**EXAMINING THE RELATIONSHIPS BETWEEN QUALITY ASSURANCE, TRAINING NEEDS AND CHOICE OF STUDY DESTINATION AMONGS NIGERIAN STUDENTS IN UUM**



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**UNIVERSTI UTARA MALAYSIA**

**2015**

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**BY**

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**A PROJECT PAPER SUBMITTED TO GHAZALIE SHAFIE GRADUATE**

**SCHOOL OF GOVERNMENT**

**COLLEGE OF LAW, GOVERNMENT AND INTERNATIONAL STUDIES UUM**

**IN FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF PUBLIC MANAGEMENT**

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# ABSTRACT

Several studies identified quality of education as a major criteria influencing international students' choice of study destination. But only recently has it seems to have gain a huge momentum by emerging as a theme which involves empirical studies. However, despite such momentum previous studies do not provide sufficient evidence linking quality assurance and international student's choice of study destination. This research work therefore presents a study of international student's perception of higher education quality assurance practices, as well as how it affects their choice of study destination. The work examined how training needs play a role in influencing such choice also it extensively reviewed previous studies a well as model in the area of quality assurance, training needs and university choice. The work therefore, identified six dimensions of quality assurance in education: "tangibles" "competence" "attitude' contends"; "delivery"; "and "reliability" as well as three dimensions of training needs such "occupational" "organizational" and "individual" needs hence it developed nine hypotheses to explain the relationship between quality assurance, training needs and choice of study destination using the above dimensions; the work  generate the data for the study through a cross-sectional survey, the data was collected from Nigerian students in university utara Malaysia through the distribution of questionnaires, the data was analysed and interpreted through Partial Least Squares (PLS), to determine the relationship involved. In the context of this study, researcher using simple Random Sampling to identify and select the respondents Based on Krejcie and Morgan (1970), a total of 150 respondents were selected. The result supported only three of the nine hypotheses .it therefore concludes with Implications and recommendations to stimulate further studies on study destination choice bythe international students from other countries.

## Abstrak

Beberapa kajian telah dikenal pasti bahawa kualiti pendidikan merupakan kriteria utama yang akan mempengaruhi pilihan pelajar antarabangsa ke destinasi pengajian. Tetapi baru-baru ini ia seolah-olah memperolehi momentum yang besar berdasarkan kemunculan tema yang melibatkan kajian empirikal. Walau bagaimanapun, kajian momentum kajian sebelum ini tidak memberikan keterangan yang mencukupi yang menghubungkan jaminan kualiti dan pilihan pelajar antarabangsa ke destinasi pengajian. Oleh itu, penyelidikan ini membincangkan tentang persepsi pelajar antarabangsa terhadap amalan jaminan kualiti pendidikan yang tinggi sertabagaimana ia member kesan kepada pilihan destinasi pengajian mereka. Ia juga mengkaji bagaimana keperluan latihan memainkan peranan dalam mempengaruhi pilihan seperti yang dikaji secara meluas dalam kajian sebelum ini yang juga sebagai model dalam bidang jaminan kualiti, keperluan latihan dan pilihan universiti.Kajian ini telah mengenal pasti enam dimensi jaminan kualiti dalam pendidikan: "ketara" "kecekapan" "sikap berpendapat" "penghantaran" dan "kebolehpercayaan" serta tiga dimensi keperluan latihan seperti "pekerjaan" "organisasi" dan "individu" dan keperluan itu berkembang dalam Sembilan hipotesis untuk menerangkan tujuan penggunaan dimensi tersebut: kerja menghasilkan data untuk kajian melalui kajian rentas, data telah dikumpulkan daripada pelajar Nigeria di Universiti Utara Malaysia melalui pengedaran boring soalselidik, data telah dianalisis dan ditafsirkan melalui *Partial Least Squares* (PLS) untuk menentukan hubungan yang terlibat. Dalam konteks kajian ini, penyelidik menggunakan persampelan rawak mudah untuk mengenal pasti dan memilih responden berdasarkan Krejciedan Morgan (1970), sebanyak 150 respnden telah dipilih. Hasil kajian hanya disokong tiga daripada Sembilan hipotesis. Oleh itu, dapat disimpulkan bahawa implikasi dan cadangan adalah untuk merangsang kajian selanjutnya mengenai destinasi pilihan oleh pelajar-pelajar dari negara yang lain.

## ACKNOWLEDGEMENT

All praise and adoration is due to Allah the creator of the Universe, WHOM alone all help and forgiveness are sought from. We seek refuge in HIM from the evil concealed by our souls and the repercussion of our misdeeds. For whomever HE guides shall never be ledastray, and whoever Allah leads astray will never find guidance. I bear witness there is no God but Allah, alone without any partners, and I bear witness that Muhammad is His servant and His Messenger.

The completion of this work would not have been possible without the study leave granted to me by the Federal Polytechnic Mubi Nigeria to pursue a master program at Ghazalie Shafie Graduate School of Government, Universiti Utara Malaysia.

I would like to express my profound and heartfelt gratitude to my wonderful and amicable supervisor **Dr Suyatno** who in spite of his tide academic schedule patiently studied my work and offer constructive criticisms and suggestions to improve my work thank you so much Sir.

My lovely wife, Rabiyatu Ahmadu, has demonstrated immense benevolence, love, caring, and endurance during my stressful period of research. Indeed it was not easy for her taking good care of our two little angels our lovely daughter Aisha (Ameerah) and her kid brother Mus'ab who always receive me with open arms and wide smile whenever I came back home after every day's work.

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## List of Abbreviations

| | |
|---|---|
| APRF | Accreditation Penal Report Form |
| AVE | Average Variance Extracted |
| BMAS | Benchmark Minimum Academic Standard |
| DQA | Department of Quality Assurance |
| EFQM | European Foundation of Quality Management |
| F2 | Effect size |
| FGN | Federal Government of Nigeria |
| GOF | Goodness of Fit |
| ISO | International Standard Organization |
| MAP | Manual of Accreditation Procedure |
| MLA | Monitoring of Learning Achievement |
| MQA | Malaysia Qualification Agency |
| MQR | Malaysian Quality Register |
| NUC | National University Commission |
| NUS | Nigerian University System |
| OECD | Organization for Economic Cooperation and Development |
| PEF | Program Evaluation Form |
| SAPA | Situation and Policy Analysis |
| SERPERF | Service Performances |
| SERVQUAL | Service Quality |
| SSF | Self Study Form |
| UM | University Malaya |
| UNICEF | United Nation International Children Emergency Fund |

| | |
|---|---|
| UNESCO | United Nation Educational Scientific and Cultural Organization |

# CHAPTER ONE

# INTRODUCTION

## 1.0: BACKGROUND OF STUDY

It is believed generally that higher education is a fundamental and vital ingredient for the establishment of a enlightensociety and the advancement of manpower all over the world (Onasanya,2005), the above conception is informed by the fact that skills and expertise constitute the most significant tools for economic development which can be acquire through training, learning and knowledge accumulation, hence educational institution stand out as the most effective instrument for human capital development in the contemporary time (Nwagwu,2002).

To this end, the importance of education in human resources development cannot be over-emphasize, because as rightly observed by Okebukola (2008), training plays a significant role both at the organizational and at individual levels, this is because, the general consensus among human resource experts is that both organization and individuals should develop simultaneously for their survival and attainment of the collective goals (Onasanya, 2005). Similarly, Okebukola(2012), assert that the most important factor in determining the rate of development in a given state is the proportion of eligible population who have access to quality education as well as the vibrancy and effectiveness of the training institutions available. Against the above background, one of the major components of good training institution is its capacityof meeting client prerequisites and fulfillments. As per Berry and Parasuraman (1992), the key achievement of an administration association relies on upon the capacity of administration suppliers to improve their pictures by reliably meeting or surpassing clients' administration desire.

These segments must be measured routinely to reaction to the progressions of the situations where the desire of the partner is getting to be higher. The results of the estimation are exceptionally valuable for the college administration and additionally the scholastic staffs to give arrangements and answers for the persistent change so that the administration and the project offered by the establishment are noteworthy to the students.

It is basic to reliably quantify the execution of administration quality from understudy point of view on the grounds that they were straightforwardly included in the instruction process. They can be seen and go about as a purchaser or client furthermore as a result of the training establishment. Understudies' perspectives on all parts of their advanced education encounters are crucial to screen the nature of training. The information and data picked up will help the administration supplier and the partner to make judgments about level of value specifically colleges (Hill, Lomas and MacGregor, 2003). The advancement of the measurements in quality confirmation continues extending on the grounds that the way of the higher learning foundation itself is dynamic and exceptional. One of the strategies to develop the measurement of value in training is by systematically and basically checking on the measurements of item, programming and general administrations.Aside from that the change for adjustment must be made to tailorit to the training line. Moreover, the develop or the measurement of value conceptualized in the administration writing concentrate on saw quality. Adroitly, saw quality is characterized as the purchaser's judgment around a general element of magnificence or predominance (Zeithaml, 1987).It is a type of general assessment. The definition offered by Gordon and

Partigon (1993) portrayed the general way to deal with instruction quality: “The success with which an institution provides educational environments which enable students effectively to achieve worthwhile learning goals including appropriate academic standards which can adequately satisfy their training needs”. To this end, the most important aspect of every training program is the identification whether a training need exist (Coleman, 1988), a training need can be seen as the insufficiency of skills, expertise and then again capacities which should be minimize or revamp by means of further training to acquire more knowledge and skills capable of dealing with current challenges in the work place (Adamolekun, 1983).

Training need exist either at the individual, departmental or organizational levels hence effective training program must be anchored on the organizational objective which address the fundamental manpower policy of the organization (Coleman, 1988). Training need may come either as an aftermath of a change in strategy or as a response to changes in the environment. Hence the need to constantly perform training needs assessment or appraisal by an organization, with a view to ascertain the standard of performance and the skills and expertise requires by an organizational workforce with the view to achieve the predetermined goals. Workable training needs appraisal will enhance the channeling of resources to an area of demand; the appraisal should aim at identifying the resources needed to fulfill the organizational objective as well as the productivity and quality improvement. It should also identify the gap between the expected and the actual performance, whereby a discrepancy exist it therefore shows the need for training (Coleman, 1988).

Nonetheless, paying little mind to the element requiring the requirement for preparing an imperative choice is to discriminatingly devise a method for tending to the preparation by considering whether the preparation can be illuminate utilizing inward skill or there is a need to search for outer assistance(Coleman,, 1988), hence training needs appear to be one of the important factors that influence the choice of a training institution, because as rightly observed by Nwagwu(2002), the rationale for adopting a training program significantly depend on the training needs identified and the cost implication involved. He further argued that for an organization to effectively harness its potential, it must explicitly manifest certain attributes such as dynamism and the capacity to effectively respond to the spatio-temporal conditions in the milieu by identifying its manpower needs as well as a devising a workable and result-oriented training program, it must also developed the capacity for manpower transformation through the inculcation of knowledge, marketable skills. Expertise and cherished values. This emphasizes the need to consider several factors by the potential trainees before selecting or rather chosen an institution to go for training. the rationale of chosen a training institution revolves around several factors, such as the cost implication(Xiaoping,2002), reputation of the institution (Montagna 2002), perception regarding the training quality(Zam and Nik-Yocob, 1995),culture(Faiza,2001;Tomlinsen,1991; Gibson and Bhachu,1998), attitude toward extra-curricular activity in an institution (Belkove, 2002).

Some studies focus mainly on the initial process that inform the choice as well as the socio-cultural and economic factors that continue to shape and mold the training needs of the individuals (Yusof, Ahmed,Tajudin and Ravindra,2008). To this end, in recent decades there is trend of increasing influx of Nigerian students Malaysian universities, interestingly, several researches were conducted in an attempt to explain the rationale for settling on decision of the study destination by the imminent global students. Be that as it may, the accessible writing identifying with that issue uncovered that the major methodologies focused on those outward variable(economic elements, security, present day innovation, way of life and so on.) which might likely impact students decision of instructive foundation abroad(Arambewela and Hall,2009).

An in-depth review of the available literature shows that none of those researches have examined the intrinsic factors such as the needs to fulfills the training aspiration of the prospective international student and the needs to fulfills the manpower policy objectives of his/her employers back home hence a significant contribution of this work is to evaluate the possible nexus between the quality assurance practice of the selected university, the training needs of the prospective international student, as well as the fulfillment of the man power requirement of his/her employer in one hand and the decision to come to Malaysia for studies, this research was therefore, prompt to assess the kind of relationship that exist between the three variables and also to ascertain the level at which such relationship resulted in achieving the training objectives of the international students.



**1.1 PROBLEM STATEMENT**

It is a set up certainty that training has get to be inadequate to get together with the difficulties of the creating scene in Nigeria as well as in the entire world too. The interest for advanced education has, therefore, turn into a basic and is rapidly raising geometrically (Fabiyi and Oladipo, 2008). Universally there is a general agreement on the way that for financial and social improvement to be accomplished there is a requirement for speeding up in, and use of learning. The World Bank/UNICEF (1996) reported that training comprehensively, and college instruction particularly, is a key to the advancement of learning economy and society in all countries of the world. The report perceived that the capability of advanced education framework in the rising countries to get together with this commitment is regularly than not moderate around the long standing issues of trusts, viability, quality, quality and organization. These troubles are joined with the expanding pretends by information in financial improvement, fast changes in ICT and the globalization of trade and work markets (Saint, Hartnett and Strassner, 2004).

The report of the Gender Budgeting Initiative (2003) highlights the essentialness of access to quality instruction as both a central need (one which is vital as per the general inclination of an individual needs) and a key need (what will yield access to different open doors, for instance, wellbeing, job and political mindfulness). It further brace the way that entrance to quality training by all people paying little mind to class or sex is a critical segment of advancement, as instruction serves to manage majority rule government and merge peace. In this viewpoint, the securing of training, most especially college instruction, is essentially key and valuable to man and to the general public overall. Ene (2004), state that there is all in all a general acknowledgment among Nigerians that just a college degree can promise a tolerable future. As saw by him, the needs for college instruction have come to a surprising unusual state so that twofold the present number of colleges in the country, will be obliged to fulfill this need.This depicts that people now comprehend the noteworthiness of college training in one's life as an instrument of social adaptability, self-advancement and self-acknowledgment. Nigeria has the greatest college framework in Sub-Sahara Africa, yet, South Africa's tertiary enlistments are higher. Nigeria has 103 colleges

(27 administration, 35 states and 41 private) all conceding more than 400, 000 students (NUC, 2009). The Nigerian college framework attempts different graduates' tasks and serves as a magnet for students from neighboring countries. The Unified Tertiary Matriculation Examination Board (UMTE) directs a national college placement test and advises universities, polytechnics and colleges of hopeful's scores.

However, government attempt to revamp the enrollment and enhance educational quality are seriously hampered by the increasing shortage of qualified academic staff. Somewhere around 1999 and 2011, the number of academic staff declined by 12% even as enrollment stretched by 13%. Long-term brain drain combine with deficient yield from national postgraduate programme amid the unprecedented increase in the enrollments, has left the federal university system with only 48% of its staffing capacity filled. (Oladipo, Adeosun & Oni, 2013) The above scenarios significantly depict the challenges of the university education which resulted to decline both in quantity of manpower and quality of the skills and expertise, which invariably push lots of Nigerian students to enroll in foreign universities, especially in countries such as UK, Malaysia, Turkey, and Cyprus, probably looking for better and quality education(Okebukola, 2012).

More so as studies by Mazzarol and Soutar, (2002), uncovered that Students can be pushed from their nation of origin because of a powerlessness to study in nearby colleges created by low quality, rivalry or on the grounds that another nation's establishments have practical experience in a coveted system. Case in point, Students are pulled to the United States as a destination for worldwide study in view of the nation's notoriety for being one of the world's best, and most prestigious, academic systems. Coincidentally the last two decades witness the influx of Nigerian students into Malaysian institutions where approximately over 2000 Nigerian students are currently being enrolled throughout most notably in UPM, UUM, IIUM, and University Malaya (Najacom,2014).

