

Customers' expectation and perceptions of Technical and Vocational Education and Training Colleges in KwaZulu-Natal.

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Abstract

Technical and Vocational Education and Training is recognized as a main driving force for the socio-economic growth and technological development of the countries. In achieving the goals and objectives of public Technical Vocational Education and Training in South Africa of become the colleges of first choice, there are gaps between customer expectations and customer perceptions that need to be closed. The paper aims to identify the gaps between customers' expectation and customers' perception of public Technical and Vocational Education and Training colleges: Case of KwaZulu-Natal in South Africa. An evaluation study using questionnaire survey was employed to measure both students' and public Technical and Vocational Education and Training personnel

expectations and perception gaps. The objectives include identifying various factors contributing to the customer expectations and contributing to the customer perception; to Examine to what extent on these factors influencing expectations and perceptions and Suggestions to the solution.

The instrument used to collect data via a survey of Technical and Vocational Education and Training customers was adaptation of the SERVQUAL questionnaire. A total of 214 respondents were survey, using a mix of systematic and quota sampling, with data being collected on Technical and Vocational Education and Training Colleges campuses. Data were analyzed using descriptive statistical techniques.

Keywords: Service Quality, Customers Perceptions, Customer Expectations, Technical Vocational Education and Training, SERVQUAL, GAP, South Africa

Introduction

In South Africa, Public Technical and Vocational Education and Training colleges were established and operated under the authority of the continuing education Act 16 of 2006 and resort under the department of higher education and training. However, in terms of the Further Education and Training Colleges Amendment Act (No. 3 of 2012), these colleges become a national competence and the responsibility of the Department of Higher Education and Training, and there were given the mandate to equip the South African society with the relevant and responsive skills to those needed by local business and industries, especially in the intermediate phase, such as, artisan and other

vocational skills (Dlamini, 2014: 10). According to Shirley, Chijioke and Chukwumaijem (2015: 25) Technical and Vocational Education and Training thus equips people not only with technical and vocational skills, but with a broad range of knowledge, skills and attitudes that now recognized as indispensable for meaningful participation in work and life.

The quality of service provided by public Technical and Vocational Education and Training is fundamental to a country's development because it prepare competent human capital who will work for the future (Mohd, Mohd and Ruhizan, 2012: 272). On the other hand, quality

of service provided by these institutions can be influenced by certain factors. In the hopes of better understanding on how a public Technical and Vocational Education and Training colleges can improve its overall service quality, the service quality process can be examined in terms of gaps between expectations and perceptions on the part of management, employees, and customers.

Ultimately, for context of this study, public Technical and Vocational Education and Training they should close the service gap, or at least narrow it as much as possible. However, remember that service quality focuses on the customer's collective satisfaction toward public Technical Vocational Education and Training, which is collected by the consumer from several successful or unsuccessful service experiences.

Literature review

1.1 Technical and Vocational Education and Training in South Africa

In South Africa, Technical and Vocational Education and Training sub-system consist of 50 multi-campus public colleges, with over 260 campuses. These public Technical and Vocational Education and Training colleges were established and operated under the authority of the continuing education Act 16 of 2006 and resort under the department of higher education and training. However, in terms of the Further Education and Training Colleges Amendment Act (No. 3 of 2012), these colleges become a national competence and the responsibility of the Department of Higher Education and Training. This was a significant development. Technical and Vocational Education and Training colleges were given the mandate to equip the South African society with the relevant and responsive skills to those needed by local business and industries, especially in the intermediate phase,

such as, artisan and other vocational skills (Dlamini, 2014: 10). Furthermore, Afeti cited in Shirley, Chijioke and Chukwumaijen (2015: 25) stated that Technical and Vocational Education and Training hold the key to training the skilled workforce needed for the changing technological workforces. In fact, an overall improvement in vocational skills for employability and citizenship can only be realized if there is an improvement in quality, effectiveness and relevance of teaching (Bünning and Zhao, 17 :2006). This can be improved only if the Technical and Vocational Education and Training hire a qualified Lecturers. If the workers (including Lecturers, support staff) lacks skills that are valued in global and local economies face limited job opportunities and income growth (Dlamini, 2014: 10).

