism	☐
	Functionalism	☐	Subjectivism	☐	Humanist	☐
	Other:					
Research design:	Interview	☐	Questionnaire (self administered)	☒	Focus group	☐
	Ethnography/ Observation	☐	Artefact analysis/website/ social media analysis	☐	Action Research	☐
	Case Study	☐	Design Research (Practice based)	☐		☐
	Other (if so, state)	☐	Click or tap here to enter text.			
Brief explanation of the population and number of participants/items	e.g. 10 male adults/or a specific site such as a mall/or 10 book covers					
Target group sampling methods/artefact (No under 18's or vulnerable groups allowed)	Purposive	☐	Random	☒	Snowball	☐
	Convenient	☐	Stratified	☒	Census	☐
	Explain selection process	Click or tap here to enter text.				

Ethics		
Documentation submitted with proposal	Gatekeeper's letter (institutional consent)	☒
	Completed Annexure E if you conduct research on IIE sites/students/staff	☒
	Instrument(s) (interview schedule or questionnaire)	☒
	Participant or respondent consent form	☒
	Audio-visual consent form (if applicable)	☐

Campus ethics committee recommendation	
Proposal has been reviewed by the supervisor and necessary ethics considerations have been included.	
☐	Accepted as is and provide letter
☐	Accepted with provisions: Nature of provision: e.g. Instrument is not sufficient / included and need to be signed off by the supervisor
☐	Major issues: Student should not continue with fieldwork. Actions to be taken: Click or tap here to enter text.
Supervisor signature	
Click or tap to enter a date.	
Co-supervisor/Campus ethics panel member signature	
Click or tap to enter a date.	

Annexure A - Data collection instrument

To whom it may concern,

I, Patience Molepo am a student at IIE-Vega (a brand of the Independent Institute of Education). I am currently conducting research for my Bachelor of Commerce in Strategic Brand Management (Honours) in which I am investigating the effect of Service Quality on repeat purchase intention, whereby I aim to gather student perceptions on service quality and evaluate whether it influences repeat purchase intention.

- Your inclusion in this study is completely voluntary.
- If you do not wish to participate in this study, you have every right not to do so.
- Even if you agree to participate in this study, you may withdraw at any time without having to provide an explanation for your decision.
- Your participation will be anonymous.

The study has been approved by my supervisor and the IIE-campus ethics committee. I can be contacted at: [REDACTED] if you have any questions or concerns.

I hereby acknowledge and give my full consent to the participation to this study as stipulated above.

(Single choice).



YES

The effect of service quality on repeat purchase intention

SECTION A - DEMOGRAPHICS

1. How old are you?
2. Where are you located? / Where do you live?
3. If applicable, what gender do you identify as?
4. What qualification are you currently completing
5. What faculty does your qualification fall under?

SECTION B – SERVICE QUALITY

Five dimensions of SERQUAL MODEL	Survey questions	Level of agreement On a scale of 1-5 where one is strongly disagree and 5 is strongly agree, how would you rate the importance of each of the following statements that will influence your decision to study for other qualifications with IIE Rosebank College				
		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
TANGIBLES	The college equipment on campus is up to date with					

	modern devices.					
	The college facilities are visually appealing.					
	The college employees present themselves in a professional manner and are well-dressed					
	Facilities provided at the college are consistent/on par with the industry					
RELIABILITY	The college provides services as promised.					
	The college staff are sincere and reassuring when resolving student problems.					
	The college performs services right the first time.					
	The college provides services at the promised time.					
	The college records are always accurate.					
RESPONSIVENESS	The college keeps students informed about when services will be delivered.					
	The college provides prompt service to students					
	The college staff are always willing to help students.					
	The college staff are always ready to respond to students' request.					
ASSURANCE	The college staff are trustworthy					
	The college staff make students feel safe in their engagements with them.					
	The college staff are consistently polite					
	The college staff are knowledgeable and able to answer students' questions.					
EMPATHY	The college staff/ lecturers give students individual attention					
	The college staff deals with students in a caring manner.					
	The college staff understands the student's needs.					

	The college staff have the students' best interests at heart.					
	The college operates at convenient hours.					

Adapted from: (HAMID and YIP, 2019)

Annexure B – Disclaimer for self-administered questionnaire

To whom it may concern,

I, Patience Molepo am a student at IIE-Vega (a brand of the Independent Institute of Education). I am currently conducting research for my Bachelor of Commerce in Strategic Brand Management] in which I am investigating the effect of Service Quality on repeat purchase intention, whereby I aim to gather student perceptions on service quality and evaluate whether it influences repeat purchase intention.