## 1.2 RESEARCH QUESTION

Following the above stated problem, the following research questions were formulated with view to address the stated problems

1. Is the decision to study in Universiti Utara Malaysia by the Nigerian students influence by their training needs?
2. Is there a relationship between the quality of UUM and the decision by the Nigerian students to come for study?
3. To what extent do the organizations/employers of the prospective students affect their decision to study in UUM?
4. What is the relationship between the perceived quality of the Malaysian university and training needs satisfaction of the prospective students?



## 1.3 RESEARCH OBJECTIVES

The general objective of this study is to assess the relationship between the education quality, the training needs and the decision to study in Malaysia by the Nigerian students. In specific terms the study has the following objectives:

1. To ascertain the relationship between the training needs of the Nigerian students and their decision to study in UUM.
2. To find out whether the quality of the Universities has influence the decision of Nigerian post-graduate students to study in UUM.

3. To find out the extent to which the students employers back home are involve in recommending UUM for their employees.
4. To examine the relationship between the perceived service quality of UUM and the training needs satisfaction of the prospective students.

## 1.4 SIGNIFICANCE OF THE STUDY

The significance of this study are viewed from both the theoretical and practical contributions

### 1.4.1 Theoretical Contribution

From the theoretical parlance, this work can provide a model which expatiate on the nexus between human capital development and education quality, because as advocate by Ume (1979) (in Oladipopu, Oyenike&Adesoji 2013) university education is the bedrock of the societal intellectual tone which provide the necessary tool for mind purification, public aspiration cultivation and enhancing the sobriety to the previous ideas.



Another theoretical significance of the study comes in terms of modeling the relationship among training needs, quality assurance and choice of study destination; this is because excellence in education quality is an essential precondition for the development human resources. In the sense that it serves as a catalyst, which speed up the process of acquisition of skills and expertise, to satisfy the training needs requirements of both the organization and the individual (Agbatogun, 2013).

### 1.4.2 Practical implications

The work can serve as an important tool which can fashion the policy makers with informative materials that can facilitate the devising of curriculum responsive to the endless needs of the society both in terms of quality and sufficiency of skills and expertise requires for national development.

The data gather from this research can be of utmost significance to the Malaysian universities precisely UUM, in terms of assessing the expectation and satisfaction of international students regarding the quality of the learning process in the university. The Nigerian Educational Research and Development Council (NERDC) can also find this work useful in its task of developing and reviewing the Nigerian Education curricula.

## 1.5 CHAPTER SUMMARY

This chapter provide details foundation and justification of this research by critically establishing the study background, providing a clearly stated research problem statements, establishing the research objectives, devising a set of questions that can satisfy these objectives as well as explaining the significance of the study both from the practical and theoretical implications.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.0 Introduction

This section try to establish the conceptual and theoretical framework which can serve as a guide for the study, the concepts of quality, quality assurance, training and training needs were clarified, several previous works in related area were extensively reviewed, models of study destination choice such as the economic, status attainment, combine and the push and pull models were reviewed, the work also built a theoretical framework were system theory and expectancy Disconfirmation theory were reviewed and use in analyzing the behaviors of the variables in the study and finally some tentative hypotheses were formulated.



## 2.1 Conceptual Clarification

This section intends to clarify the concepts of Quality, Quality Assurance, Training and Training Needs with the view to putting the entire work into a proper perspective and focus.

### 2.1.1 Quality

Quality depicts a much debated concept, While the relativists view it in an analogy with beauty which depends on person's perception the objectivist sees it as a specific attributes which can be identify and explain. The term is etymologically derived from Latin word “quails” meaning ‘what kind of’ according to the British standard institution (BSI) quality entails the “the totality of features and characteristics of a product or service that bears on its ability to satisfy stated or implied needs” (BSI, 1991).

Green and Harvey (1993) came up with five distinct dimensions of quality study which includes, (1) Exceptionality dimension, (2) Consistency dimension, (3) Fairness of purpose dimension, (4) value dimension (5) transformative dimension. The conceptual and analytical difficulties of the term quality made Reeves and Bednar (1994) to assert that “the search for a universal definition of quality and a statement like relationship has been unsuccessful”.

According to the American society for quality “Quality” can be conceptualized either on the Basis of customer’s perception of a product or service and how well the design of the product matches the original specification. The capability of a service or rather a product to provide utility to a need both stated and implied. The capability of service to conform with an establish requirement inbuilt in an establishment (ASQ, 2004). Quality as a concept rotates and revolves around the following terms: (1)Absoluteness which depict the highest standard possible, (2) Process which involve passing through stages and conforming with procedural requirement (3) Culture involving a gradual but steady transformation.



### 2.1.2 History of Quality Movement

The concept of quality depicts a 20$^{th}$ century phenomenon which emerged from industry and management. It becomes a subject for concern with the advent of the scientific management approach pioneer by F.W Taylor (1856-19150 who advocates mass-production and the breaking down of task into simple, clear and repetitive process to be undertaken by machines which significantly minimized the role of employees in quality appraisal. This necessitated the need for quality control in factory(Chalvet, 2004).

In its early stages quality movement in both the Japanese organization and United States was predominantly based on statistical approaches, for instance Walter (1931), adopted the used of statistical process control(SPC) in analyzing the difference in system performance. In the same Edward W Deming adopted SPC in assisting engineers working in the World War II to construct bullets. After the war Deming focused on the quality management principle he was thus recognized as the father of quality management theory (Collin & Harvey, 1995).



**Table 2.1**
**History of quality movement Evolution**

| | |
|---|---|
| Pre-1900 | Quality as part of craftsmanship |
| 1900-1920 | Quality is control by foreman |
| 1920-1940 | Quality control by inspection |
| 1940-1960 | Quality control by statistical process |
| 1960-1980 | Quality assurance/total quality control introduced |
| 1980-1990 | Total quality management introduced |
| 1990-present | Quality improvement, wide quality management,TQM |

*Sources***:** Pearson (1997).

#### 2.1.2.1 Leading Thinkers on Quality

Edwards. W. Deming, Joseph Juran and Philip B Crosby are three prominent philosophers in the quality evolution. Hence any attempt geared toward discussing quality must explore on their philosophies even though all of them explain the concept of quality from the industrial and manufacturing sector, but nevertheless their intellectual inputs can equally be applicable to the education sector too(Owlia & Aspinwall, 1996).

#### 2.1.2.2 W. Edwards Deming

Popularly known as the father of quality movement Deming begin his profession as a summer employee at western electric Hawthorne plant in Chicago the site of Elton Mayo's famous "Hawthorne effect" Deming job focused on the inability of management to devise a strategy for forecasting future problems before they even occur. He advocated for preventive rather than defensive mechanism as the essential key for quality maintenance and improvement. He therefore advanced his quality theory which is often summarized as 14 points (1) devise a means for constant improvement in quality (2) develop a new philosophy and approach (3) cut down over-dependency on massive inspection for quality assurance (4) repudiate awarding business on price tag basis (5) maintain the drive for improvement in the production and service system (6) developed and maintained on the job training (7) establish sound leadership and rapport (8) instill confidence on employees by eliminating fear (9) dismantle the communication barriers between departments (10) remove slogans from organization method of job performance (11) remove job standards which prescribes numerical quotas (12) minimize the spirit of competition among employees (13) establish program of self-development and education (14) involve everybody in the task accomplishment(Owlia&Aspinwall, 1996).

#### 2.1.2.3 Joseph Juran

Juran consider quality as ‘fitness of purpose’ he asserts that a product or service can adequately meet up with all its specification but fails to match it purpose. To him the most important yardstick for quality improvement lies in building team work (Pearson, 1997). He therefore advocated three steps for ensuring quality which include, (1) systematic and timely improvement (2) training programme for the organization as whole (3) Quality based leadership style

He further identify 10 steps for quality improvement as follows: (1) create a sense of awareness of the need for improvement in the organization (2) setting up clear goal for continue improvement (3) design organizational structure with room for improvement (4) provide adequate training (5) develop a program on the basis of problem solving (6) clearly define report and progress (7) Emphasize and identify success (8) constantly communicate progress result (9) keep abreast with contingencies (10) develop a sporadic improvement cycle on all organizational process(Pearson,1997).

#### 2.1.2.4 Philip B. Crosby

Arguably Crosby is the most influential quality philosopher in the United States. His study focus on top management where he asserted that quality is neither goodness nor luxury, not intangible, not unaffordable which originate not from workers but from quality department. Crosby is associated with his four quality management: (1) the term quality is defined by customer requirements (2) prevention not detection is the best system to achieve quality (3) the standard for measuring quality performance is zero defect (4) the price of non-conformance is the standard of quality measurement(O'Neill, Wright & Fitz, 2001).

### 2.1.3 Needs for Quality in Higher Education

The important of quality in higher education cannot be over-emphasized; in the sense that as observed by Okojie (2003), both the educational policy makers and the educational institutions consider quality not just as UGC directive but as an important mechanism which every stakeholder in educational service provision must be very conscious and mindful of because of the following reasons:

1. Competition: we are fast delving into a very new epoch where competition among educational institutions for students and fund will be highly significant. With the increasing globalism and the Global Agreement on Trade in service (GAT), the educational environment will be seized by increased competition. In order to survive in such a situation, an educational institution needs to worry about their quality.
2. Customer**:** parents, students, and or sponsoring agencies as customers of the educational institutions are now becoming highly conscious of their right of getting value for their time and money spent. They are now demanding good quality teaching and receiving employable skills sets and thus we should constantly worry about the relevance of our programmes to the needs of the labour market.

3. Maintaining standard: educational institutions must constantly showcase a great deal of zeal regarding the establishment and maintenances of standard on a perpetual basis i.e year after year. To this end in an effort geared toward the maintenance of standard educational institution must consciously strive toward revamping the quality of the educational service especially in the areas delivery and facilities.
4. Accountability**:** it is paramount to note that an educational institution is accountable to its stakeholders in the manner by fund are invested or spent on it. So Quality consciousness will go a long way in ensuring the accountability of the funds invested and as well as informing the stakeholders about taking appropriate decisions. Thus quality serves as an important checks and monitoring device or mechanism in educational sector.
5. Improve Employees morale and motivation: concern for quality by an educational institution will invariably serve as morale boaster and motivating factor in the organization by encouraging the staff to perform their duties and responsibilities diligently. If quality improvement mechanism is in place, the internal process would be systematic thereby creating a rapport and synergy among departments by complementing each other's service domain and assisting in promoting internal customer satisfaction which could result to increase in morale and motivation.
6. Credibility, prestige and status: An educational institution which stress the importance of concerned for quality continuously in its service delivery, will

eventually resulted to credibility both at the individuals and at the organizational level more so as consistency is the key to good practice, brand value and status.

7. Image and visibility**:** Educational institutions which stress the importance of quality in its operation will definitely evolve the capacity to attract better stakeholder's support such as attracting sounds students from far and near, increased donations/grants from philanthropist/funding agencies and higher employer interest for easy placement of graduates (Okojie, 2003).

### 2.1.4 Dimensions of Quality

Past researchers, for instance, Gronroos (1990); Lehtinen and Lehtinen (1991); Ghobadian et al. (1994) portrayed Quality measurements into few gatherings. To Gronroos (1990), three classes of quality measurements exists which are: specialized quality, useful quality and corporate picture. This position was upheld by Lehtinen and Lehtinen (1990) whose work presented similar quality requests which are; intelligent quality, physical quality, and corporate quality. From the above beginnings, specialized quality means those properties which can impartially be measured giving careful consideration to client's supposition. Though utilitarian quality delineates the collaboration between the supplier and the last customers of the administration, the corporate picture incorporates the blend of both specialized and utilitarian measurements, which characterizes the general photo of an association as seen by the outside world, for instance, the notoriety of the association and the cost of its products and administrations. Ghobadian et al. (1994) propelled quality measurements request particular from those proposed by past scientists in their study; they turned out with the "result "and "procedure" measurements of the quality.They set up a complexity between such measurements, which are related to the quality of the administration result, and those associated with the inner procedures identified with the authoritative working structures. The extents to which clients share in the process expect a discriminating part in choosing in its significance from their viewpoint. (Ghobadian et al. 1994).Against the above foundation, quality measurements in advanced education can be summed up into three classes, as takes after: items, programming and administration.

#### 2.1.4.1 Products' Quality Dimensions

As indicated by Garvin (1987), Both products and service quality, can be captured into eight, which can defines quality dimensions in the organizational output however they have all the earmarks of being to a greater extent a product-oriented. He in this way proposed eight quality dimensions as follows: (1) Durability,( 2) Reliability, (3) Features, (4) Aesthetic, (5) Perceived quality, (6) Serviceability, (7) performance, (8) Conformance.

Execution incorporates the fundamental learning or abilities required for graduate, while elements relate with those properties which supplement the essential execution capacities, for instance, offering PC programming courses for the adapting in higher instructive organization. The other measurement which is dependability, portrays the probability of an items or administration to be working flaw free inside of a predefined time period, this shows up to be more related to products than administrations. On the other hand, in the higher instructive establishment, dependability can splendidly be delineate as the degree to which the data, abilities and also information, acquired are, exact, sound, right and a la mode., conformance of course portrays the extent to which an administration or thing get together with a built up guidelines or particulars (Garvin, 1987).

Sturdiness indicates the procedure of measuring an item life cycle by and large connection. Notwithstanding, in the advanced education connection, it may mean the extent to which information adapted by the students could be pertinent and stand the essence of time. Serviceability includes the procedure of repairing the items. However, in the territory of advanced education, it suggests the degree to which an establishment handles the dissentions from students, staff or even from outcasts. Another measurements that expressed by the Garvin are feel and saw quality, which are in light of the client's supposition. Feel can be recognized from execution, as it is a matter of individual judgments, while saw quality concerned with the notoriety that impacted the picture of the company (Garvin, 1987).

#### 2.1.4.2Software quality dimensions

As indicated by Owlia and Aspinwall (1996), the attributes of programming are felt to be more steady with advanced education on the grounds that it is an impalpable item. The variables for programming quality that broadly utilized as a part of programming designing together with the definitions and elucidation for advanced education of every component are as per the following: (1) Correctness; (2) Reliability; (3) Efficiency; (4) Integrity; (5) Usability;(6) Maintainability; (7) Testability; (8) Expandability; (9) Portability; (10) Reusability; (11) Interoperability(Watts, 1987).

Correctness can be portrayed as the extent to which a framework or course complies with the predefined necessity. Another element proposed by McCall et al (1984) referred to in Makoju et al, 2004) is dependability which infers the degree to which information or aptitudes picked up from the school are right, exact, helpful and state-of-the-art. As showed by them, effectiveness can be portrayed as the extent to which learning and abilities can be connected by the graduates in their future career, while integrity implies the degree to which personal information is secure from unapproved access. Also, another factor for software quality proposed by McCall et al (1984) is usability. Here, usability is characterized as the simplicity of learning and the level of informativeness in the classroom. The understanding of maintainability generally used in relation to higher education is the way an organization handles the complaints from the customer in enhancing their performance (Watts, 1987).

Testability is related to the extent to which the knowledge is examinable in higher education; quality of software can measure the accuracy of the results shown in the examinations. Similarly, expandability as proposed by the researchers means suitability of the knowledge to different application in different fields, while movability and re-ease of use can characterize as the extent to which the learning or aptitudes educated are identified with other application. As indicated by scientists, between operatability identifies with the exertion needed to union one system to another (Owlia and Aspinwall, 1996).



**2.1.4.3 Service quality dimensions**

Quality in higher learning institutions can be categories under service quality dimensions because of its characteristics. According to Dotchin and Oakland (1994); Zimmerman and Enell (1988), viewing higher education as a service can generalize service quality dimension for this sector. Service quality has been classified into multi-dimensional view by scholars such as Gronroos (1978), Lehtinen and Lehtinen (1992),Parasuraman*et al.* (1985). According to Parasuraman *et al.*,(1985) service quality dimensions used in the higher education(and has modified by Ghobadian *et al*. in their research) are as follows: (1) Reliability; (2) Responsiveness; (3) Customization; (4) Credibility; (5) Competence; (6)

Access; (7) Courtesy; (8) Security; (9) Communication; (10) Tangibles; (11) Understanding customers.