1.2 Customer expectations

Zeithaml and Bitner (1996: 76), and Boshoff and du Plessis (2009: 40) defined customer expectations as beliefs about service delivery that function as standards against which performance is judged by customers. Whereas, Zeithaml, Bitner, Grender, and Dwayne, (2008: 81) pointed out that customer expectations are viewpoints about service superiority, serving as principles against which performance of the organisations is judged by their customers. This will also useful to public Technical and Vocational Education and Training colleges customers.

It is very imperative for public Technical and Vocational Education and Training colleges also to note that, customers do not have same desires regarding their model quality level and they differ in the extent on which they tolerate a certain lack of quality. Market-oriented service provider (including public Technical and Vocational Education and Training College), however, endeavours to meet the individual expectations of their customers (Boshoff 2014: 41).

An additional challenge is that if customers have experience excellent quality that exceeded their expectations by far (referred to as delighting the customer), they may raise their expectations to new (possibly unsustainable) levels. Customer expectation can be influenced by factors such as word-of-mouth, communication, experience and

Technical and Vocational Education and Training colleges' charges. Meeting customer expectations (which are students) and satisfying their needs are important elements in the public Technical and Vocational Education and Training college effort to retain its customers and gain a competitive advantage over their competitors.

1.3 Customer perceptions

Many Academics, Researchers, as well as Scholars conducted research on customer perception concept, those includes Schiffman and Kanuk (2000: 122); Strydom, Jooste and Cant (2000: 84); Sheth and Mittal (2004: 129); Cant, Brink and Brijball 2002: 115); Hult, Pride and Ferrell, (2010: 165); and Joubert 2011: 56), defined perception as a process of selecting, organizing, and interpreting information inputs to produce meaning and coherent picture of the world. Whereas, Blythe (2013: 103) defines perception as a process of converting sensory input into an understanding on how the world works. Customers' perception regarding service quality depends upon the gap that exists between what the customers expect and what they receive in the service (Parauraman cited in Khare, 2011: 201). It becomes imperative for public Technical and Vocational Education and Training colleges in KwaZulu-Natal to understand the expectation levels of the customers, and

design service delivery according to their expectations. Delivering a service according to customer expectations and superior quality of service enhances the competitive advantage of public Technical and Vocational Education and Training colleges with other private Technical and Vocational Education and Training colleges and help in retaining customers.

Finally, perception becomes an influential factor when comparing customers' satisfaction with the service that is provided to them Khare, 2011: 201. In the context of this, a possible example could be students at a public Technical and Vocational Education and Training college developing a negative perception of service quality when services rendered by the institution fall below their expectations, thereby creating dissatisfaction. This paper focus more on the employees and students' perceptions of service quality.

2. Research methodology

Questionnaire survey was employed to identify customer expectations and customer perception of Technical and Vocational Education and Training colleges: Case KwaZulu-Natal, South Africa, with specific emphasis on factors contributing to the customer expectations and contributing to the customer perception; to

Examines to what extent on these factors influencing expectations and perceptions and Suggestions to the solution. This exploratory research employed a cross-sectional, descriptive survey to college quantitative data to measure the two constructs in a Technical and Vocational Education and Training environment.

2.1 Sampling

A mix of quota and systematic sampling was used in order to achieve a degree of representativeness. The characteristics required in the sample (students, employees, campus and an equal spread by gender) were ensured by

sampling respondents from undergraduates on public Technical and Vocational Education and Training campuses until adequate representation of each category was achieved.

Public Technical and Vocational Education and Training College	Sample size per campus
Public TVET College Campus A	43
Public TVET College Campus B	43
Public TVET College Campus C	43
Public TVET College Campus D	43
Public TVET College Campus E	42
TOTALS	214

2.2 Data collection

A questionnaire was developed from the standard SERVQUAL questionnaire, adapted from the literature to also cater customer expectation and perception measures. The questionnaire started with a brief introduction, with a letter of informed consent. Thereafter, the questionnaire consisted of two sections, covering 'expectations and 'perception'. Prior to data collection, ethics approval was sought and

granted by the Durban University of Technology Institutional Research Ethics Committee. Data were collected on five public Technical and Vocational Education and Training campuses (**see table 1**) by interviewers, trained and supervised by the researchers, who questioned the respondents and collected their responses via face-to-face interceptions.

2.3 Data analysis

The collected data were analysed with the Statistical Package for social science (SPSS) version 17.0 for Windows. A descriptive analysis of the expectations and perceptions was done as per the standard SERVQUAL approach, as well as

descriptive analyses of the demographic data. The reliability of the scales was measured using Cronbach's coefficient alpha, with a reliability coefficient of 0.7 or higher being considered acceptable (SAS class notes,2007).