- Your inclusion in this study is completely voluntary.
- If you do not wish to participate in this study, you have every right not to do so.
- Even if you agree to participate in this study, you may withdraw at any time without having to provide an explanation for your decision.
- Your participation will be anonymous.

The study has been approved by my supervisor and the IIE-campus ethics committee. I can be contacted at: [REDACTED] if you have any questions or concerns.

I hereby acknowledge and give my full consent to the participation to this study as stipulated above.

(Single choice).



YES

Annexure Z – Ethics letter approval



Date: 18/6/2022

Student name: Patience Molepo

Student number: [REDACTED]

Campus: Vega School (online)

Re: Approval of RESE8419/RMET8429 Proposal and Ethics Clearance

HONOURS/PGDip ETHICAL CLEARANCE LETTER

Your research proposal and the ethical implications of your proposed research topic were reviewed by your supervisor and the campus research panel, a subcommittee of The Independent Institute of Education's Research and Postgraduate Studies Committee.

Your research proposal posed no significant ethical concerns and your supporting documents and instruments are in order to proceed. We hereby provide you with permission to proceed with your research.

In the event of you deciding to change your research methodology in any way, kindly consult your supervisor to ensure all ethical considerations are adhered to and pose no risk to any participant or party involved. A revised ethical clearance letter will be issued.

We wish you all the best with your research!

GENERAL CONDITIONS TO BE FULFILLED IN RELATION TO RESEARCH

Permission is granted to proceed with the above study subject to the conditions listed below being met and may be withdrawn should any of these conditions be flouted.

Please note: The panel has not considered the merits, accuracy or ethical soundness of the research. The only merits examined are the use of The IIE as a sample.

Permission is granted subject to the following conditions:

1. The researcher(s) will need to obtain informed consent in writing from all of the participants in his/ her sample if the study is not anonymous.
2. The researcher(s) may only use the data collected for research purposes and in no other way.
3. Photographs of human subjects may only be taken if relevant to the research, informed consent was obtained, and even with informed consent, the photographs may not be published on any online platforms.
4. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
5. No names or identifying information of participants may be used within the research and the research must be voluntary.
6. Please make it clear that the information will not be used punitively in any way and participants may in no way be counselled/advised based on this.

Supervisor name: Dr Cemeels Coetzee

Signature:

Campus Postgraduate Coordinator (CPC) name: Dr Tish Taylor

Signature: [REDACTED]

Annexure Y – Gatekeepers letter / request to conduct research

Dear

I am writing to ask your permission to conduct research at your **IIE Rosebank College Braamfontein Campus**.

My name is Patience Molepo, a postgraduate student at the Vega, a brand of the Independent Institute of Education (IIE). The research I wish to conduct for my Postgraduate Bachelor in Commerce in Strategic Brand Management.

The aim of this study is to investigate the effect of service quality on repeat purchase intention through students' perceptions of service quality. The project consists of a research proposal, survey, and all required ethics documents. The nature of your firm's participation will be IIE Rosebank College Full-Time students at the Braamfontein campus. A self-administered Online survey which will be shared via WhatsApp by the Campus CLC members and students on behalf of the researcher. The survey would take no longer than 10 minutes to complete to be completed on campus where students will be approached as there is constant internet connection. The data will be collected via an online Google form protected with a password which only the researcher has access to. All participants will be anonymous and not identifiable by the researcher. The data will only be used for the purpose of gathering data and extracting findings and will not be used for any other purpose to adhere to the POPIA Act.

Yours sincerely

Student: Patience Molepo signature

Supervisor: Dr Cerneels Coetzee and signature

My contact details are as follows:

Patience Molepo

[Redacted contact details for Patience Molepo]

The contact details of my supervisor/navigator/lecturer are as follows:

Cerneels Coetzee

[Redacted contact details for Cerneels Coetzee]

Annexure E (b) – Research consent form



ANNEXURE E (b) – RESEARCH CONSENT FORM (IIE007)

The research consent form is to be completed by applicants who are conducting research for the **purpose of studying** towards a degree at either The IIE or another higher education institution. This form is to be completed by candidates who either already obtained **ethics clearance** from the registered institution or requires a **gatekeeper's letter** from The IIE for ethical clearance approval to consent on the use of The IIE students, staff sites or artefacts for the specific research project. The IIE subscribes to the Belmont Report as guideline for ethical research practice. The Belmont report highlights the following three principles *respect for persons*, *beneficence*, and *justice* as critical when considering ethical clearance or consent. Carefully consider your request from an ethics perspective before you submit. The IIE's Ethics Committee has the right to withhold any research that is not in alignment with the institutional policies and best practices of ethical research.