Reliability in the setting of services means the extent to which a service is fault-free. Parasuraman et al (1985),also argued that reliability is the ability to give the pledged service on time, accurately and constantly (Ghobadian et al., 1993). Affirmed that, responsiveness is characterized as the ability to deal effectively with complaints and consistent change through effective management of services. Customization involves how well the institution can meets the customer satisfaction, while credibility is the degree to which the service is accepted and trusted (Ghobadian et al., 1993).

It is connected with the image and reputation of the institution. Another service quality dimension utilized in the higher education is competence. The institution can sharpen their competitive edges by having the fundamental skills, knowledge and information to discharge the service effectively through their staff. Access on the other hand as apply in the quality dimension, alludes to the simplicity ofapproachability and contact to accomplish the mission and objectives of the institution. Courtesy is concern with the attitude of the staff. Its incorporate the respectfulness, appreciation, consideration and amicability demonstrated to the customers by the contact staff (Ghobadian et al., 1993).

Likewise, security can be described as the limits of the organization to keep up a vital separation from the risk, danger and instability, while correspondence alludes to the methodology used by the establishment to interface with their clients. A conventional correspondence methodology engages the establishment to give the exact data and avoid the issues achieved by negative open observation. As showed by Parasuraman et al (1985), tangibles allude to offices gave by the foundation in offer better states of administrations to their customers. This dimension seems to take concentrate on the staff and quality of equipment in educational institution. , costumer understanding is therefore characterized as how well the institution meets the consumer satisfaction by giving individualized consideration. Administrations quality measurements as proposed by Gronroos (1978) in the distinctive way, covers three measurements and the understanding of every measurement for advanced education are takes after :(1) The specialized quality of result; (2) The practical quality of the administration experience; (3) The corporate picture.

To Gronroos (1978), the client can quantify the consequence of administration in a target way while, the useful quality of the administration experience is concerned with the collaboration between the supplier and recipient of an administration and is habitually found in a subjective way (Ghobadian et al., 1993), other than the corporate picture will affect the view of the client towards the picture of the association, the picture depends upon the specialized and utilitarian quality, value, outer interchanges, physical areas, appearance of the site and the fitness and behavior of the staff (Ghobadian et al., 1993).



Lehtinen and Lehtinen (1992) likewise thought of three measurements of administration quality. As per their study, the measurements are as per the following: (1) Physical quality; (2) corporate quality; (3) Interactive quality, the physical quality alludes to such things as the state of building and empowering environment. This translation is very much alike to the one proposed by Gronroos. Lehtinen and Lehtinen which additionally centered around the association's picture and profile,to them, corporate quality is another measurement of administration quality for the advanced education. Furthermore, intelligent quality can be portrayed as the association between the association' staff and the customer to avoid miscommunication among them.

### 2.1.5 Models of Quality Assessment

#### 2.1.5.1 Baldrige criteria

The Malcolm Baldrige National Quality Award is the national quality grant that perceived U.S. offices in the business, therapeutic administrations, guideline, and philanthropic divisions for work eminence. The Baldrige Award is the principle formal acknowledgment of the execution magnificence of both open and private U.S. affiliations given by the President of the United States. It is overseen by the Baldrige Performance Excellence Program, which is based at and directed by the National Institute of Standards and Technology, an office of the U.S. Division of Commerce. Up to 18 recompenses may be given consistently more than six capability arrangements fabricating, organization, SME, training, human administrations, and not-for-profit offices, (Sanusi, 2004).

The Baldrige National Quality Program and the related honor were made by the Malcolm Baldrige National Quality Improvement Act of 1987. The venture and honor were named for Malcolm Baldrige, who served as United States Secretary of Commerce under the Reagan administration, from 1981 until Baldrige's 1987 destruction in a rodeo accident. In 2010, the program's name was changed to the Baldrige Performance Excellence Program to reflect the headway of the field of quality from a consideration on item, administration, and customer quality to a broader, key focus on broad hierarchical quality—called execution excellence, (Okojie, 2013

The honor propels mindfulness with execution incredibleness as an unquestionably basic segment in intensity. It moreover advances the offering of productive execution methods and the advantages got from using these systems. To get a Baldrige Award, an affiliation must have a good example authoritative organization structure that ensures perpetual change in passing on items and/or administrations, shows profitable and fruitful operations, and gives a technique for attracting and responding to customers and distinctive accomplices. The recompense is not given for specific items or administrations, (Sanusi, 2004).

#### 2.1.5.2 Baldridge criteria for performance excellence

The Baldrige Criteria for Performance Excellence fill two rule needs: (1) to help associations assess their change tries, analyze their general execution managerial system, and perceive their qualities and open entryways for advancement and (2) to recognize Baldrige Award recipients that will serve as good examples for diverse associations. Likewise, the Criteria help invigorate U.S. force by:(1) enhancing hierarchical execution practices, abilities, and results; (2) encouraging correspondence and sharing of data on best practices among U.S. associations of various types; (3) serving as an instrument for understanding and overseeing execution and for controlling arranging and open doors for learning (Pearson, 1997).

The Baldrige Criteria for Performance Excellence outfit associations with a consolidated approach to manage execution organization that outcomes in; conveyance of persistently improving quality to customers and accomplices, adding to authoritative reasonability, enhanced hierarchical sufficiency and limits, Organizational and individual learning (Olayinka, 2006).

### 2.1.5.3 ISO 9000

The ISO 9000 gathering of quality administration systems gauges is planned to help associations ensure that they address the issues of customers and distinctive accomplices while meeting statutory and regulatory essentials related to an item. ISO 9000 game plans with the essentials of quality administration systems, including the eight administration standards whereupon the gathering of guidelines is based. ISO 9001 plans with the necessities that associations wishing to meet the standard must satisfy (Okebukola, 2012).

Third-party certification bodies give independent affirmation that organizations meet the requirements of ISO 9001. More than one million organizations worldwide are autonomously ensured, making ISO 9001 a standout among the most broadly utilized management apparatuses in all part of the world today. In spite of boundless utilize, the ISO certification procedure has been criticized as being inefficient and not being valuable for all organizations (Okojie, 2013).



#### 2.1.5.3.1 ISO APPROACH TO QUALITY

The quality approach is a formal statement from management, nearly connected to the business and marketing arrangement and to client need.The quality approach is understood and adheres to at all levels and by all workers. Every representative works towards measurable destinations. The business settles on choices about the quality system in light of recorded data. The quality system is routinely examined and assessed for conformance and adequacy. Records indicate how and where crude materials and items were transformed to permit items and issues to be followed to the source. The business decides client requirements and makes archives to show how they have done as such. The business has made systems for speaking with clients about item data, request, contracts, requests, criticism, and dissentions. When growing new items, the business arranges the phases of improvement, with suitable testing at every stage. It tests and archives whether the item meets design requirements, regulatory requirements, and client needs (Okebokula, 2012).

The business consistently reviews performance through interior reviews and gatherings. The business figures out if the quality system is working and what changes can be made. It has a reported system for internal audit. The business manages past issues and potential issues. It keeps records of these exercises and the subsequent choices, and screens their adequacy. The business has archived techniques for managing real and potential nonconformance's (issues including suppliers, customers, or inner issues) (Okojie, 2013).

Deals with the underlying driver of the business manage past issues and potential issues. It keeps records of these exercises and the subsequent choices, and screens their effectiveness. The business has archived strategies for managing genuine and potential nonconformance's (issues including suppliers, customers, or interior issues). The business: (1) Takes activity to verify nobody utilizes an awful product; (2) Determines what to do with an awful product; (3) Deals with the main driver of issues; and (4) Keeps records to use as an instrument to enhance the system(Okojie, 2013).

#### 2.1.5.4 Capability Maturity Model (CMM)

Capacity Maturity Model (CMM) comprehensively alludes to a methodology improvement approach that is in view of a procedure model. CMM likewise alludes particularly to the first such model, grew by the Software Engineering Institute (SEI) in the mid-1980s, and in addition the group of procedure models that took after. A procedure model is a structured collection of practices that depict the attributes of compelling methods; the practices included are those ended up being effective, (Middlehurst, 2001).

CMM can be utilized to review an association against a size of five methodology advancement levels. Each level positions the relationship according to its organization of techniques in the branch of information being assessed. The branches of information can be programming building, frameworks designing, assignment administration, peril administration, framework securing, information advancement (IT) organizations and work power administration. CMM was delivered by the SEI at Carnegie Mellon University in Pittsburgh. It has been used extensively for flying programming and government ventures, in North America, Europe, Asia, Australia, South America, and Africa. At this time, some organization divisions oblige programming change contract association to achieve and work at a level 3 benchmarks (Middlehurst, 2001).

The Capability Maturity Model (CMM) is an approach to create and refine an organization's courses of action. The primary CMM was with the end goal of creating and refining software advancement forms. A development model is a structured collection of components that depict qualities of successful techniques. A development model gives: A spot to begin, the profit of a group's related involvements, a regular dialect and an imparted vision, a system for organizing activities and approach to characterize what improvement implies for your organization (Okojie, 2013).

A development model can be utilized as a benchmark for evaluating distinctive organizations for identical examination. It portrays the development of the organization based upon the undertaking the organization is managing and the customers, (Okebukola, 2012).

#### 2.1.5.4.1 Levels of the CMM

There are five levels of the CMM which includes:

**Level 1 – Initial**

Processes are typically non-permanent and the organization more often than not does not give a stable domain. Achievement in these organizations relies on upon the capability and heroics of the individuals in the organization and not on the utilization of demonstrated procedures. Notwithstanding this impromptu, riotous environment, development level 1 organizations frequently deliver products and administrations that work; in any case, they often surpass the financial backing and timetable of their venture.Organizations are portrayed by a propensity to over confer, forsake forms in the time of emergency, and not have the capacity to rehash their past triumphs once more and Software venture achievement relies on upon having quality individuals.

**Level 2 - Repeatable**

Software improvement triumphs are repeatable. The courses of action may not rehash for all the undertakings in the organization. The organization may utilize some essential venture management to track cost and timetable. Process control aides guarantee that current practices are held amid times of anxiety. At the point when these practices are set up, ventures are performed and oversaw as per their recorded arrangements. Project status and the conveyance of administrations are noticeable to management at characterized focuses (for instance, at significant breakthroughs and toward the finish of real assignment.

Basic project management methods are created to track cost, timetable, and usefulness. The base methodology order is set up to rehash prior triumphs on activities with comparative applications and degree. There is still a huge danger of surpassing cost and time gauge.

**Level 3 - Defined**

The association's course of action of standard approachs, which is the reason for level 3, is constructed and improved over the long term. These standard strategies are used to secure consistency over the association. Endeavors make their portrayed approaches by the association's plan of standard strategies according to modifying standards. The association's administration secures process destinations in light of the association's plan of standard procedures and certifications that these objectives are suitably had a tendency to. An essential capability between level 2 and level 3 is the degree of rules, methodology portrayals, and methodologies. At level 2, the rules, process depictions, and methods may be really differing in every specific instance of the procedure (for occasion, on a particular errand). At level 3, the measures, process depictions, and procedures for an endeavor are hand crafted from the association's plan of standard strategies to suit a particular undertaking or authoritative units.

**Level 4 - Managed**

Using exact estimations, management can viably control the software advancement exertion. Specifically, management can distinguish approaches to conform and adjust the procedure to specific ventures without measurable misfortunes of quality or deviations from determinations. At this level organization set a quantitative quality objective for both software methodology and software maintenance. Sub techniques are chosen that altogether add to general methodology performance. These chose sub procedures are controlled utilizing measurable and other quantitative systems. A basic refinement between development level 3 and development level 4 is the consistency of methodology performance. At development level 4, the performance of procedures is controlled utilizing measurable and other quantitative systems, and is quantitatively unsurprising. At development level 3, courses of action are just qualitatively predictable.

**Level 5 - Optimizing**

Concentrating on consistently enhancing methodology performance through both incremental and inventive innovative improvements. Quantitative procedure improvement goals for the organization are built, consistently reexamined to reflect changing business destinations, and utilized as criteria as a part of overseeing methodology improvement. The impacts of conveyed methodology improvements are measured and assessed against the quantitative procedure improvement targets. Both the characterized procedures and the organization's arrangement of standard techniques are focuses of measurable improvement activities, (okebukola, 2012).



Process upgrades to address fundamental purposes behind technique mixture and quantifiably improve the association's techniques are recognized, evaluated, and passed on. Updating gameplans that are deft, flexible and imaginative depends on upon the backing of an empowered workforce conformed to the business qualities and destinations of the association. The association's ability to rapidly respond to changes and opportunities is enhanced by finding ways to deal with animate and offer learning, (Materu, 2007). A segregating qualification between development level 4 and development level 5 is the sort of procedure mixture had a tendency to. At development level 4, procedures are concerned with having a tendency to exceptional explanations behind procedure mixed bag and giving true consistency of the results.

Despite the fact that processes may create unsurprising results, the outcomes may be deficient to accomplish the created objectives. At maturity level 5, processes are concerned with tending to basic reasons for process variety and changing the process (that is, moving the mean of the process execution) to enhance process execution (while keeping up likelihood) to accomplish the built quantitative process-change objectives, (okojie, 2003).

**2.1.5.5 SIX SIGMA**

Six Sigma quality assurance methodology and strategies have unquestionably set a benchmark for excellence. It has been finished by essentially raising the standards of quality through execution of an efficient quality management approach. Quality framework recommended by Six Sigma has produced truly a buzz in every industry including human services, retail, BPO and so on. Such cutting edge routines are produced with the sole target of testing the imperative products and services to guarantee that they are satisfying the criteria of sought standards and client's desires relating to the products are effectively met. With the steadily expanding interest of quality products, Six Sigma quality management has turned into the prime sympathy toward associations everywhere throughout the world for survival and profitability,(Sanusi,2004).

Six Sigma Green Belt approach is about guaranteeing quality in production, as well as about encouraging and delivering quality. Promising quality is about guaranteeing the key customers that the services and products being given are of best quality. For conveying quality reliably, it is of fundamental significance to adjust to the industry-affirmed testing strategies and techniques. It is the employment of quality assurance office to take care of all such parts of item advancement and convey excellence. We should observe the parts and obligations of a quality assurance officer (Okebukola, 2012).

Roles and Responsibilities of Quality Assurance Officer: He is responsible to guarantee the quality of products and services; and consequently deal with the whole procedure of QA in programming advancement cycle. It is a quality assurance officer's post to keep up the elevated requirements of an item or service. One of the most vital obligations is that he needs to enhance the already established QA standards that are as of now situated. He is likewise capable to outline deals measurements and look at the conceivable drops in deals due to not all that great quality of products and services. It is the obligation of the QA officer to verify that the meaning of quality is seen by all the representatives to accomplish the normal goal (Okebukola, 2012).



With the progression of time, the quality appraisal and testing strategies have experienced progressive changes. Subsequently, it gets to be critical for a QA office to stay present and overhauled with the late item dispatches, classes and workshops in quality management area. This practice can assume a decent part in keeping up the specialized learning and stay aware of the quickly developing QA standards. Frequently individuals consider quality control and quality assurance the same. As a general rule, there is an unpretentious contrast in both the routines. According to the quality management framework specialists, quality control has more accentuation on the item concerned. Then again, QA is about concentrating on the methodology of creating it, (Okojie, 2003).

#### 2.1.5.5.1 Difference between Quality Control and Quality Assurance

**Quality Control**

Quality control is considered as a framework. It's contained routine processes and exercises, which are particularly expected to gauge and control the general quality of the concerned item and service. It additionally includes exactness check to guarantee zero-mistake in information estimations and evaluating the vulnerabilities. The quality assurance check ought to be general. This is the manner by which the QC framework can guarantee information rightness, culmination furthermore the uprightness. One noteworthy piece of QC is to recognize blunders and correct them.