3. Results

3.1 Samples profile

The profile of the achieved samples is presented in following table:

Below table shows the distribution of respondent by gender, type of high school respondent attended before joining public Technical and Vocational Education and Training college, level of highest qualification, and years the respondents spend at public Technical Vocational and Training. The total respondents are 214 (which are 63 of them are Technical and

Vocational Education and Training personnel and 151 which are students). Majority of the respondents for both Technical and Vocational Education and Training personnel and student are females with 56% and 44% for Males.

Gender			Level of highest qualification		
	n	%		n	%
Female	120	56%	Higher Certificate	39	18,22%
Male	94	44%	Diploma	18	8,41%
Total	214	100%	First Degree	23	10,75%
			Honours	16	7,48%
			Other:		
			• Master's Degree= 6 (2,80%)		
			• PGCE = 1 (0,48%)		
			• Matriculation = 105 (49,07%)	112	52,35%
Years with public TVET college			Type of high School attended by respondent		
	n	%		n	%
< 1 year	108	50,47%	Public High school	155	72,43%
1-2 years	38	17,76%	Model C High school	9	4,21%
3-4 years	16	7,48%	Private High school	11	5,14%
5-6 years	12	5,61%	Other	2	0,93%
7-8 years	8	3,74%			
> 9	27	12,62%			

This composition considered represents the population of Technical and Vocational Education and Training personnel and Students in public Technical Vocational Education offering Business Studies and Engineering National Accredited Technical Education Diploma (NATED Programme), Skills Programmes and National Certificate (Vocational) NCV programme. The spread of years that respondent (which are students) spends at public Technical and Vocational Education and Training college has been held appears to make sense considering the durations of courses offered TVET colleges is maximum of 18 months for NATED programme and maximum of 3 years for National Certificate (Vocational) (NCV) (Formal Further Education and Training college programmes at levels 2 to 4 on the national qualification framework, 2011).

The majority of respondents they attended public school (72, 43%); followed by 5,14% of

respondents attended private high school; 4,21% of respondents attended model C high school and 0,93% of selected other type of high school which is unknown, because the respondent didn't specify. When to come to level of highest qualification, below table shows that 18,22% of the respondent has achieved higher certificate; 10,75% of respondents are the holders of first degree; 8,41% of respondents are holders of diploma and 7,48% of the respondents are the holders of honours. It is noted that 2,80% of respondents are the holders of master's degrees; 0,48% of respondents' hold Post-graduate certificate of education (PGCE). The majority of respondents have achieved matriculation (49, 07%), this has been held appears to make sense considering the population was essentially young people who come from high school and to be admitted to Technical and Vocational Education and Training Colleges for NATED programme/course you need to have matriculation certificate.

3.2 Perceptions and expectations of service quality Dimensions analysis: Public TVET colleges

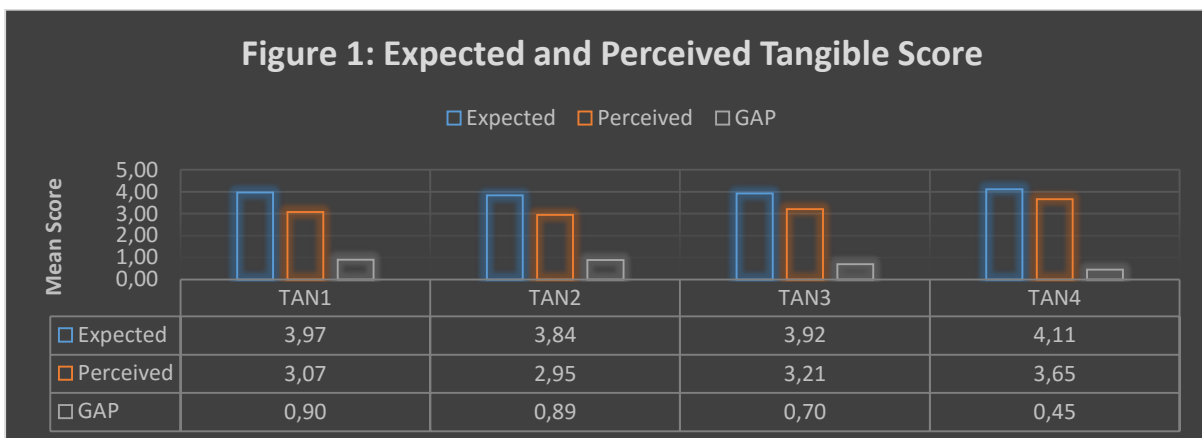
In order to identify the gaps between customer expectations and perceptions of service quality, the SERVQUAL instrument was used to compare expectations and perceptions of the five constructs making up service quality (Zeithaml et al. 2006). The scores each of the five dimensions of service quality (Tangible, Assurance,