1. Candidates that are not affiliated to The IIE.

Applicants are required to submit the following documentation:

- Annexure E (b) – Research Consent Form (IIE007)
- Proposal of the study that served at the registered institutions ethics committee.
- Data collection instrument (for example: questionnaire, or interview Schedule).
- Copy of the consent form to be shared with participants.
- The ethics clearance certificate from the institution where you are registered for your studies. Should the institutions ethics committee require a gatekeepers letter from The IIE as part of the ethics application at the registered institution it should be noted as such on the below application.

Submit all documents to research@iie.ac.za

2. Candidates affiliated to The IIE.

Applicants are required to submit the following documentation:

- Annexure E (b) – Research Consent Form (IIE007)
- Proposal of the study that served at the registered institutions ethics committee.
- Data collection instrument (for example: questionnaire, or interview Schedule).
- Copy of the consent form to be shared with participants.
- The ethics clearance certificate from the institution where you are registered for your studies. Should the institutions ethics committee require a gatekeepers letter from The IIE as part of the ethics application at the registered institution it should be noted as such on the below application.

if you are a staff member of The IIE, kindly share your documentation with the respective brand research manager.

The purpose of this request for research consent is to obtain:	
Gatekeeper's Letter	Yes
Research Consent	Yes

About the researcher														
Title	Prof		Dr		Ms	Y	Mrs		Mr					
First name(s)		Patience												
Last name		Molepo												
Student number		[REDACTED]												
SA ID number		9	0	0	8	2	5	0	0	7	2	0	8	3
Passport number (if applicable)														
Home address							Postal address							
1010a Bona Street, Naledi KWA-Xuma							Tick if same as home address ☐ Yes Click or tap here to enter text.							
Code:		1868					Code:		[REDACTED]					
Telephone number		N/A					Cell phone number		[REDACTED]					
Email		[REDACTED]												

About the researcher's affiliations													
Institutional affiliation													
Institution enrolled at		IIE Vega Online											
Qualification name		Bachelor of Commerce (Honours) in Strategic Brand Management											
Discipline of study		Brand Management											
About the supervisor or promoter													
Lead or Main Supervisor/ Promoter													
Title	Prof		Dr		Ms		Mrs		Mr				
First and last names		Cerneels Coetzee											
Email address		[REDACTED]											
Co-supervisor / promoter													
Title	Prof		Dr		Ms		Mrs		Mr				
First and last names		N/A											
Email address		N/A											

About the methodology			
Indicate by ticking the appropriate block and answering the relevant sections.			
Questionnaire	Interviews	Observations	
Existing ☐ Yes	Structured ☐	Number of observations ☐	
Own ☐	Semi-structured ☐	Note what will be observed	
Open-ended ☐	Number of interviews ☐		
Number of respondents ☐	Focus group or workshop ☐		
The questionnaire / survey consists of two sections. Section A focused on demographics and Section B is adapted from the standard SERVQUAL 22 questionnaire testing the dimensions of Service Quality using a Linkert Scale.	Participants per focus group ☐		
	Number of focus groups ☐		
	Briefly expand on the interview, workshop, or focus group questions.		
List of the student or staff groups, sites or artefacts under study	IIE Rosebank College Students (Braamfontein Campus) IIE Rosebank College CLC Members (Braamfontein Campus) Faculty heads (If and when necessary)		

Average time participants or respondents will be involved in research activities	No more than 10 minutes
--	-------------------------

About the ethics considerations for the research						
Aspects considered for ethics consideration.	Informed consent	Yes	Anonymity	Yes	Confidentiality	Yes
	Committed to give feedback on the study	Yes	Voluntary participation	Yes	Vulnerable group involved	
	Elaborate on vulnerable groups		Other (specify):			
Additional Documentation to be submitted for Consent to be considered.	Research Proposal					Yes
	Ethics clearance certificate or letter from institution who approved the research/ study or request for a gatekeeper's letter to be supplied for ethical clearance process by registered institution.					Yes
	Data collection Instrument(s): interview schedule or questionnaire					Yes
	Participant or respondent consent form that includes information sheet for participants or respondents					Yes
	Audio-visual consent form (if applicable):					
Proposed submission date of the Ethics Clearance Certificate to The IIE.	Completion of the below fields is only required for candidates who requires a gatekeeper's letter as part of the institutional research ethics application process.					