**Quality Assurance**

As mentioned above Quality Assurance is a process, which is executed to meet the desires of customers. There is a situated of steps which are followed keeping in mind the end goal to accomplish the quality management objectives. Six Sigma QA approach and quality foundation are picking up soaring prominence in this area as it is known to make utilization of an arranged and methodical process for quality checks.

Today, much emphasis is laid and will keep on being laid, on the quest for flawlessness, to enhance quality. In a perfect world, organizations are heading towards a zero-imperfection world. In attaining to this flawlessness, a quality assurance officer will have significant impact, straightforwardly or by implication, (Okebukola, 2012).

#### 2.1.5.6 Total Quality Management (TQM)

TQM is a regulatory method that proposes changes in society and base, by using contraptions and systems that would permit all the specialists to arrange and consider a Continuous change of quality, as portrayed by the client. TQM models (which add to the perfect use of every one of its advantages and to the addition in forcefulness) are: customer presentation, camouflaging the association client supplier, putting quality starting, "zero" disfigurements and persevering change, a systemic view and using data as supporting contentions (Materu,2007).

The rule for ceaseless change in the instructive administrations field is especially basic in the interior review whose part is to arranged the change targets, and also in the outside one, whose part is to gage the capability of the instruments that center and realize these improvements,(Sanusi,2004). TQM in instruction and development goes for gaining showing administrations in light of commitment as regards quality on all levels of the request of the instructive relationship, by propelling the consideration regarding the necessity for quality and a fitting behavior. It is an effective approach for improving the quality of administrations supplied by the entire staff, as it is in perspective of performing showing activities, practices other than showing or aide activities of astonishing quality, on time, every single time, (Middlehurst, 2001).

TQM is a facilitated plan of guidelines, strategies and best-practice methods which make a structure for affiliations, offering them a catalyst to try brilliance in whatever they do. Its use contrasts starting with one association then onto the next, as there is no modified recipe for accomplishment, yet a far reaching number of models, which can help improve execution. Selecting the best model for improving execution is in light of an assessment toward oneself procedure. The best known models for assessing the execution of endeavors are those arranged by the most basic awards for quality surrendered generally for quality and incredibleness in affiliations, independently. Among these we may need to indicate: The DEMING Award (Japan, 1951), The BALDRIGE Award (USA, 1987), The European Award for Quality (1991), The Romanian Award for Quality J.M. Juran (Romania, 2000), and others (Pearson, 1997).

The European Award for Quality has as a wellspring of reference point The European Model of TQM, the EFQM Model exclusively, set by the European Foundation for Quality Management. The EFQM Model contains nine criteria in light of which the advances recorded by relationship through TQM are overviewed (Olayinka, 2006).

**2.1.6 Approach in Measuring Quality**

There are on a very basic level two guideline approaches in measuring quality. The most mainstream one is SERQUAL model grew by Parasuraman. This estimation takes a gander at the level of discernment against desire. Another is simpler and straight forward which just measure on the present level of execution, known as SERPERF.

**2.1.6.1 SERVQUAL**

A quality service organization, endeavor to focus the prerequisites of its customers and make an interpretation of these necessities into item and delivery process details to meet the consumer loyalty's (Ghobadian, 1993). Taking into account this significance, Parasuraman et al. (1985, 1988) comes up with a model in measuring quality of administrations as a reason for a balanced model for advanced education. As demonstrated by the model proposed by Parasuraman., a 22 things scale has been made for conceptualizing administration quality and tries to gage clients' preconception desires of administration and likewise post-use view of real administration get (Pearson, 1997; O'Neill., 2001).The scale measures five measurements, which joins steadfast quality, responsiveness, confirmation, sympathy and tangibles. Reliability concerns on performing the ensured administration dependably and definitely, while responsiveness implies the obtainment of a brief administration. The other estimation that consolidate in the extent of estimation is affirmation, which suggests customer obligingness, trust and sureness, while sensitivity implies how well the affiliation minding and offer respect for their clients. Tangibles concern on the physical workplaces and equipment that gave by the affiliation.

Taking into account this scale dimension, the customers are require to complete the form of the survey on the premise of a seven-point Likert scale, which stretches out from 1 (strongly disagree) to 7 (strongly agree). Measures of service quality can be inferred by subtracting the expectation scores from perception scores, which likewise can be weighted to make note of the relative significance of every quality measurement (O'Neill et al., 2001).



O'Neill et al. dispatched a couple preferences got from this methodology in their study. The upside of using the SERVQUAL methodology is it can make an unmistakable indication of how well the association perform to meet the customer's essential as demonstrated by the customer's observation. Likewise, SERVQUAL furthermore helps the association to needs the customer needs, need and desire in light of customer's decision. SERVQUAL grants the relationship to set the gauges to meet the quality need issued by the clients. Other than the favorable circumstances determined over, the SERVQUAL moreover help the association to center the vicinity of any fissure between the supplier and the customer. Along these lines, this methodology engages the association to extend their advantage through the serviceability

A few analysts battled with the SERVQUAL methodology that may oblige thought for its conceptualization of quality estimation issues, for instance, the estimations for the scale is not predictable crosswise over commercial enterprises, the common sense of the instruments and the mindset of the clients in finish the studies. Accordingly, a couple of studies have been directed to settle these issues. A study by Brown et al. (1993) found affirmation that different psychometric issues associated with the use of qualification scores can be understood by utilizing the no refinement score measures which show better discriminant and nomological authenticity.

**2.1.6.2 SERPERF**

Another approach in measuring quality is SERPERF. SERPERF is an improvement model from SERVQUAL, which is started by Parasuraman et al. This method can be portrayed as an outright performance measure of shopper perceptions of service quality.
The model, utilized the Likert scale and requires the customer to rate the supplier's performance, stretching out from (1) strongly disagree; to (7) strongly agree. Based on the recent studies by O'Neill et al. (2001), demonstrated that SERVPERF is an outright evaluating of customer attitudes towards service quality. A study led utilizing the performance-based measure also found that SERVPERF clarified a greater amount of the change in a general measure of service quality than did SERVQUAL (O'Neill et al., 2001).

## 2.2 QUALITY ASSURANCE

Quality Assurance has been variously captured and depicted by different authorities the idea is frequently utilized in an unclear, smeared way. In the event that somebody discusses 'working on quality', they might just mean activities designed to enhance the organization and its services. Quality is basically about learning what you are improving. It's equally means figuring out what you may need to change to ensure you address the needs of your service clients. There are two authoritative views of "quality": Quality of design and Quality of the process.

Quality is portrayed as the level of quality in a thing or a level of achievement, a standard against which to judge others (Uvah, 2005) Quality confirmation which is the procedure for concluding this, is described as both wellness for reason and wellness of reason. While wellness for reason for existing is related to the college's missions, that is the thing that the colleges have set for themselves; wellness of reason alludes to their capacity to fulfill the national objectives of advanced education (Odejide, 2007).Thusly Odejide opines further that the focal obligation regarding quality affirmation rests with the establishment themselves and not with the National Universities Commission as it does at present. Accordingly, it is in light of a legitimate concern for the establishments to finish intermittent reviews of their projects in which they perceive their qualities and shortcomings. Review ought to spread indicating viability, evaluation of courses and teachers, course books offices, limit change. The object is to regulate self-regulation and guarantee nonstop change and improvement. Quality Assurance (QA) is an organization procedure that is characterized as "every one of those arranged and orderly activities anticipated that would give attractive certainty that an item, administration or result will fulfill given prerequisites for quality and be fit for utilization". A Quality Assurance system is defined as "the sum total of the activities aimed at achieving the required standard" (ISO, 1994).

Okebukola (2008) defines quality assurance as **"**the policies, systems, strategies and resources used by the institution to satisfy itself that its quality requirements and standards are being met". In the same vein, Oladosu, A.G.A.S (2012) views it as "the process of monitoring quality and ensuring that standards are not only continuously sustained but also improved upon*"*. This, he maintains, implies constant evaluation, assessment, maintenance and improvement of quality by an institution, a programme or a higher education system. Quality confirmation is the procedure of keeping up benchmarks in items and administrations through investigation or testing of tests (Ramson-Yusuf 2005). Okebukola, (2010:3) unmistakable that quality confirmation is an umbrella thought for a large group of exercises that are intended to improve the quality of inputs, process and yields of cutting edge instruction framework. As per this Ayodele, (2007) battle that quality certification involves the quality of open instructional materials for educating, equipment, offices, school environment, students, instructive module, quality of instructional movement and quality of instructors. Quality affirmation is intended to exhibit and upgrade the quality of a foundations techniques, instructive items and results (Oyebode, Oladipo and Adetome; 2008).

Everybody has a part to play in ensuring quality assurance in education. One of the key building blocks of quality assurance in education is the improvement of least standards as in capability of teachers, the quality of educating in institutions, expected educational accomplishment of students and the advancement of a more rigorous administration process for education so that the whole sector create stronger working policies, procedures which are very much archived and stuck to. With time, this will form into a total administration system for advanced education in accordance with what is honed universally.

### 2.2.1 Factors Influence the Evaluation of Quality Assurance.

#### 2.2.1.1 Seniority factor.

A study by Oldfield & Baron (2000) on student's recognition towards scholarly staff in a UK college business and organization workforce found that complexity between the seniors and the new students concerns whether scholastic staff have adequately given time for help. The most recent year students tend to agree with the declaration that scholastic staff "are so possessed it would be difficult to respond to requests for bolster." They additionally tend to agree that the scholarly staffs are less minding and dependably less benevolent to them.

In a study by Hill (1995) which assesses the part and desire of students as essential buyer of advanced education administrations and the consequences of this for the administration of administration quality in higher instructive associations in the United Kingdom, found that there are gigantic differences at the $p \leq 0.05$ in saw criticalness between the years in association with components, for instance, individual contact with scholarly staff, registering offices and monetary administration. Because of year three and two, discriminating complexities were perceived in the scopes of criticism on scholarly execution, work experience, the college's callings and directing/welfare administrations. These variables were seen as crucial toward the begin of year three when stood out from their hugeness toward the start of year two. Investigations of the data also uncovered critical differentiations at the $p \leq 0.05$ concerning desires toward the begin of ye one, to the evaluations beginning in year three in components relating to course substance, showing quality, showing techniques, individual contact with scholastic staff, input, students consideration in instructive project review/change, work experience, processing offices, library administration, college callings benefit, the college prompting/welfare benefit, the college wellbeing administration, and the college physical training administrations.

#### 2.2.1.2 Course factor

A study by Kamal and Ramzi (2002) on guaranteeing quality administration in private college has found that student from the staff of expressions; structural planning and configuration (FAAD) give higher aggregate mean rating on the general fulfillment scale than students from the workforce of business and financial (FBAE). Other than the FAAD students were basically more fulfilled than the personnel of building (FE) students especially in the piece of the enlistment process. Concerning guiding point, the study exhibited that FAAD students were in a general sense more fulfilled than FBAE students. The study revealed that there are differentiations on the fulfillment level of administration quality considering field of study. This may show that the student encounters and their judgment or the way they assess thing may moreover change crosswise over order.

#### 2.2.1.3 Cultural factor

Tomovick, Jones and Al-Khatib (1986) broke down the elements that effect the administration quality impression of worldwide students in US business schools. They used the SERVQUAL as a piece of instructive setting, which has been changed in accordance with fuse only five measurements of the SERVQUAL, which are tangibles, unwavering quality, responsiveness, confirmation, and sympathy. The disclosures of the study found that the worldwide business students considered tangibles (which engaging offices) to be a champion amongst the most basic components in the administration quality of instructive foundation. Diverse consequence of the study additionally demonstrate that students expect proficient and qualified personnel and also frequently require educators or coaches who will help them with distinctive issues.

Society is inborn in all human. Various studies have been led to assess the relationship of society to administration quality. In a study by Malhotra et al (1994), an examination of the determinants of administration quality in the middle of created and creating nations was made. One of the discoveries of the study is that natural differentiations between the two gatherings of nations can have variably affects on administration quality determinants. A couple of proposition were offered to relate administration quality estimations to monetary and socio social segments.



Another study by Winsted (1997) on how clients in the US and Japan survey administration experiences; found that studies exploring administration experiences ought to be delicate to differences in society. Winsted proposed a structure and estimation scales for taking a gander at and measuring administration experience portions in the two nations. Yet another study by Dinthu and Yoo (1998) on the effect of clients social introduction on their administration quality desires, found that the social introduction have a noteworthy effect on the general administration quality desires, and the desires on each of the measurements of administration quality.

#### 2.2.1.4 Gender factor

A study by NapapornKhantanapha (2000) found that there are no differences between of male and female MBA students in desires of administration quality. The investigation of difference results for desires and sexual orientation exhibits there are no differences in the middle of men and women. The mean of 4.01 gained from men's desire is almost no not exactly the same as the mean of 4.02 for women. In any case, there are huge complexities in perspective of genuine administration quality in the in the middle of men and women in five extraordinary schools in Thailand. Another study by Joseph and Joseph (1998) found that there is no significant distinction between male and female students with the exception of the discernment for two matters: Good social life on grounds" and "scholastic estimation of degree advertised."

Regardless, the study done by Soutar and McNeil (1996) and Kamal and Ramzi (2002) , demonstrates that sex segment put an effect on the fulfillment size of administration quality which male student were found to be more fulfilled than female students for the previous and female student were fundamentally more fulfilled than fellows for the later. In an examination of student fulfillment with chose student bolster administrations, Ruby (1996) found that students survey administration quality particularly depending upon the division of the administration being considered. Complexities in perspective of administration quality according to sex were also found with female students both expecting and seeing bigger measures of administration quality than male student (Ruby, 1996). Moderate connections were found between students' fulfillment with bolster administrations and their commitment to the school or school went to.

## 2.3 Training

Onasanya (1998) defines training as “a form of specialized education aimed at giving the trainee a particular or specialized knowledge, skill and attitude which he must possess to effectively perform in a given position”. Jones, George and Hill (2000) define training as “the process of teaching organizational members how to perform their current job and helping them helping them to acquire more skills and knowledge to enable them become effective job performers”.

To Ademalekun (1983) “training involves education and career development of organizational members”. He views it as “a series of activities, which an organization, enterprise or even a nation needs to undertake to provide for itself, on a continuous basis, the supply of skilled manpower to meet its present and future needs”. Training is “a continuous process committed to bring continuous improvement in the organizational performance” (Pischke, 2001).

Persistent training action highlights the criticalness of overseeing change. Change can be as interior or outside strengths. Training gives the stage to upgrade the understanding of the new business method, its necessities, new gadgets and better methodologies for performing work (Kassicieh&Yourstone, 1998). Training as a predictable system contains inputs as mentors, pleasantries, and training materials and aides etc. Technique as including all frameworks for achieving the predefined training targets, ultimately yield as readied staff (Odiorne, 1970).

Training objectives, training methods and training material have been considered as most essential factors influencing the quality of training (Pike, 2003; Mitchell, 1998). Training has been connected to improve self-esteem, lessen turnover, better item and administration consistency, higher fulfillment, decrease business costs, the utilization of new innovation, more noteworthy capacity to address the issues of an objective business sector, improve state of mind, more collaboration, more prominent occupation fulfillment, and more prominent hierarchical responsibility (Samuel and Chipunza, 2009).

As indicated by study conducted by Chiang, Back and Canter (2005) on the relationships between training quality, job satisfaction and intention to stay in hotel industry. They reasoned that training quality was positively correlated with representative job satisfaction. This representative job satisfaction then prompted the intention to stay in the hotel industry. So also, Siebern-Thomas (2005) dissected 13 nations of European Community Household Panel (ECHP) 1994-2001 and found that worker job satisfaction had indicated expanding patterns where there was a conduction of working environment training.



**2.4 Training Needs**

A training need is" a deficiency of abilities or capacities, which could be lessened or wiped out by method for training and improvement. Training needs ruin workers in the satisfaction of their occupation obligations or keep an association from accomplishing its destinations". They may be brought about by an absence of abilities, information or understanding, or emerge from an adjustment in the work environment (Holden, 2002). Training needs include all the holes or zones of needs in the worker and hierarchical knowledge's, abilities, and capacities, to distinguish any crevices or ranges of deficiency which should be achieved training and instruction. It demonstrates the holes between representative abilities and the aptitudes needed by the occupation and department.(Pischke, 2001).