Reliability, Responsibility and Empathy) and the gaps between expectation and perception are given in the below figure 1. Before we look at the scores for each service quality dimension, let start by explaining the meaning of each dimension:

3.2.1 Tangibles

This dimension covers physical facilities, equipment, materials and appearance of the service environment (Pillay, Mbambo and Mason, 2017: 89). As presented in Figure 1, the

smallest gap between expectations and perceptions was 0.9, for modern looking equipment, followed by TVET personnel appearance with 0.46.



The other two factors resulted in relatively large gap scores, namely “Physical Facilities and visually appealing” (0.89), “materials associated with the service (such as pamphlets, statements, textbooks, brochures, study guide” (0.71). Clearly, external customers which are students

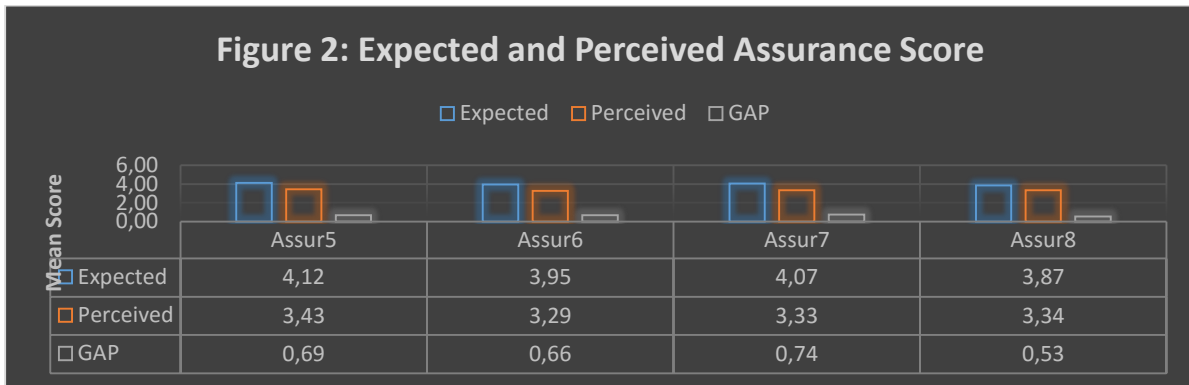
and internal customers which are Technical Vocational Educational Education and Training Personnel are not satisfied with learning facilities, materials and equipment at their college.

3.2.2 Assurance

Assurance relates to the organisation’s capability to deliver the required output in terms of knowledge, politeness, and trustworthiness of employees, and inspiring trust and confidence in students (Pillay, Mbambo and Mason, 2017: 89). For the purpose of this paper, when speak of organisation’s we refer public Technical and Vocational Education and Training colleges. The expected scores were high for statement seven

“which relate to Technical and Vocational Education and Training employee consistently courteous with customers”, (coded as Assur7 in Figure 2) has largest mean score gap between customer expected and customer perceived with 0.74, followed by statement number five which relate to the behaviour of Technical and Vocational Education and Training personnel (coded as Assur5 in Figure 2) with 0.69.

Figure 2: Expected and Perceived Assurance Score



However, the mean score gap between customer expected and customers perceived for statement six (“customers of excellent public Technical and Vocational Education and Training college will feel safe in their transactions” coded as Assur6 in

figure 2) and eight (Employees of excellent public Technical and Vocational Education and Training College will have the knowledge to answer customer questions” coded as Assur8 in figure 2) were 0.66 and 0.53, respectively.