Conditions for conducting research on or about students, staff, sites or artefacts of The Independent Institute of Education	
1.	A copy of the final paper must be submitted electronically to The IIE's Dean for Research and Postgraduate Studies at research@iie.ac.za as well as the Brand Research Manager no later than 30 days post finalisation.
2.	The researcher(s) is not permitted to either refer to The IIE or any of its educational brands or to the name, logo, brand or any other identifiers of The IIE or any of its educational brands in any way, including, but not limited to, in questionnaires, surveys, interviews, proposal or research reports/articles. The IIE or educational brand in question must be referred to in a generic manner, for example, 'A private higher education institution/provider'.
3.	The researcher(s) will need to obtain informed consent in writing from all of the participants in the sample if the study is not anonymous.
4.	If the Learning Management System (LMS) of The IIE is used, the researcher(s) is not permitted to refer to it by name. Learn needs to be referred to in a generic manner, for example "the Learning Management System of a private higher education institution/provider."
5.	A copy of this letter must be forwarded to the relevant person(s) at the brand or The IIE that would be involved in the study.
6.	Research must be conducted in such a way that the normal programme and operations of the site/ offices is not interrupted.
7.	The campus head of a site must be consulted about an appropriate time when the researcher(s) may carry out the research at the site.
8.	The researcher(s) may only use this data for these research purposes and in no other way.
9.	Should the researcher(s) wish to publish this research or in any way make the results public, for example by publishing the results on a social media platform, this IIE's Ethics Committee will need to approve a request to this end first.
10.	No names or identifying information of participants may be used within the research and the research must be voluntary.

11.	Photographs of human subjects may only be taken if relevant to the research and informed consent from the participants or respondents was obtained, and, even with informed consent, the photographs may not be published.
12.	The researcher is responsible for supplying and utilising their own research resources, such as stationery, photocopies, transport, and telephones and should not depend on the goodwill of the institutions or the offices visited for supplying such resources.
13.	If any of The IIE reports or policies are used as part of the research, all identifying information needs to be removed.
14.	Please make it clear that the information will not be used punitively in any way and participants may in no way be counselled or advised based on this.
15.	The reference number of the permission letter, if permission is granted, must appear, in one format or another, on all research documentation distributed amongst IIE staff or students.

Declaration by the researcher (student)	
1. I declare that all statements made by myself in this application are true and accurate; and 2. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.	
PATIENCE	20 June 2022
Signature of the researcher (student)	Date

Declaration by the supervisor/promoter	
I declare that	
1. the above student is enrolled at the institution to which the undersigned is attached; 2. and that the research proposal and or study has been approved by the Ethics Committee of the institution at which the student is registered; or request a gatekeepers letter as part of the institution's Research Ethics Clearance application process. 3. and that the questionnaires/structured interviews/tests meet the criteria of: • Educational accountability; • Proper research design; • Sensitivity towards participants; • Correct content and terminology; • Acceptable grammar; and • Absence of non-essential/superfluous items.	
Signature of the supervisor/promoter	Date

Annexure F – Research ethical clearance



Ethics Clearance Number: R. 00053 (REC)

Enquiries: research@iie.ac.za

17 July 2022



Research Ethical Clearance.

Hereby the Dean: Research and Postgraduate Studies approves the research activity

Initials and surname:	P Molepo
Institution:	IIE Vega
Title of study/paper:	The effect of service quality on repeat purchase intention

Dear Patience Molepo,



The IIE Ethics Committee considered your request and have granted ethical clearance to the proposed research study in accordance with The IIE ethics clearance related policies, conditions and practices.



The IIE Ethics Committee decision is to:

☒	Grant approval and clearance to the proposed research subject to standard conditions listed.
☐	Grant provisional approval and clearance to the proposed research.
☐	Recommend revision and resubmission of all the documents for the research ethics clearance.

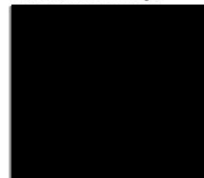
This approval and clearance are based on the condition that:

1. The candidate must reapply for ethics clearance, in the case of major changes to the submitted research proposal;
2. It is the duty and responsibility of the student/researcher to reapply in the case of major changes;
3. The student/researcher undertake to keep a record of all ethics related forms and documentation in a safe environment and avail these on demand.



All the best with your research.