Training needs involve specific areas or skills at employee, departmental or organizational level which requires improvement in order to help the organization to perform effectively. A factor that may lead to Training Needs includes:

- Re-organization processes
- Business Process Re-engineering
- Process Improvements
- Reductions in Force
- Layoffs/Transfers/New Hires
- Staffing Changes/Promotions
- Re-locations
- New equipment/Technology
- Performance/Safety Issues
- Problems in Production/Safety
- New Systems/Procedures
- Changes in Laws/Regulations
- Succession Planning Career Paths/Growth (Onasanya, 2005).



### 2.4.1Training Needs Analysis

The point of training needs examination is to guarantee that training locations existing issues, is customized to authoritative destinations, and is conveyed in a compelling and expense proficient way. Training needs investigation includes: Monitoring current execution utilizing methods, for example, perception, meetings and surveys, reckoning future shortages or issues, recognizing the sort and level of training obliged and examining how this can best be provided(Coleman, 1988).

The reason for a training needs appraisal is to distinguish execution prerequisites and the learning, abilities, and capacities required by an office's workforce to accomplish the necessities. A powerful training needs evaluation will encourage direct assets to territories of most noteworthy interest. The appraisal ought to deliver assets expected to satisfy hierarchical mission, enhance efficiency, and give quality items and administrations. A needs evaluation is the procedure of recognizing the "crevice" between execution obliged and current execution. At the point when a distinction exists, it investigates the reasons and purposes behind the hole and techniques for shutting or wiping out the crevice. A complete needs evaluation likewise considers the outcomes for disregarding the crevices (Onasanya, 2005). There are three levels of a training needs evaluation:

(1) Authoritative appraisal assesses the level of hierarchical execution. An evaluation of this sort will figure out what abilities, information, and capacities an office needs. It figures out what is obliged to reduce the issues and shortcomings of the organization and also to improve qualities and capabilities, particularly for Mission Critical Occupation's (MCO). Hierarchical evaluation takes intoconsideration different extra variables, including evolving demographics, political patterns, innovation, and the economy.

(2) Occupational assessment examines the skills, knowledge, and abilities required for affected occupational groups. Occupational assessment identifies how and which occupational discrepancies or gaps exist, potentially introduced by the new direction

of an agency. It also examines new ways to do work that can eliminate the discrepancies or gaps.

(3) Individual assessment analyzes how well an individual employee is doing a job and determines the individual's capacity to do new or different work. Individual assessment provides information on which employees need training and what kind,(Coleman,1988).

### 2.5 Quality Education and Training needs: The Nexus

Preparing is presently an essential component for authoritative and individual representative achievement, and to succeed it must address both the issues of the workers being prepared and those of the association overall in this speech Ndiomu (1989) contended that Quality instruction is that training that is applicable and adjusted to the needs of the general public. He contended that such needs must meet the principles in wellbeing, development, and physical survival in an intricate and globalized world. It suggests training that is beneficial and which engages the beneficiaries with pertinent abilities, information, thoughts, qualities and disposition required for him/her to settle on educated choices and carry on with a self-maintaining life. Quality in cutting edge instruction suggests the estimation of the inputs into cutting edge training systems, instructors, instructional workplaces and evaluation frameworks which implies the yields.Majasan (1998) kept up that quality training is quality stacked fighting that quality instruction should convey trained behavior, diligent work, improved social legacy and shared regard inside and outside the school bunch. If an overall population expects quality work for snappy advancement and change, quality training is an outright need do undertaking (Majasan, 1998).

This he continued is by virtue of quality training is depended upon to address separating issues like the nobility of work, quality administration and presented citizenship, mechanical agreement, political strength, religious resistance, freedom and security. Quality advanced education includes that the consequences of results of advanced education should have the ability to execute as demonstrated by expected standard and contend positively with their partners in diverse countries of the world. Quality instruction is the training that conveys a complete individual. Finish as in the individual is mentally, ethically, physically, sincerely and socially stable. Thusly, Akinpelu (2000) fought that instruction without quality can even be a larger number of perilous than no training, concentrating on that non-quality, instruction has no worth.

Two standards portray endeavors to guarantee quality in higher education provision. The first recognizes learners' intellectual development as the major unequivocal goal of all education frameworks. Likewise, the success with which a system accomplishes this is an indicator of their quality. The second accentuates education's role in advancing values and disposition of capable citizenship and in supporting creative and mental development. The accomplishment of these goals is more hard to evaluate and compare across nations (EFA Global Monitoring Report, 2005).“ The quality of course delivery influences the quality of learning which in turns permit the identification of criteria for quality of course delivery” (Hunt, 1998).



### 2.6 Mechanism for Quality Assurance In Education

Accreditation, accountability and assessment cover, yet are distinctive methodology crucial to quality certification. Each is appropriate as advanced education changes in creating countries, as globalization increment, and as private foundations enrolls more students. Each has created at different concentrates, however today they get together and work in the meantime in most industrialized countries. This triangle of quality confirmation applies to both open and private organizations, regardless of the way that the particulars with identified with responsibility varies. Given the money related bolster gave to open establishments by states in the United States and by focal commanding voices in the United Kingdom and Western Europe, open organizations experience more responsibility weights. This is not valid in the creating countries, where open organizations are by and large immune to outer responsibility. Sadly, much research does not separate among the quality affirmation segments, provoking perplexity and repetition (Okebukola, 2012).

**2.6.1 Accreditation**

Thrash (1979; 116) portrayed accreditation as "interestingly a non-legislative procedure" During times when effective propensities towards centralisation and consistency existed, accreditation was instrumental in reassuring development and uniqueness. Trout (1979) proposed three suppositions: “(1) assessment of quality focuses on conditions for quality; (2) no common definitions for quality; and (3) higher education has a significant production function. The emergence of the ‘‘assessment movement’’ has shifted focus to the third question”.

Woodhouse (1999) proposed that accreditation addresses whether an establishment meets all requirements for a certain status. Students who go to a licensed establishment realize that the organization will give the projects and administrations vital for achievement and that degrees will be perceived. A key issue concerns how to outline a general structure that cuts crosswise over outskirts and dodges issues inalienable in the territorial structures of most nations

Kells (1996) suggested that "accreditation will eventually be replaced by global accreditation. Before trade agreements are possible in Central and Eastern Europe, each transition country must develop an accreditation system that considers private and public institutions equally and that supports flexible institutional missions" (Keller 1980).

Leatherman (1993) prominent that in the midst of 1991 and 1992, only 1.6 % of those foundations licensed by provincial affiliations got formal assent. Eaton (2001) prominent that the group is resolved to developing worldwide quality survey exercises, fusing collaborations with quality certification organizations over the world. Accreditation process and the offices responsible for executing them must be evaluated to ensure that the accreditation parts are working suitably, viably and fairly.

There is impressive observational research on accreditation forms (e.g. Kells 1976; Kells& Kirkwood 1979; Pigge, 1979; Romine 1979; Trout 1979; Engdahl 1981; Anderson 1987; Robinson-Weening 1994; McMurthie 2001; Phillips, Song, & Tom 2001). Accreditation assumes a part in encouraging differing qualities (Shawen 1983) and in securing scholastic flexibility (Elman 1994).

Accreditation segments can be molded by administrative organizations, a free non-managerial association made by cutting edge training foundations, or by specialists in the propelled instruction, and business or industry territories. Worldwide (e.g. World Bank, Asia Development Bank, Latin American Development Bank) and regional (e.g. UNESCO and the European Union) offices have been helping move countries to set up accreditation frameworks.

Van der Wende (1999) recommended that quality certification systems "tend to travel insufficiently because of social stands out and slants from appreciation to reason" (p. 230). The General Agreement on Trade in Services of the World Trade Organization has engaged the change of general informational measures, shared affirmation and the liberalization of accreditation. Deciphering degrees from outside schools into national reciprocals is troublesome, especially in Central and Eastern Europe and in a couple Asian countries. Dominant presences in a couple of countries don't see capabilities from a remote establishment, paying little mind to the likelihood that got inside they could call their own country from an internationally perceived college

Most nations have grown new accreditation frameworks, while others have set up evaluation boards of trustees or administrative agencies that do outer audits. In Romania, separate offices are in charge of diverse sorts of institutions or purposes, maybe because of the fast increment in the quantity of organizations and enrolments in private universities ('Private Universities, 2002).

The test for private establishments is to work with governments to search for a license to work and get accreditation for offering degrees, yet to keep up autonomy by minimizing outside miniaturized scale administration. Stetar and Stocker (1997) suggested that in Ukraine, the state drives forward in an old Soviet-style logic that keeps private foundations from working in a manner to help duties to societal needs. Meanwhile in Slovakia, "state universities are not as dynamic and in converse as a couple of intellectuals would allow" (Collinge 2004, p. 191). In the wake of ensuring that private organizations get together with built up criteria for accreditation, governments should move to one side and intercede exactly when additional information addresses an association's accreditation status.

### 2.6.2 Accountability

The improvement of both open and private high training should be joined by amazing independence from point by point outside control. Fundamental masterminding and decision making about budgetary matters are focus exercises of a foundation; from this time forward, the state and focal government should not to be incorporated in inside budgetary techniques. Responsibility is best served by outer shoppers (e.g. understudies), supporters paying charges and responsibilities, and the state's obtainment of budgetary endowments. State governments should concentrate on the profiles and aftereffects of both private and open foundations rather than extended bureaucratic reporting necessities for organizations.

Responsibility alludes to "an emphasis on the conditions that must exist inside of any instructive framework all together for that framework to be responsible for the accomplishment of its objectives" (Barbee &Bouck 1974, p. xiv).Though accreditation includes enthusiasm by partners, responsibility frameworks bar outside partner survey that has depicted institutional accreditation in the United States, the United Kingdom, and some place else. Wellman (2001; 48) proposed that "responsibility is vital for protecting the smaller between advanced education and society' 'Responsibility concentrates on the needs of ranges that have an individual stake in institutional execution (Alexander 2000). Knight (1999) suggests that three fundamental accomplice's bundle must be seen as: the administration part, the training section and the private territory. Responsibility has been a rehashing subject resulting to the soonest days of cutting edge training, yet its relative centrality has risen and fallen in part as an eventual outcome of outer weights facing propelled instruction.

Levine (1997) recommended that advanced education has transform into a "created industry", conveying with it responsibility weights for all organizations. The estimations of a responsibility system must separate amongst different establishments regarding their institutional missions. Responsibility passes on the need to make institutional execution measures that reflect general cravings for execution of the accomplices. Ideally, institutional execution measures are connected with institutional indispensable organizing techniques, and have ""free"" relationship with arranging (Whiteside et al. 1998).

Responsibility and administration are main problems in most move countries. Governments ought to be ensured that higher direction establishments are having a tendency to societal needs by making the fancied graduates, and by delivering the investigation and organization to upgrade locals' lives. For open foundations, government ought to be ensured that funds are well spent, that the organizations are beneficial, and that establishments are profitable (Layzell 1998). As costs rise, responsibility weights increase.



As extending amounts of individuals in countries encountering noteworthy change go to private organizations and pay instructive expense, stresses over responsibility are inclined to addition. Administration structures and organization traditions openly advanced education establishments progressing countries are depicted by an unlucky deficiency of managerial control. Academic open door is as regularly as would be prudent mistaken for regulatory flexibility, which, hence, prompts a nonattendance of responsibility for the usage of benefits and institutional execution, and oftentimes, to contamination. In both parts, with no sheets of trustees and limited outer oversight, most work force and chiefs acknowledge that they control and direct the establishment. Reliance on execution pointers as organization markers and orchestrating instruments is not customary practice in such countries.

Governments should ensure that each establishment report its slant and reason and, cooperating with a reasonable accreditation system, ensure that establishments are meeting their reasons and goals. Institutional division is an authentic response to the extended specialization and hugeness of data. Both new and changed organizations in both parts can best serve general society energy by concentrating on an inside and out described course of action of targets for understudies. The administration has a section to give information about instructive particular alternatives for help purchasers settle on taught decisions, and to consider suppliers in charge of their execution in admiration to instructive organization.

### 2.6.3 Assessment

The most current quality affirmation process, examination, surfaced in the mid-80s in the United States and Europe as concerns grew about the method for understudy learning and execution. Examination exercises have concentrated more on the aftereffects of instructive experiences, and those institutional strategies that add to ached for results. Both nearby and master accreditation affiliations have changed criteria for accreditation to consolidate more grounded principles to display that looked for understudy learning and execution has been finished for graduated class of the association.

Gratch-Lindauer (2002) prominent that new standards uncover a more conspicuous accentuation on results appraisal. This complement on the third question acted by Shawen (1983) speaks to the adaptability of accreditation to outer responsibility weights. Trout (1979) found that few methodologically strong studies had been directed to affirm that showed key quality qualities related to measured understudy learning Regional and master accreditation relationship in the United States put significantly more highlight on the documentation of understudy learning and execution as a huge portion of accreditation frameworks. Patton (1999) found that the overwhelming piece of organizations don't have an objective plan for student evaluation. Another study considering responses from 1353 establishments to a diagram concerning institutional evaluation, induced that institutional control (open versus private) is a less indispensable variable in assessment exercises than institutional sort (Peterson & Augustine 2000). Contrasts among institutional sorts happened for seven of ten instructive decisions (e.g. arranging or patching up academic ventures or majors).

The 1997 Lisbon Convention (Council of Europe 1997) will unavoidably apply to 54 nations, and is appropriate for appraisal activities since it is concerned with how foundations set up techniques to perceived recorded capabilities, learning and abilities. How particular foundations will address graduates' learning, aptitudes and skills is dark. The 1999 OECD report Tertiary Education and Research in the Russian Federation saw a more critical highlight which fancied student capabilities in the change of related appraisal segments. To extend the adaptability in the layout of scholastic projects, various propelled instruction organizations all through the world have grasped the North American standard of credit-based courses. This progression has begun to impact entire national school structures in a couple of nations (Regel 1992). In 1999, the ministers of cutting edge training from 29 European nations gave themselves to the credit system in their school structures and the establishment of an European Credit Accumulation and Transfer System (EUROCATS). This course of action of credit-based courses may trade to other evolving structure'.

## 2.7 Quality Assurance In Malaysian Universities: an overview

### 2.7.1 Malaysian Qualification Agency

Best practices for quality certification requests unmistakably characterizes, straightforward and reasonable criteria and principles that serve as references for appraisals and reports of undertakings offered by advanced education suppliers. MQA has added to a code of practice on criteria and benchmarks for advanced education in Malaysia. This code of practice is benchmarked against overall extraordinary practices and extensively recognized by accomplices through diverse insight. The code gives a standard of general essentials in the going with districts: Vision, mission and learning results; Curriculum setup and transport; Student decision and reinforce organizations; Assessment of students; Academic staff; Educational resources; Program watching and overview; Leadership, organization and association; and Continual quality change.

For the most part, MQA quality guarantees programs through two specific techniques: (1) Provisional Accreditation – this is a movement to make sense of if a venture has met the base quality necessities preparatory to Full Accreditation. Furthermore, (2) Full Accreditation – which is an appraisal action to verify that the teaching, learning and all other related activities of a framework gave by an advanced education supplier has met the quality gauges and in consistence with the MQA Act 2007 moreover suits the conferment of a self - approving status to create advanced education organizations that have dug in inside quality affirmation instruments. To be so given, the advanced education organization needs to experience an institutional audit, and if productive, all capacities it offers will be hence enrolled in the MQR.