3.2.3 Reliability

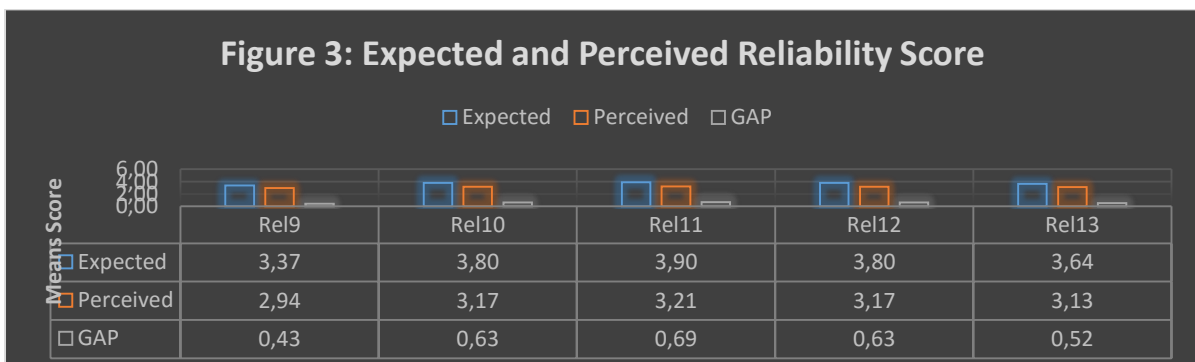
This dimension measures timeous solving of and giving attention to students and Technical and Vocational Education and Training Personnel problems. It is the fact; someone should try to come up with solution to the challenges are faced by public Technical Vocational Education sector.

students. The mean score for customer expectations and customer perceptions of statement nine (Rel9) were 3.37 and 2.94, respectively. The gap score for this statement was 0.43 (refer to figure 3).

The statement nine (coded as Rel9 in figure) aims to assess whether public Technical and Vocational Education and Training college can fulfil their promises to their customers which are

Figure 3 also shows that two statements (coded as Rel10: relates to customers solving problems and Rel12: relates delivery of service) has same gap score of 0.63.

Figure 3: Expected and Perceived Reliability Score



The largest gap score was 0.69, namely: “Excellent public Technical and Vocational Education and Training college will provide their services at the time they promise to do so” the The statement thirteen “relates to error-free records when you get records from public Technical and Vocational Education and Training colleges (coded as Rel13). The mean scores for

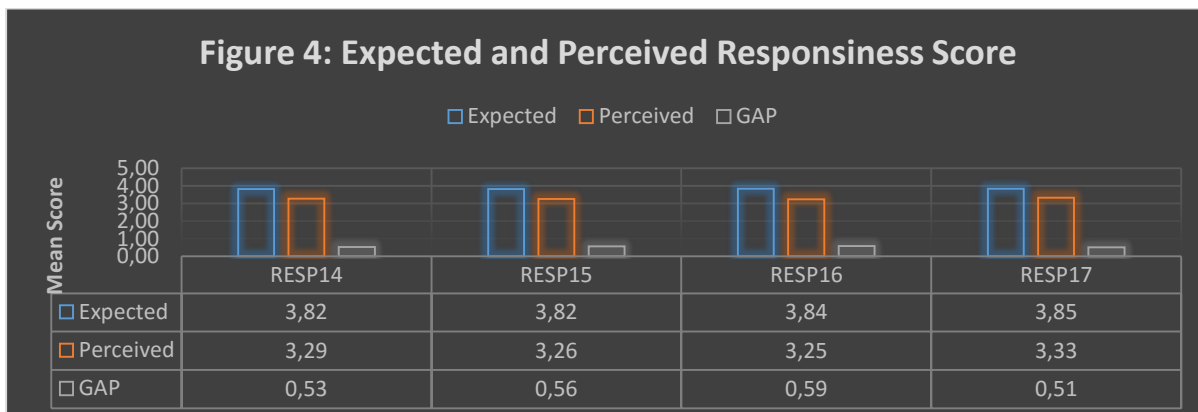
mean scores for customer expectations and perception for this statement (coded as Rel11 in figure 3) were 3.90 and 3.21, in respectively.

customer expectations and customer perceptions were 3.64 and 3.13, respectively. The gaps score for this statement (Rel13) was 0.52.

3.2.4 Responsiveness

This dimension relates to the willingness of public Technical and Vocational Education and Training college personnel to help students, providing prompt service through the employees' skills and abilities. as shown in figure 4, the customers expectation means scores ranging from 3.82 to 3.85, however, customer

perceptions were ranging from 3.25 to 3.33. This is an indicating that students do expect much in the way of service from the public Technical and Vocational Education and Training colleges personnel, but they perceived less than what they expected, (refer to the following figure 4: Expected and Perceived responsiveness scores).