Yours sincerely,



Dr WH Engelbrecht
Dean: Research and Postgraduate Studies
The Independent Institute of Education



ADvTECH House: Inanda Greens, 54 Wierda Rd West, Wierda Valley 2196
P.O. Box 2369, Randburg 2125
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ANNEXURE G: FINAL RESEARCH REPORT SUMMARY DOCUMENT

TITLE: *Exploring the effect of service quality on repeat purchase intention*

Research Purpose/ Objective	Primary Research Question	Research Rationale	Seminal Authors/ Sources	Lit Review – Conceptual Framework	Paradigm	Approach	Data Collection Method(s)	Ethics	Key Findings	Recommendations
<i>What did you want to achieve?</i> Why? To gain a better understanding of service quality and its influence on repeat purchase intention. What? The purpose of this proposed research is to explore the effect of service quality on repeat purchase intention in the case of IIE Rosebank College.	<i>What is the main question you wanted to answer?</i> Does service quality influence repeat purchase intention in private higher learning education?	<i>Why is this study important?</i> Customer Service has become an area of concern for business across industries. This study is important as private higher learning institutions can gain some insights on what matters for students when it comes to customer service, which institutions need to prioritise.	<i>Who are the seminal authors on the topic?</i> V. Zeithaml; L. Berry; A. Parasuraman; Kotler; G. Armstrong; I. Ajzen	Theme 1: Service Quality Theme 2: Customer Satisfaction Theme 3: Market Orientation Theme 4: Purchase Intention	Positivism: This research study will take on a positivist paradigm from an epistemological position and quantitative methodology will be employed. To understand the influence of service quality on repeat purchase intention, is to understand the cause-and-effect relationship between the two variables to predict and control the outcomes, which is a function of positivist paradigm.	Quantitative Population Population Parameters <i>Who/What was your population? What are the characteristics of your population?</i> All registered full-time students at the IIE Rosebank College at the Braamfontein campus, who reside in Johannesburg and are aged between 18-24.	<i>What tools/ instruments or methods did you use to collect your data?</i> Online Survey – Questionnaire using Google Forms	<i>What type of ethical challenges did you face in conducting the research? How did you address these?</i> Challenges: Voluntary participation, informed consent, anonymity, and potential harm. Solution: A disclaimer was embedded as part of the online survey informing what the research study is about and assuring the participants that the survey is anonymous, their participation is voluntary, no personal data will be collected. The data outcomes will only be used for the purpose of the postgraduate research study,	<i>What were your key findings?</i> - Four of the five service quality variables were of high priority to students. - All service quality variables are relevant however differ in terms of prioritisation based on the industry. - There is a positive relationship between service quality and loyalty. - There are no correlations between service quality and repeat purchase intention.	<i>What are your main recommendations based on your analysis and interpretation of your findings?</i> I would recommend that this study be conducted As a longitudinal research study design to get better insight on students' perception of service quality based on the different business cycles within the education sector. - Direct questions relating to repeat purchase intention be included as part of the survey to address the variable of repeat purchase intention.
Research Problem	Secondary Questions/ Hypotheses/ Objectives	Key Concepts	Key Theories			Sampling	Data Analysis Method(s)	Limitations	Key Contribution	
<i>What is the problem that you wanted to solve?</i> How does service quality influence repeat purchase intention in a private higher learning institution?	<i>What were the smaller objectives you used to solve the problem?</i> The key objectives required to address the research problem is based on the updated SERVQUAL Framework: H1 - Reliability has a positive influence on repeat purchase intention. H2 - Assurance has a positive influence on repeat purchase intention. H3 - Tangibles has a positive influence on repeat purchase intention. H4 - Empathy has a positive influence on repeat purchase intention. H5 - Responsiveness has a positive influence on repeat purchase intention	<i>What are the key concepts that you needed to conceptualise?</i> (a) Service Quality (b) Consumer Satisfaction (c) Consumer Behaviour (d) Brand Loyalty	<i>What theory or theories informed the study?</i> (a) Service Quality (SERVQUAL Framework) (b) Consumer Buyer Behaviour		Positivism operates on the premise that you can only predict and control what you understand, therefore if we are able to predict something, we can act on it.	Method: Probability Sampling technique Stratified and random Size: 158 participants	Unit of Analysis Individuals (Students) – Their interpretations of service quality and correlations between the variables of service quality. Data Analysis Method(s) <i>What method(s) did you use to analyse your collected data?</i> A combination of mathematical and statistical technique. – google forms, Microsoft excel statistics, SPSS.	<i>What are the limitations that could influence the validity/ trustworthiness of your study? What other limitations possibly influenced your study?</i> Key limitations survey completion, time constraints, scope of discussion & budget. The researcher had no control over who does & doesn't complete the survey and the survey was to be conducted at one specific allocated time with no budget allocation.	<i>What is the key contribution you think your study will make to the body of knowledge?</i> This research will provide IIE Rosebank College (Braamfontein Campus) and private higher learning institutions at large with insights on the key service quality variables that matter for students. It will broaden the researchers' knowledge on the topic as well as the discipline of research. This research study may also benefit future researchers and academics while contributing to academia archive.	