**Figure 2.1**
**MQA Quality Assurance Process**

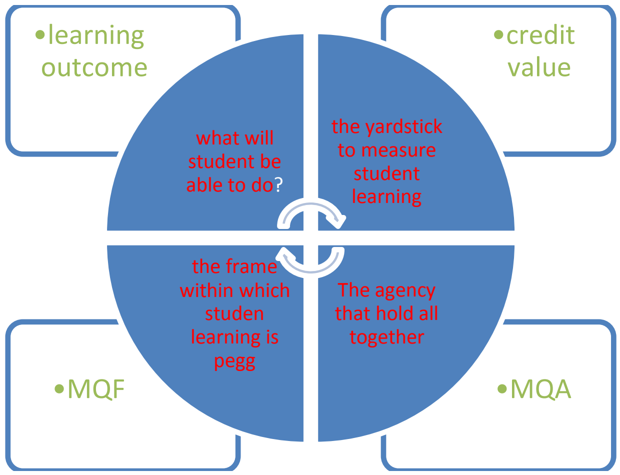

Sources :( MQA, 2014)

### 2.7.2 The Learning Outcome

Student accomplishments are measured by learning outcomes. These learning outcomes recognize the fluctuating competencies regarding what a student will have the capacity to do toward the end of a period of study. Learning outcomes are in light of eight domains: "Knowledge; Practical skill; Social skills and responsibilities; Values, attitudes and professionalism; Communication, leadership and team skills; Problem solving and scientific skill; Information management and lifelong learning skill; and Managerial and entrepreneurial skills"(MQA, 2014).

Learning outcomes are connected to the credit framework which offers value to all students learning time and are not in view of the contact hours in the middle of speakers and students.

**Figure 2.2**
**The Nexus between MQA, MQR, Value and Learning Outcome**




Sources: *(MQA 2014).*



**2.8 Quality Assurancein Nigerian Universities**

**2.8.1 National UniversitiesCommission (NUC)**

The Department of Quality Assurance (DQA) was initially established in 2005 after the observed need to rebuild and reinforce the limit of the Commission to accredit and shaped the nature of academic programmes in the Nigerian University System (NUS). The elements of the DQA were, nonetheless, doled out to different Departments amid the 2006 exhaustive changes and rebuilding activity. The accreditation capacity was vested in the Executive Secretary's Office. Then, the NUC Board, at its 73rd Meeting on 29th July 2011, considered the expanded number of colleges in the framework and the need to refocus the Commission to adequately complete its administrative commands, particularly the confirmation of the nature of scholastic projects. Hence, it affirmed the making of the

Department of Quality Assurance with the commands of project and institutional accreditation**.**

**MISSION**

To guarantee compliance with affirmed Benchmark Minimum Academic Standards (BMAS) and other quality assurance instruments needed for Nigerian colleges to address national issues and worldwide competiveness.

**VISION**

"To assure and sustain the quality of academic programmes and institutional services in Nigerian universities"



**FUNCTIONS OF THE DIVISION**

**1. Undergraduate and Institutional Accreditation Division:**

(1). Periodic review of the under listed instruments used for the accreditation of Full-Time/Part-Time Undergraduate, and Distance Learning programmes: (a) Manual on Accreditation Procedures (MAP); (b) Programme Evaluation Form (PEF); (c) Accreditation Panel Report Form (APRF); (d) Self Study Form (SSF). (2). "Coordination of the development of new instruments used for Undergraduate Accreditation (e.g. Instruments for Institutional Accreditation), (3) Coordination of the accreditation of Full-Time/Part-Time Undergraduate and Distance Learning academic programmes.(4)Obtain annually, the list of approved Full-Time/Part-Time Undergraduate and Distance Learning academic programmes from the Department of Academic Standards to determine the list of programmes mature for accreditation.(5) Maintaining a database of Professors in the Nigerian universities and update same annually and (6) Prepare monthly and annual reports on all the activities of Division"(NUC,2014).

Other important functions of the division includes; "drawing up list of academic programmes to be accredited, Compilation of list of Panel Chairmen/Members, time-tabling and budgeting Organizing the accreditation coordination meeting for panel chairmen and members in a simulation workshop, Analysing Accreditation Reports (Technical and Administrative), Ranking of programmes and universities, based on their accreditation status, publishing of accreditation status of programmes, Issuance of certificates to programmes that earned full and Interim accreditation results, Coordination of Institutional Accreditation of Nigerian universities, which covers: drawing up instruments for institutional accreditation Coordinating the Pre-Accreditation, Accreditation Exercise and Post-Accreditation Activities"(NUC,2014),.



The division also monitor "the Promotion of institutional culture of quality and self-analysis by encouraging universities to conduct internal mock accreditation exercise. Responding to inquiries and advising the National Universities Commission on all issues that relate to accreditation of academic programmes in Nigerian universities, to ensure that the Institutional vision, mission and strategic goals of Nigerian universities are clear, realistic and also aligned with development agenda at the local, national and international levels"(NUC,2014). Regarding post-graduate studies, the division,**"** Obtain annually, the list of approved Postgraduate programmes from the Department of Academic Standards to determine the list of postgraduate programmes mature for accreditation.5 maintaining a database of Professors in the Nigerian universities and update same annually, 6 Prepare monthly and annual reports on all the activities of Division" (NUC, 2014).

## 2.9 QUALITY MEASUREMENT IN THE NIGERIAN EDUCATIONAL SECTOR

Quality of instruction could be measured regarding quality of input, quality of output, quality of content and quality of process:

**1.** ***Quality of Resource Input***:It is often said that no education can transcend the quality of its teachers. The instructor is the most essential of the considerable number of inputs that go into educational procurement. This is on account of education of the highest quality requires teachers of the highest quality. Education in Nigeria today appears to need quality projects as well as devoted and excellent teachers. The vast majority of the instructor education foundations including Faculties of Education turn out teachers that are inadequate in substance and methodology. Therefore, they are not able to instruct adequately which has an impact on the quality of the education conferred (Fabiyi and Oladipo, 2008).

**2.** ***Quality of Output***:The quality of training does not depend just on assets inputs, but instead on the yield additionally, which joins scholarly accomplishment on tests, scores and movement and pass rates; accordingly, the inside and outside viability. The Monitoring of Learning Achievement (MLA) venture, a crosscountry study directed between 1994 –1996 and the report distributed in 1997 by the Federal Ministry of Education, with the support of UNICEF and UNESCO, named three learning regions decided for the MLA concentrates on as: Numeracy, Literacy and

Life aptitudes (a blend of science, social studies and general knowledge)(Okebukola, 2012).

3. The MLA study in Nigeria gives impressive knowledge into the quality of outputs particularly at the lower level of education in Nigeria. The result of the study shows that an average public primary school child in Nigeria can neither one of the reads, write nor ascertain legitimately. A few reasons have been given to clarify this: Lack of textbooks and composing materials. The National Situation and Policy Analysis (SAPA) study directed under the sponsorship of UNICEF and the Federal Government in 1992 demonstrated that 77% of public primary understudies had no textbooks while 36% had no composition materials; science equipment was deficient in the majority of the schools. The poor quality of guideline among others. By and large, it is accepted that poor quality education exists at all levels of education in the nation on the grounds that similar issues exist at all levels.



4. **Quality of Process::** This suggests understudy/instructor interaction, level of learner interest and engagement in learning. In a previous study, Ali and Akubue (1998) found that teachers dominated the lessons and presented few open-ended question. Group work which energizes discussion is infrequently experienced, and just 10% of teachers utilized continuous assessment. Okebukola's (1998) observational studies demonstrated that boys are given more prominent opportunity than girls to ask and answer questions, to control materials and to lead groups. In science classroom interaction, girls were additionally given less time on practical work than boys.

5. ***Quality of Content:***The curriculum substance of our educational system has been scrutinized as being over-burden, and does not adequately take care of the needs of

the Nigerian learner. The information from the Monitoring of Learning Achievement (MLA) project has additionally demonstrated that there is a wide crevice between the intended educational module and the accomplished educational program. Nonetheless, this feedback has been tested in light of the fact that the educational module contents of our institutions comply significantly with those in different nations. What is required in our framework is a re-ordering of the educational module content i.e. (the intended educational program) and an advancement of the accomplished educational module and for the implemented educational module to concentrate on pertinence and functionability. The accomplished educational program is the information, abilities and state of mind that are accomplished or learned while the implemented educational program is the interpretation of curricula objectives into reality in classrooms, labs, workshops, playground and different settings for learning, while not dismissing the language provisions in the National Policy on Education (FGN, 2004). Taking after this, there ought to be an adaptable educational program. Educational program inflexibility must give way to 'educational curriculum flexibility'. Such educational module must be pertinent to both individual learner's requirements and societal needs in general.



## 2.10 FACTORS INFLUENCING CHOICE OF STUDY DESTINATION

Investigations of students' school choice have particularly centered around the issue of variables affecting students' choices about which organization to select in. The consolidated models demonstrate a differing qualities of components those effect students' decisions. A few elements are related to the part of diverse persons, some are related to individual or individual components, and others are related to institutional attributes and student recognitions about quality and expenses. The going hand in hand with is a talk of the discoveries of different studies concerning a portion of the rule determinants of students' decision of an advanced education organization.

One part associated with students' decision of organization is the expense of instruction and accessibility of monetary help. As indicated by Cabrera and La Nasa (2000), examination reliably demonstrates a huge negative relationship between instructive expense increments and enrolment. In case expense is an impediment for students, then the answer for the issue is budgetary guide. Hossler, Schmit and Vesper (1999) found that budgetary guide brings down the net expense of school participation. Foskett, Maringe and Roberts (2006) found that adaptability of expense installment, openness of monetary guide, and sensible convenience expenses play a critical effect on students' choice of an advanced education organization. The notoriety of an establishment is additionally a thought in a student's school decision choice. Given the expanding quantities of advanced education foundations, students are ending up being more discriminating and diagnostic in their choice of instructive organizations (Binsardi and Ekwulugo, 2003). Students' observations about the notoriety and picture of an establishment are molded by prattle, past experience, and showcasing exercises that propel the foundation (Ivy, 2001). Studies demonstrate that an establishment's average picture can emphatically impact students' inclination for the foundation (Mazzarol, 1998; Bourke, 2000; Gutman and Miaoulis, 2003). Therefore, advanced education establishments need to build up an unmistakable picture to keep up their aggressive edge (Paramewaran and Glowacka, 1995).

Students' determination of an organization of advanced education is likewise related to another institutional trademark, the nature of projects offered by the foundation. Hooley and Lynch (1981) propose that the suitability of the projects is the most vital thought in students' school choice. Krampf and Heinlein (1981) found that planned students assess projects offered by different foundations to evaluate their suitability. Students survey projects taking into account the going with criteria: determination of courses (Qureshi, 1995); openness of courses and passage necessities (Bourke, 2000); quality and mixed bag of instruction (Shanka, Quintal and Taylor, 2005); and quality and adaptability of degree/course blends (Holdsworth and Nind, 2006).

Another institutional component that students consider in their choice making is the offices in the organization. Research discoveries demonstrate that scholastically talented students and ordinary students place accentuation on unmistakable institutional characteristics (Litten, 1980; Tierney, 1983; Seneca and Taussig, 1987). The previous evaluate a foundation essentially in light of the quality of the projects, while the recent are keen on awesome projects and also components, for example, physical appearance and social life. Esteem, Matzdorf and Agahi (2003) found that select offices, for example, availability of library offices, PCs, study ranges, and zones for self-study, accept a section in students' decision of an establishment. Diverse offices that students may contemplate consolidate recreational offices (Joseph and Joseph, 1998) and athletic or sports offices (Maguire and Lay, 1981).

The geographic area of an institution, or its nearness to home, is another element that has bearing on students' university choice decision. Jackson (1982) suggests that numerous students just seriously consider colleges that are found generally close to their homes and that don't present excessive academic or financial obstacles. Wajeeh and Micceri (1997) and Shanka, Quintal and Taylor (2005) also find that the geographical area of an institution has a significant impact on the decision of school. In settling on their decision with respect to which institution of higher education to go to, students regularly consult their parents and family. As indicated by Cabera and La Nasa (2000), parental impact takes two forms: motivational and proactive. At the motivational level, parents keep up high educational expectations for their youngsters; at the proactive level, parents get to involved in school matters and discussion of school plans (Miller, 1997; Hossler, Schmit and Vesper, 1999; Perna, 2000).

Since parental impact plays a role in students' school decision, institutions of higher education should consider the expectations of both parents and students to meet their demands in an increasingly competitive higher education market. To some degree, peers also impact students' school decision. Several studies (Falsey and Haynes, 1984; Joseph and Joseph, 1998; Shanka, Quintal and Taylor, 2005) analyzed the connections between student communication with other school bound-students and their school enlistment. These studies recommend that the more a student interfaces with diverse students with school arranges, the more likely he or she will be to consider enlisting for school. in the same vein, a study by Hossler and Stage's (1987) proposes that there is a relationship between non-school-bound students and their non-school-bound companions; thusly, associate effect is likewise a segment by virtue of students who have no arrangements to seek after their advanced education.

Several studies have taken a look at Malaysian students' decision of a tertiary institution. RohaizatBaharun (2004) directed a study based on a survey of three local universities. The findings demonstrate that the five most vital determinants of university preference are the reputation of the institution, the system structure, the quality of the facilities, the impact of the student's family and peers, and customerorientation in terms of entry requirements and accessibility of courses/programs. A study investigating students' preference for University of Malaya (UM), the oldest university in Malaysia, discovered the main four reasons for students' preference of UM were great job prospects, the reputation of the university, the accessibility of programs desired by students, and the reputation of the project (Nagaraj et al., 2008).

MoharYusof et al. (2008) also did a study on the selection of higher education institutions. The survey accumulated data from three groups of respondents in Kuala Lumpur and Selangor, including prospective students, parents of prospective students and first-year university students; thus, this study comprehensively included responses at the pre-application and post-application stages of university selection. For every one of the three groups, the variables viewed as greatly critical were the accessibility of required programs, the reputation of the institution, the quality of the lecturers, and financial assistance offered by the university. Among first-year university students, two extra factors were appraised as vital: the chance to work low maintenance while studying and the cost of tuition. To close, all the experimental studies in Malaysia agree that the reputation of the institution and the accessibility of programs desired by students are critical considerations in the selection of a higher education institution.

## 2.11 Globalization and International Student's Mobility

Shaw and Williams (2004) highlighted that globalization is a bit of the procedure that set the relationship in the middle of nation and people over the world. In this manner, the versatility of students seeking after instruction abroad is considered as a noteworthy part of globalization. The affirmation in demonstrating and instruction industry is to cultivate overall particular competency outside of classroom environment. Worldwide Practical Training Program and Student Exchange Program are one of universal academic adaptability programs that have been set up to give travel opportunity and social exchange experience for remote students to learn outside of their environment. In light of yearly trial report of „Education at a Glance", OECD (2011) with the coordinated effort from UNESCO Institute for Statistic, shows the choice of destination outside students would support when enroll in tertiary training. United States has chosen 18% of overall bit of the general business of worldwide students, so to speak, assigned as the absolute best choice of destination for outside students to enter for tertiary training in 2

Following the time when the development of international student pursuing higher education has been visibly developing, education institutions start to have awareness of social, financial and scholarly as the advantages that remote students could convey to the host nation (Verbik and Lasanowski, 2007).

## 2.12 Examination Of Findings Of The Previous Studies On Factors Influencing Choice of College

Five general categories of factors related to college choice emerged from the literature review: (a) institutional characteristics, (b) program characteristics (c) marketing and recruitment characteristics, (d) significant others characteristics, and (e) student characteristics.

### 2.12.1 Institutional Characteristics

Institutional characteristics have been the most widely recognized element distinguished in deciding university choice. One institutional component of specific significance is the institution's reputation. Studies of undergraduates domestic students (Choy, 1998; Hansen &Litten, 1991; Hossler&Gallagher, 1987; Litten&Brodigan, 1982; White & Hernandez, 1990), studies of graduate domestic students (Olsen, 1992; Poock, 1997, Webb, 1993; Webb 1996), studies of international graduate students (Martin, 1996; Waters, 1992;) and studies of international college students (Joseph & Joseph, 2000; Kemp & Madden, 1998; Mazzarol & Soutar, 2002) have affirmed that the reputation of the institution is a vital consider school selection.