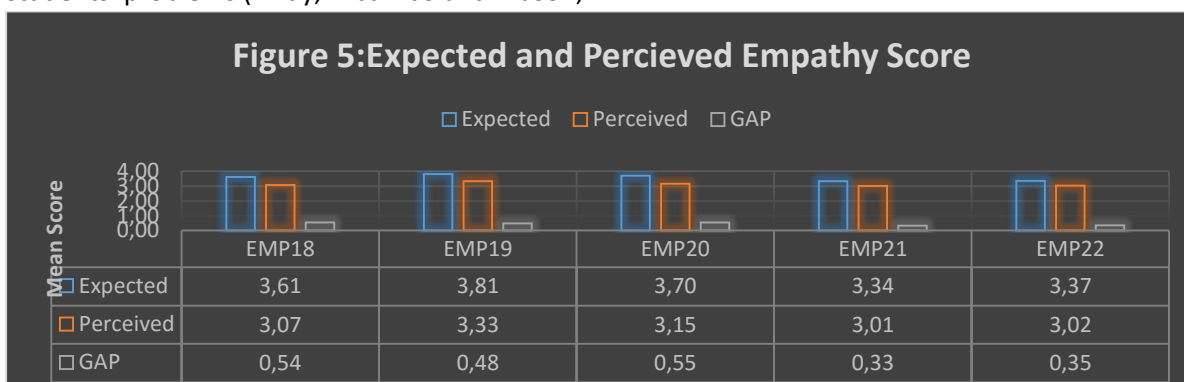
The largest gap scores for all the statement of this dimension was for “Employees of excellent public Technical and Vocational Education and Training will always willing to help customers” (coded as RESP16 in figure 4) with the gap score

of 0.59. This clearly indicate that, customers which are students are very dissatisfied with the quality of service they received from public Technical and Vocational Education and Training personnel.

3.2.5 Empathy

Dhurup, Singh and Surujlal (2006:42), and Zeithaml, Bitner and Gremler (2006: 120), stated that, compassionate convey to caring and individualizing attention that organisation provides to their customers. This statement was maintained by Phiri and Mcwabe (2013), by enumerate that empathy is ability to experience another's feeling as one's own. The provision of this dimension includes access at any time, honest communication and understanding of students' problems (Pillay, Mbambo and Mason,

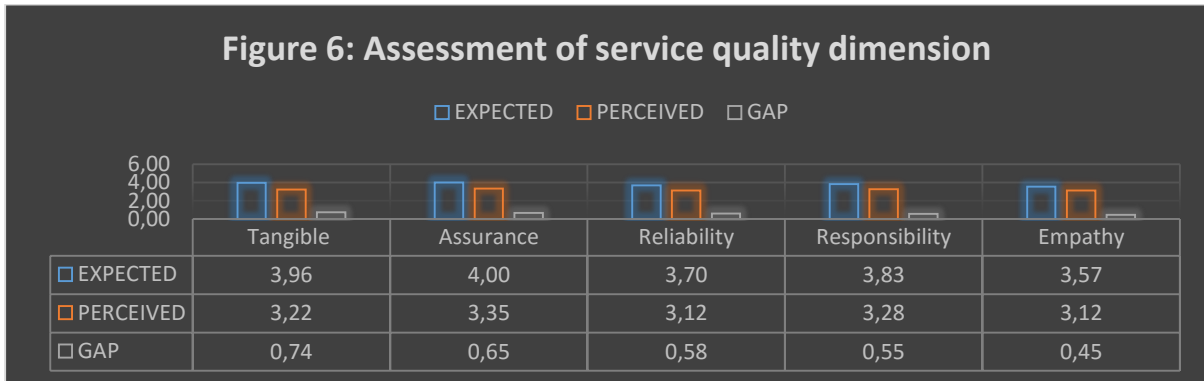
2017: 94). The following figure 5 shows that what is expected mean scores greater than perceived mean scores. However, this dimension has the smallest average gap at 0.45, across all five dimensions. This implies that respondents believe that public Technical and Vocational Education and Training personnel show some empathy, but there is still some level of dissatisfaction in the TVET personnel approach towards the respondents.



4. Comparison of Dimensions: Overall Expected and Perceived Gaps Scores

Figure 6 indicates that the expectations of the offerings at Public Technical and Vocational Education and Training colleges rate Assurance and Tangibles as the highest expected mean, with scores of 4.00 and 3.96 in respectively, however, Empathy expected mean score is

lowest at 3.57. For the dimensions relating to perceived mean scores are as, Assurance mean score is highest with a mean score of 3.35, however Reliability and Empathy are lowest with a mean score of 3.12.



In figure 6, it is also noted that, Tangible dimension had the highest average gap of 0.74, however Empathy dimension has the lowest average gap of 0.45. The low Empathy may not mean that at public Technical and Vocational Education and Training personnel are not caring, however this implies that respondents believe that public Technical and Vocational Education and Training personnel show some empathy, but there is still some level of dissatisfaction in the TVET personnel approach towards the respondents. This means that there is still room for improvement. It should be noted that,

expected means scores are greater than perceived means scores, this means that customers are dissatisfied about the way public Technical and Vocational Education and Training colleges provide service to them and therefore Department of Higher Education together with Public Technical and Vocational Education and Training Management need to come up with an action plan to overcome this dissatisfaction of their customers. If there is no action, students strike won't stop and this will destroy the image of public Technical and Vocational Education and Training colleges.

5. Discussion and implications

This paper set out to meet two objectives, which will be discussed below:

Objective 1: To identifying various factors contributing to the customer expectations towards Public Technical and Vocational Education and Training Colleges.

As presented in figures 1 to 6, the measures for expectations and perceptions for each dimension and related gap scores, reflect high levels of expectations, however substandard level of customer perception. When read newspapers or watching television, public Technical and Vocational Education and Training College is sold out to South African community,

encouraging youth to enroll with Technical and Vocational Education and Training College because they can able to gain relevant skills. South African community they enrolled with Technical and Vocational Education and Training college with that hope in their mind (which means customers' expectations was created through media and word of mouth).

Table 1: Table 1: Factors of customer expectations

Factors contributing to customer expectations towards Public TVET colleges	Agree	Disagree
Employees of public TVET college should be well dressed and neat in appearance.	180	12
The behaviour of employees of public TVET college should instil confidence in customers.	178	17
Public TVET college should have modern looking equipment.	178	23
Employees of public TVET college should be consistently courteous with customers.	177	17
Customers of public TVET college should feel safe in their transactions.	165	19
When customers have a problem, public TVET college will show a sincere interest in solving it.	164	17
Employees of public TVET should be never be too busy to respond to customer request.	164	19
Employees of public TVET College should have the knowledge to answer customer questions.	163	19
Materials associated with the service (such as pamphlets, statements, textbooks, brochures, study guide, etc.) should be visually appealing.	161	21
Operating hours for public TVET colleges should be convenient for all their customers.	161	17
Public TVET college should perform the service right the first time.	161	25
Public TVET college should provide their services at the time they promise to do so.	161	16
Employees of public TVET College should give prompt service to customers.	159	18
Employees of public TVET college should tell customers exactly when service will be performed.	158	18
Employees of public TVET college should be always be willing to help customers.	157	13
The physical facilities at public TVET college should be visually appealing.	154	16
Public TVET college should have employees who will give customers personal attention.	151	26

Table 1. indicates that the majority of respondents agreed that the above mention factors are the one who contributed the most to customers' expectation and perception towards public Technical and Vocational Education and Training colleges. All these factors were extracted from the questionnaires. According to Table 1, out of 214 respondents, 180 (84%) of respondents agreed that "Employees of public

TVET college should be well dressed and neat in appearance". The behavior of employees of public Technical and Vocational Education and Training colleges and modern looking equipment are also contributed most to customer expectations by 83% (177) toward public Technical and Vocational Education and Training colleges.

Table 2: factors of customers’ perceptions that contributed towards to public Technical and Vocational Education and Training Colleges. These factors were arranged based on the respondents’ level agreement highest scores.