Academic reputation was more often than not noted in studies of university choice, despite the fact that the importance of academic reputation has shifted. In a study of 2,800 students at the University of Southern Florida, Wajeeh and Micceri (1997) found that student perceptions of an institution's academic reputation were based on the institution's use of modern technology (e.g., the use of technology in the classroom and the presence of a comprehensive campus library). Martin (1996) linked academic reputation to a university's research program. His survey of 774 college students at 6 campuses of the University of South Australia found that a university's research profile assisted in increasing university enlistment.

Terkla (1988) studied domestic graduate students enlisted in dentistry and international relations at a Northeastern university. International relations students positioned academic reputation as more vital in school selection than dentistry students did. Dentistry students frequently recognized the quality of facilities and staff as more essential factors. Terkla reasoned that an institution's academic reputation shifted as an element in school selection relying on the reputation of its programs. Webb (1993) distinguished academic reputation as the most imperative factor of university selection, discovering findings in a subsequent study of 222 domestic doctoral business students. Other institutional factors that were essential for doctoral and masters' degree students were library size, arrangement reputation, financial guide accreditation, and contact time with staff. The accessibility of assistantships was distinguished by doctoral candidates as vital however not by masters' students.

Webb showed that institutional factors that affected school choice varied among students going to private or public institutions and differed by Students at small tuition based schools evaluated area higher than students did who went to different types of institutions. Students who went to extensive non-public schools appraised institutional reputation higher than students did who went to different types of institutions.

Findings by Richardson and Stacey (1993) contrasted from Webb's conclusions. Their study of 213 business students discovered no significant differences among attributes that influenced school choice; nonetheless, a significant distinction was found in student perceptions of financial aid between students going to public and private institutions. At private institutions, students expected that 41% of the costs would be secured, a figure somewhat higher than the 31% recorded by students out in the open institutions.

Poock(1997) investigated the impact of various factors on the decision by school age students to apply and go to a school or university. Highly appraised factors were reputation of the institution, area, library facilities, and reputation of the personnel and academic programs. Findings by Webb (1993, 1996), Richardson and Stacey (1993), and Poock (1997) supported the significance of academic reputation as an institutional characteristic and noticed that differences in perception may be inferable from institutional sort. Students saw financial aid distinctively relying upon whether they were going to a private or a public institution. School size and student perceptions of institutional characteristics influenced school choice.

Studies of graduate students in higher education (Poock, 1997), dentistry and international relations; (Terkla, 1988) and business (Webb, 1993; Webb, 1996) affirmed that despite program differences, there are similarities in student perceptions of institutional characteristics. Academic reputation is critical to graduate students regardless of project. Staff reputation was essential among students choosing a doctoral level college (Poock, 1997; Richardson & Stacey, 1993; Taylor, 2001; Terkla, 1988; Waters, 1992), perhaps because of potential research opportunities, future job, and systems administration opportunities, employees serving as the course for these opportunities.

Webb (1993), Webb (1996), and Martin (1996) recognized library size as a vital component for graduate students in school selection. This finding is understandable given the need of graduate students to lead research identified with composing academic papers and finishing class work. It remains hazy, in any case, how technology influences research.Numerous studies have focused upon financial aid and its relationship to school selection. Some findings support the significance of financial aid (Richardson & Stacey, 1993; Terkla, 1988; Waters, 1992); different studies recognized financial aid as an impartial component or not a variable in influencing school choice (Heller, 2001; Webb, 1993).

Financial aid is identified with tuition costs because those costs influence the measure of financial aid needed. Undergrad and graduate students reported that the cost of tuition influenced school selection (Choy, 1998; Hossler& Hu, 2000, Joseph & Joseph, 2000; Olsen, 1992; Webb, 1993; Urbanksi, 2001). Grunig (1997), Mulvey and Langer (2003), and Martin (1996) recognized research opportunities at an institution as an essential consider school choice. Mulvey and Langer investigated physics students, so opportunities for directing research opportunities were an understandable element. Members of Martin's sample positioned quality of the research program as fifth in significance in their decision to go to a specific institution. Geographic area of a campus influenced school selection for international, graduate, and college students (Cardon& Rogers, 2002, Choy, 1998; Czinkota, et al. 1980; Hansen &Litten, 1993; Martin, 1996; Olsen, 1992; Poock 1997; Urbanski, 2001; Webb, 1993). College students more frequently favored locations closer to home than graduate students.

A safe campus environment has increasingly concerned students, despite the fact that of more concern among female than male students (Broekemier&Seshardi, 1999; Shank & Beasley, 1998). International students, then again, also have considered a safe campus environment when selecting the school to go to (Mazzoral&Soutar, 2002). Other institutional factors that have influenced school choice for graduate students have been position reputation (Kemp & Madden, 1998; Richardson & Stacey, 1993, Webb, 1993); campus attractiveness (Terkla, 1998), and accreditation (Poock, 1997; Webb, 1993, Webb 1996). Findings by Hoyt and Brown (2003) supported the institutional characteristics selected for investigation in this study. An audit of 22 studies of school selection by 30,614 college students in 18 states that used 10 ormore factors to impact school choice distinguished 9 factors that were positioned as the most obvious classification in several studies: (1) academic reputation, (2) campus area, (3) quality of instruction, (4) accessibility of programs, (5) quality of personnel, (6) costs, (7) trustworthy project, (8) financial aid, and (9) occupation outcomes.

Other factors recognized have been the variety of courses offered, size of the institution, surrounding group, accessibility of graduate programs, student vocation opportunities, quality of social life, class size, extracurricular programs, neighborly and personal service, connection with another respectable institution, admission requirements, and attractiveness of campus facilities. A survey of theliterature of school selection of graduate and college students with respect to institutional characteristics discovered 21 factors that were used in the institutional characteristics section of the questionnaire administered in this study: reputation of the institution, reputation of the personnel, research opportunities, academic accreditation, admissions standards, location in the United States, social reputation, academic environment, safety (low-crime rate) environment, cost, on-campus housing ,reasonableness of off-campus housing, assistantship accessibility, scholarship accessibility, course offerings, institution's size, campus attractiveness, social atmosphere of campus, library facilities and accumulation, presence populace of international students, and an attractive atmosphere for international students.

### 2.12.2 Program Characteristics

The study of program characteristics has been the most predominant area investigated among graduate students. Program characteristics investigated in this study were reputation of system and personnel, friendliness of faculty and academic staff, opportunity for internship, program-specific financial aid, program flexibility, diversity of courses, faculty- student proportion, program meticulousness, office size, opportunities to develop friendships, and term of project. Delaney (1996) investigated program characteristics identified with students acknowledged for admission into a graduate business program. The study is vital because it inspected only one program at one university whose sample included potential students who enlisted and students who did not select. Group based learning aspects of the system, access to personnel, and class size were imperative factors in the decision to select and these program characteristics were the strongest predictors of student enlistment.



Cardon and Rogers (2002) studied technology teachers selected in masters' and doctoral programs. They found that the quality of the project and the workforce impacted enlistment decisions for both groups. A study of international undergrad business students in New Zealand also found that program flexibility and span were imperative factors in decisions to enlist (Joseph & Joseph, 1998). Workforce contact was an essential system characteristic in these studies (Delaney, 1996; Olsen, 1992; Poock, 1997; Webb, 1993; White & Hernandez 1990). Workforce contact with students, especially amid the students' initial stages of school choice, has been distinguished as an essential consider school selection. Poock (1997) emphasized the significance of workforce amid the search and-decision stages of a student's search. The time for faculty to interact with applicants is as soon as interest in the program is shown. Sadly, the findings of this study suggest that faculty hold up to be reached by potential students instead of taking a proactive methodology.

This may result in the untimely end of a program by student; Poock also noticed that the quality of faculty contact is considered in project selection. Olsen (1992) presumed that faculty must give positive data about their programs, contact students rapidly, and act inviting. Students who get a positive response from faculty were more inclined to go to than students who don't get a positive first impression from faculty. Despite variations among disciplines, regular system characteristics influence school choice. Thirteen project characteristics were incorporated in this study, including: reputation components, financial components, program requirements components, size components and friendliness part.

### 2.12.3 Marketing and Recruitment Characteristics

Marketing and recruitment characteristics constitute another powerful factorof university choice. These characteristics have changed since 1995 because enrollment management has changed and now includes the marketing of the institution to prospective students and the admissions process. The admissions process influences enlistment, especially graduate enlistment in business Schools. Process duration, including the span needed to process an application, the frequency of contacts, and the friendliness of the admissions staff have been connected to student satisfaction with academic programs (Fisher, Weyman, & Todd, 2000; Olsen, 1992). Marketing and recruitment characteristics included in this study were school catalogs, the institution's website, online application, campus visits, positive interactions with faculty and admissions' personnel, meetings with university representatives at a vocation reasonable, institution guidebooks, lists that rank universities, speed of acknowledgement into a program, departmental assistantship, composed correspondence with the university, unsolicited contact from faculty members by phone and email, and receipt of a student visa application.

The perceived friendliness of institutional personnel and the ease of admission approval have been factors considered by graduate and college students. Olsen (1992) investigated the delivery of alternative programs and the use of technology to draw in new students. She found that graduate students were more liable to choose a university whose faculty and staffs were agreeable and technologically "user-friendly." Olson also noticed that faculty could assume a noteworthy part in selecting students. The significance of faculty friendliness crossed ethnicity lines among Hispanic undergraduates (Ceja, 2002). Dark graduate students and Native American undergraduates concurred that faculty friendliness influenced school choice (Poock, 1999; Urbanksi, 2001).

Taylor's (2002) study of graduate music students contributed an interesting point in regards to process duration. His study of selected students showed that their school choice was influenced by fast services and short response time from admissions' personnel. For international students, process duration includes receipt of a visa application. International students are known not the first enlistment offer that they receive.Another component identified with the admissions' process is ease of admission. Undergrad and graduates selected schools with understandable admissions' procedures (O'Neill, 2002; Poock, 1997; Taylor 2001, Waters 1992).

Personal contact with a specific faculty part frequently affects recruitment. This contact impresses graduate students and plays an essential part in school choice (Olsen, 1992; Poock, 1997; Waters, 1992). Friendliness of office faculty and staff was the second highest enlistment variable distinguished by Poock (1997). Waters (1992) emphasized that phone contact with faculty and the admissions' office impacted school choice.

Marketing brochures and catalogs have been useful for selecting international students, yet electronic data has started to supplant printed materials. Studies of graduate students and international students before 2000 found that brochures and catalogs were imperative factors in school choice (Kemp & Madden, 1998; Waters, 1992; Webb 1993). Mazzarol and Soutar (2002) found that school catalogs were still evaluated as vital sources that international students used in selecting a school. Hoyt and Brown (2003) and Pope and Fermin (2003) found that students considering enlistment in a public undergrad institution positioned school websites as the most persuasive source of data; campus visits positioned second. The least persuasive source of data was media advertisements (i.e., journals, newspapers, radios, and television).

Based on the literature review on marketing and recruitment characteristics, 16 factors were selected to incorporate in the marketing and recruitment section of this study's online survey: catalogs, websites, online application, campus visits, positive interaction with faculty, meeting with a university representative at an international profession reasonable, manual, positioning of universities, speed of acknowledgement, ease of admission, assistantship and scholarships, other subsidizing, composed correspondence with the university, contact with faculty members by telephone, and contact with faculty by means of email.

### 2.12.4 Significant others

Studies of the university choice process have shown that a person's decision to go to school is affected by individuals with personal or social ties to the student. Shepard, Schmit, and Pugh (1992) show that parents, other family members, and, to a lesser degree, peers had the largest impact of students' school aspirations. Chapman's model includes the impact on secondary school personnel as an extra significant person in a student's school choice process. Research by Hossler et al (1999) on significant persons to a student school choice demonstrated that by the lesser year, the search activities of the students rose drastically from their sophomore year. That study showed that 43% of respondents reported that they spoke with friends, teachers, counselors, or parents about school. Another 61% took data from counselors and nearby libraries. Likewise, 55% sent off for school data and 55 % visited one or more campuses. Consequently, before the end of the lesser year, teachers and counselors assumed a critical part in assisting students find out about specific institutions.



### 2.12.5 Student characteristics

Chapman's (1981) model examines students' inclination or secondary school accomplishment as an outside variable to school enlistment. Chapman also stated that students' fitness is associated with their execution on school selection tests. As per Manski and Wise (1983), a secondary school student's GPA and SAT scores are extremely strong indicators of their enlistment into higher education. Cabrera and La Nasa (2000) also stated that student's capacity is a pointer of school achievement, yet they also presume that the "capacity of the student seems to direct the sum and quality of parental support" (Cabrera & La Nasa, 2000, p. 9). As per Hossler et al (1985) student capacity and student accomplishment have a significant and direct effect upon the predisposition of secondary school students toward a postsecondary education. Whereas parental salary does not impact a secondary school student predisposition to go to a PEI, parents' educational level does (Hossler, Schmit, & Vesper, 1999). Zemsky and Oedel (1983) found that student capacity was straightforwardly identified with the selectivity of the PEI that a student connected to as well as where the institution was found.

### 2.13 Models of University Choice Assessment

The majority of studies in regarding to school choice have been conducted with college students as the focus, albeit numerous models for school choice have been used. Models have been based upon economic reasons, status attainment (Manski& Wise, 1982, McDonough, 1994), and models that combined aspects of both factors (Chapman, 1981; Hansen &Litten, 1982, Hossler& Gallagher, 1987; Jackson, 1982). The combined models, especially the model by Hossler and Gallagher (1987), have been used in previous studies for investigating choices of graduate students (Waters, 1992; Poock 1997). A study of international undergraduate in Australia (Mazzarol & Soutar, 2002) affirmed the value of the model by Hossler and Gallagher (1987) which assumed that potential students experience three stages in selecting a school: predisposition, search, and choice.

Waters (1992) and Poock (1997) studied students after they settled on school choices. Their samples consisted of students who had finished predisposition, search, and selection of a program. The present study will receive a similar strategy and select a sample of students who had finished the choice stage. Four types of school choice models are discussed in this section: Economic models, status attainment models, combined models and the push-pull model. Couple of studies has investigated school choice among graduate students so these models have been used essentially in studies of school choice among college students. the study of school choice rose and flourished amid the 1980s. School enlistment had steadily increased all through the 1960s and 1970s because of the time of increased birth rates after World War II. Enlistment in higher education, on the other hand, smoothed before the end of the 1970s. Colleges responded with aggressive programs to select conventional and nontraditional students. Amid the 1980s, colleges kept on countering potential enlistment decrease by marketing to pull in new types of students to campus (Collins &Hoenack, 1990). Studies of school choice drove those recruitment and marketing efforts.

### 2.13.1 Economic Models

Economic models of school choice view school choice as an investment decision. They assume that students (an) amplify perceived cost-benefits of their school choices, (b) gain impeccable dependable data, and (c) select a school reasonably (McDonough, 1994). It was found that the assumption of normal conduct was not substantial, and impeccable data is never accessible. Thusly, to use just an economic model is insufficient for deciding how students select the school to go to (Kallio, 1995).

### 2.13.2 Status Attainment Models

Status attainment models analyze how variables interact as students settle on decisions about going to school or about which school to select. These models describe a process that limits possibilities based upon factors in their lives since conception. These variables incorporate family conditions, interactions with peers, and interactions with school environments. Socioeconomic status is the focal variable in status attainment models. These theories assume that the social status of parents affects the education that their youngsters will procure, a result that affects their occupations and financial status. Socioeconomic status also affects an individual's social status, which is connected to the development of education aspirations (McDonough, 1994).

Holding secondary school accomplishment constant, research has discovered a strong positive relationship between socioeconomic status and postsecondary registration (Manski& Wise, 1982). Status attainment models contrast from economic models because they incorporate an interaction process between variables that measure social constructs and variables that assess individual student characteristics (Plank & Jordan, 2001) yet status attainment models dismiss the assumption that students and families are normal decision makers (Plank & Jordan, 2001). Status attainment models are restricted because they do exclude any economic considerations of school choice.