Factors contributing to customer perceptions towards Public TVET colleges	Agree	Disagree
Employees of public TVET college should be well dressed and neat in appearance.	150	27
Employees of public TVET College should have the knowledge to answer customer questions.	129	43
Operating hours for public TVET colleges should be convenient for all their customers.	127	41
The behaviour of employees of public TVET college should instil confidence in customers.	127	47
Employees of public TVET should be never be too busy to respond to customer request.	126	46
Employees of public TVET college should be consistently courteous with customers.	118	46
Employees of public TVET college should be always be willing to help customers.	117	42
Employees of public TVET college should tell customers exactly when service will be performed.	116	45
When customers have a problem, public TVET college will show a sincere interest in solving it.	114	55
Customers of public TVET college should feel safe in their transactions.	113	46
Employees of public TVET College should give prompt service to customers.	111	45
Public TVET college should have employees who will give customers personal attention.	109	48
Materials associated with the service (such as pamphlets, statements, textbooks, brochures, study guide, etc.) should be visually appealing.	109	55
Public TVET college should perform the service right the first time.	108	49
Public TVET college should provide their services at the time they promise to do so.	108	53
Public TVET college should have modern looking equipment.	107	77
The physical facilities at public TVET college should be visually appealing.	92	71

As depicted in table 2, 70% (150) of respondents the are agree with the statement if say, Employees of public Technical and Vocational Education and Training are well dressed and neat in appearance. On the other hand, 43% (92) of respondents feels that the physical facilities at

public Technical and Vocational Education and Training colleges are not up to standard. This factor has an impact on poor service delivery at public Technical Vocational Educational and Training colleges.

5. Limitations: the limitations of this research need to be acknowledged and taken into account, before any recommendations are made. The sample size that was used was 214, therefore, variables identified cannot be generalised to be representative of all public Technical and Vocational Education and Training

colleges in KwaZulu-Natal. Since the sample was drawn from two Technical and Vocational Education and Training Colleges out of nine colleges. The results cannot, therefore, be representative of all public Technical and Vocational Education and Training colleges in KwaZulu-Natal (South Africa).

Implications: The implications for this research include issue related to the factors contributing to customer expectation and perceptions towards Technical and Vocational Education and Training colleges.

expectations in describing its contextual, it clears why customer expectation is an important subject in Technical and Vocational Education and Training sector. Failure for public Technical and Vocational Education and Training colleges to understand the level of service their customers (which are students, parents, and employers) expects will lead to losing customers to their competitions who can meet their expectations.

Implications on customer expectations toward Technical Vocational Education and Training: Having established a considerate of customer

According to the findings for this study shows that, customers (which are students) they expect

Implications of customer perceptions toward Technical Vocational Education and Training:

According to Khare (2011: 201) customer perception becomes an influential factor when comparing customers satisfaction with the service that is provided to them. In the context of this, possible example could be students, parents and employers at a Technical and Vocational Education and Training college developing a negative perception of service. This paper outlines the findings and analysis of the study involving factors contributing customer expectation and perceptions towards public Technical and Vocational Education and Training colleges in KwaZulu-Natal. The finding perhaps indicates that the level of service quality provided by public Technical and Vocational Education and Training Colleges is not in customer satisfaction. The main findings of this study are:

- Customers which are students which are Technical Vocational Educational Education and Training Personnel are not satisfied with service provided to them.
- The top five factors contributed to customer expectations toward public Technical and Vocational Education and Training colleges includes (1) Employees of public TVET college should be well dressed and neat in appearance; (2) The behaviour of employees of public TVET college should instil confidence in customers; (3) Public TVET college should have modern looking equipment; (4) Employees of public TVET college should be consistently courteous with customers; and (5) Customers of public TVET college should feel safe in their transactions.
- However, the top five factors contributed to customer perceptions towards public Technical and Vocational Education and

more from the public Technical Vocational Education and Training.

quality when service rendered by the colleges fall below their expectations, thereby creating dissatisfaction. The findings of study indicate that, customer perceptions (which are students) are low, which means, public Technical and Vocational Education and Training colleges they fail to satisfy the need of their customers.

6. Conclusion

Training colleges includes (1) employees of public TVET college should be well dressed and neat in appearance; (2) employees of public TVET College should have the knowledge to answer customer questions; (3) operating hours for public TVET colleges should be convenient for all their customers; (4) the behaviour of employees of public TVET college should instil confidence in customers; and (5) employees of public TVET should be never be too busy to respond to customer request.

The findings of this study indicate that, the service provided by public Technical and Vocational Education and Training colleges is less than what is expected by their customers. There is gap that need to be closed by public Technical and Vocational Education and Training colleges in order to satisfy their customers.

7. Recommendations. There is a clear indication from the findings that much still needs to be done by public Technical and Vocational Education and Training colleges and some negative implications have been identified. Therefore, this study recommends that, public Technical and Vocational Education and Training they should take understanding of those issues that influence service expectations.

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