### 2.13.3 Combined Models

Combined models of school choice incorporate aspects of both the economic and status attainment models (McDonough, 1994; Waters, 1992). These models were found to have more illustrative force than focusing on one single perspective (Hossler, Schmit, & Vesper, 1999). In the economic models and status attainment models, school choice is seen as a single decision. In stage-based models school choice is viewed as a process. Decisions at every stage of the process lead to the last school choice. The quantity of stages varies, from Chapman's (1981) three-stage model to Hansen and Litten's (1982) five-stage model. The regular themes among the stages are desire to go to school, assessment of colleges, and choice of school to go to. Combined models take into account the interaction of variables at distinctive stages of the school choice process.

In Chapman's 1981 model, combinations of external influences and student characteristics influence expectations of school life, which specifically affects school choice. Chapman included socio-economic status, fitness, aspirations, and execution as student characteristics. Outside influences included significant others, institutional characteristics, and school marketing strategies.

The model by Jackson (1982), middle on preference, exclusion, and assessment. Jackson was the first researcher to present the thought of choice set. The choice set is the list of institutions to which a student will apply. Cost-advantage analysis of expenses (e.g., tuition fees, books, opportunity cost of participation, cost of leaving home and loss of friendship) versus benefits.(distance from home, value of degree, quality of institution), lead students toward an application decision. Students assess the choice set and choose the school to attend.Hansen and Litten (1982) distinguished extra variables that influence every stage of school choice. The recognizable proof of specific variables allows for segmentation of student populations and was based on sex, race, capacity, and parental education. These factors permitted the use of focused on recruitment policies (Bateman & Spruill, 1996).

### 2.13.4 Hossler and Gallagher Model

Hossler and Gallagher (1987) proposed a simple three-stage model. Amid the first stage, the predisposition phase, students figure out if to proceed with their education past secondary school. Amid this stage, parental support plays an essential part. Other essential factors are accessibility of data about school, and the perceived economic benefits of going to school. They inferred that past giving data about the school, institutions affected students insignificantly amid the predisposition stage. For students who choose to proceed with their education, the following stage is the search stage, a period amid which students accumulate data about specific institutions and their characteristics. Search activities incorporate data gathering and its processing.

It is amid the search stage that the larger part of interaction occurs in the middle of students and institutions. The third stage of the model is the choice stage, a period amid which students select the favored school or university, as prospective students and their families' progress through the three stages of predisposition, search, and choice, interaction with the institution increases. Students at long last land at an enlistment decision subsequent to assessing an institution's quality, the net cost to go to, and its academic programs (Hossler& Gallagher, 1987).

Hossler and Gallagher (1987) recognized variables that influenced students amid every stage. Amid the choice stage, these factors influenced students: socioeconomic status, capacity, ethnicity, parental education, parental consolation, peer support, educational needs of the student, university quality, and non-financial attributes. These same variables assume a part amid the aspiration stage (Waters, 1990), which evidences the interrelatedness of the model stages. Undergrad and graduate students continue similarly when selecting a school.

### 2.13.5 A Push-Pull Model

A "push-pull" model has been developed to understand student mobility trends. Push factors are those that work inside of a student's home country and start a student's decision making process to study abroad. Pull factors work in the host nation and make the nation more appealing to international students (Mazzarol & Soutar, 2002). The hypothesis was developed by McMahon (1992) in a study of international student's from 18 developing nations and their development to develop in the 1960s and 1970s.The push model suggested that student flows were subject to economic factors and the degree of inclusion of the sending country on the planet economy, educational opportunities found in the home country, and social and social factors like the need the developing nation puts on education. The pull model from the study suggests that the student is pulled to a country because of the size of the host nation's economy in respect to that of the one in the home country, economic links between the two nations, and political factors like the host country's political ties to the home country.

Mazzarol and Soutar (2002) recognized six push-pull factors that have an effect on the decision to study abroad. These factors incorporate learning and awareness, recommendations from family and friends, cost issues, environment issues, social links, and land vicinity. Learning and awareness was measured by four items that incorporated student's access to data on the host nation, level of information student has of the host nation, quality of education of host nation, and the acknowledgment of host nation's qualifications.

The decision to study abroad is an included process that includes the beginning reason to study abroad, the choice of host nation, and the choice of institution. Cubillo et al. (2006) set forward a hypothetical system that broke down the distinctive dimensions of the international student's decision making process. The fundamental factors the study distinguished in the international student choice process included personal reasons, nation image impact, institution image, and program assessment. Nation image which includes social distance, social reputation, academic reputation, cost of living, movement procedures, and time to procure a degree, had an immediate and positive relationship with the purchase aim of the student. The push pull model was selected to guide this study because it allows for including different variables that may influence school choice.

## 2.14 Conceptual Framework

Owila and Aspinwall (1996), comes up with a conceptual framework that covers six important variables depicting quality dimension based on the three different approaches to quality in higher education. This includes reliability, tangible, attitude, competence, delivery, and content. This study therefore comes up with a new model which covers the six dimensions of quality and the three dimensions of training needs which was not cover by the previous models.



**Figure 2.3**
**The relationships between Quality Assurance, Training needs and choice of study destination.**

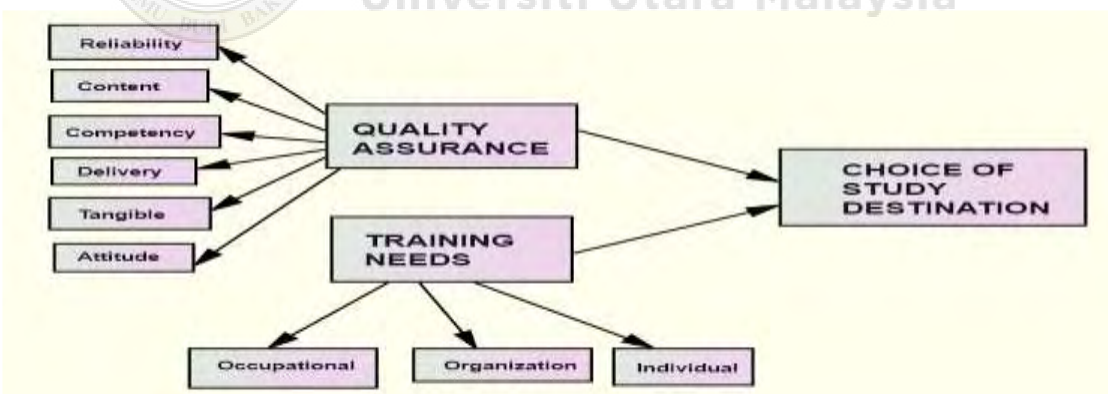



Figure 2.3 above shows the relationship between quality assurance, training needs and choice of study destination. In this diagram quality assurance practice consists of six factors (*i.e.* reliability, content, competency, delivery, tangibles and attitude). Thus, this model will describe the relationship existing among three variables hence the proposed

model will provide better insight as to whether the relationship existing between education quality and training need can have a direct impact on study choice destination. In order to understand the effect of quality and training need on university, this conceptual framework provides factors that entails quality in higher education such as tangibility, competency, reliability, delivery, content and attitude which could be used in assessing the extent to which quality practices influence choice of study destination, the model also identified three types of training needs***i.e.***occupational, organizational and individual needs *whi*ch could also be used to measure the extent to which training needs influence the decision in selecting a university, the model can also try to assess the relationship between quality assurance and training needs . to this end, the conceptual framework, provide two independent variables comprising of quality assurance and training needs. The dependable variable on the other hand is the choice of study destination.



## 2.15 THEORITICAL FRAMEWORK

### 2.15.1 System Theory

An ideal educational institution represent a dynamic system which in its totality depicts an embodiment of quality management(Mukhopadhyay, 2005), in order to have a clearer view of the distinct aspects of quality of a higher educational institution(university), it is imperative to comprehend the system theory as it relates to education. System approach serve as a theoretical notion which try to look at institution as an organize set up which is made up of different units which function effectively as a unit in a synergetic fashion, where the system maintain its identity and stream of ideas by having an identifiable boundary. The independent component units form the whole system in an integral fashion. Hence the whole is not just the totality of its components unit but holistic representation of its entire characteristics.

To apply this to educational system, the educational institution depicts a typical example of an open system which operates within an environment that inputs fresh energy into the system, where such energy undergoes a process of transformation to release output into the environment. We can thus, consider higher educational institution as having an input, sub-system, a transformation sub-system and an output sub-system hence university depends on the external forces whereby the constant inter-change with the environmental factors exert a great deal of influence on the education system. Within this context the input represent human resource (both students and lecturers), physical resources such as financial and infrastructural facilities. The educational process involves the curriculum, management and supportive mechanism depicts the transformation sub-system, while the employable graduates, economic, research publication and development depicts the outputs.



## 2.16 Research Hypotheses

Drawing from the conceptual and theoretical framework established in this study the following research hypotheses were formulated:

- *H1: There is a positive relationship between the reliability of the Malaysian Universities and the decision by Nigerian students to study in UUM.*
- *H2: There is a positive relationship between the content of the Malaysian education curriculum and the decision by the Nigerian students to study in UUM.*
- *H3: There is a positive relationship between the competency of the Malaysian academic staff and the decision to study in Malaysia by the Nigerian students.*

- *H4: There is a positive relationship between the effectiveness of the delivery system of UUM and the decisions by the Nigerian students to come for study.*
- *H5: there is a positive relationship between the tangibility of the Malaysian educational service and the decision to study in UUM by the Nigerian students.*
- *H6: There is a positive relationship between the attitudes of the Malaysian universities and the decisions to study in UUM by the Nigerian students.*
- *H7: There is a positive relationship between the occupational needs of the Nigerian students and their decision to study in UUM.*
- *H8: There is a positive relationship between the organizational needs of Nigerian students and their decision to study in UUM.*
- *H9: There is a positive relationship between the individual needs of the Nigerian students and their decisions to study in UUM.*



**2.17 Chapter Summary**

This section critically established the conceptual and theoretical framework which can serve as a guide for the study, the concepts of quality, quality assurance, training and training needs were clarified, several previous works in related area were extensively reviewed, models of study destination choice such as the economic, status attainment, combine and the push and pull models were reviewed, the work also built a theoretical framework were system theory and expectancy Disconfirmation theory were reviewed and use in analyzing the behaviors of the variables in the study and finally some tentative hypotheses were formulated.

## CHAPTER THREE

## METHODOLOGY

### 3.0 Introduction

This chapter explains in detail the methodology used in gathering the information necessary in this study. It highlights the sources of data used and the survey design, which includes the sampling plan and data analysis method employed. The steps involved were elaborated in details and have been carried out systematically in order to achieve a high degree of reliability and validity.



### 3.1 Sources of Data

Data sources are classified either as primary sources or secondary sources. A source is primary if the information authority is the one using the information for examination. A source is secondary if one organization or individual has arranged the information to be used by another office or individual. In this study, primary wellsprings of information were used to produce the data needed for investigation. The instrument used is an questionnaire survey that was adapted by the researcher on the premise of the writing research.

### 3.2 Research Design

Research design can best be defined as the blue-print or the master plan of a research that shed light on how the study is to be conducted. It indicates how the components of the research study– the samples or groups, measurement, unit of analysis, etc. cooperate in trying to address the research questions. Research design is like a building layout. The research design can be seen as realization of logic in a set of strategies that enhance the validity of data for a given research is problem.

According to Mouton (1996) the research design serves to "plan, structure and execute" the research to maximize the "validity of the findings". It gives directions from the underlying philosophical assumptions to research design and data collection". Yin (2003) adds further that "colloquially a research design is an action plan for getting from *here* to *there*, where 'here' may be defined as the initial set of questions to be answered and 'there' is some set of (conclusions) answers"Research design can be is categorized based on the purpose of the study which can either be descriptive, explanatory, causal, basic, applied, exploratory, descriptive or the nature of the hypothesis.

Against the above backdrop, taking into cognizance's the research purpose, frame-work and hypotheses this work adopt a quantitative method in an attempt to answer some key questions about the relationships between quality assurance, training needs and choice of study destination by the Nigerian students in universiti utara Malaysia. The quantitative research approach is adopted with a view to explaining, predicting and controlling the phenomena (Leedy&ormrod, 2001)."it is usually applicable when a researcher have a definite purpose when he specifically target a precise information"(Burns & Bush, 2003) despite the fact that the quantitative approach possess some shortcomings regarding an in-depth explanation which is more pronounce in the qualitative type, it can still be used in testing hypotheses and determining the reliability and validity of the measured variables(Zikmund&Babin, 2007).

The study also employs a cross-sectional survey design in order to facilitate the data collection procedure suitable for this work. In the cross-sectional research study, either the entire population or a subset thereof is chosen, and from these individuals, data are gathered to help answer research questions of interest. It is called cross-sectional on the grounds that the data about X and Y that is assembled relate only to what is going on at a given point in time. Example, in a basic cross-sectional study a researcher may be trying to figure out if there is a relationship between TV viewing and students performances in exams in light of the fact that she believed that students who spent so much time watching of TV did not have sufficient energy to do homework and hence performs inadequately in school. So she wrote up a couple questions about number of hours spent sitting in front of the TV and course evaluations, and afterward sent out the sheet with questions to the majority of the kids in her child's school. To this end a cross-sectional design is chosen because of expense and time requirement, as in it is less costly contrast with the longitudinal design and the time period also can't allow the adoption of longitudinal design.

The study also utilized a personal-administered questionnaire which according to Sekran (2010) depicts "a survey whereby the researcher or member of the research team can directly collect all the completed response within a short period of time. Application of personal-administer questionnaire enable the researcher to distribute the questionnaire to a large number of targeted respondents from different location at a given point in time".so personal-administered questionnaire appear to be more appropriate in collecting data from several Nigerian students from different schools and departments.

However, the survey method seems to be negatively affected by a measurement error (McDaniel & Gates, 2005). It usually occurs when there is discrepancies between the sought information and the generated or the actually obtained information, in most cases this arise due to deficiencies such as processing errors, non-response and bias in the measurement instrument.

To this end, the research adopt the following steps to overcome such errors, by firstly thoroughly reviewing relevant literature in quality assurance ,training needs and the choice of study destination .secondly the processing error can be tackle by self-entering the data.

### 3.3 SAMPLING

Due to time constraints, a sampling procedure was used."Sampling is concerned with the selection of a subset of individuals from within a population to estimate characteristics of the whole population". (Sekaran&Bougie, 2010) Each observation measures one or more properties (such as size, weight, location, color) of observable bodies distinguished as independent objects or individuals. In survey sampling, weights can be applied to the data to adjust for the sampledesign, particularly stratified sampling. Results from probability theory and statistical theory are employed to guide practice.



The sampling process begins by defining the frame. Thus the sampling frame used in this study included all the Nigerian students (both post-graduate and under-graduates) registered and studying in the Universiti utara Malaysia.

**Table 3.1 the number of Nigerian students in UUM**

| | |
|---|---|
| Undergraduates | 185 |
| Post-graduates | 120 |
| **Total** | **305** |

*Sources*: Nigerian community, 2015)

### 3.3.1 SAMPLE SIZE

Based on Krejcie and Morgan (1970) it is more appropriate to select a sample size of 203. Roscoe (1975) proposes that "the appropriate sample sizes for most research to be greater than 30 and less than 500". Taking into considerations these guidelines, this study decided to choose 150 students as our sample. Where seventy responding would be selected among the under-graduates and one hundred and thirty from the post-graduates, the justification for this is that a given number of the undergraduates are not employed hence may not be able to provide accurate response.

**Table 3.2 sample size**

| | |
|---|---|
| Undergraduates students | 50 |
| Post-graduates students | 100 |
| **Total** | **150** |

### 3.3.2 SAMPLING METHOD

The sampling technique used by the research is probability sampling (simple random sampling). This is because "the method is unbiased and gives each member of the population equal chance of being selected. It also according to Muhammad (2006), “a basic method assumed in statistical computation of social science research, and involves the following steps; creating a sampling frame and assigning random numbers to the elements in the population and selecting elements using purely mathematical random procedure”.

In a simple random sample (SRS) of “a given size, all such subsets of the frame are given an equal probability. Furthermore, any given *pair* of elements has the same chance of selection as any other such pair (and similarly for triples, and so on)”. This minimizes bias and simplifies analysis of results. In particular, the variance between individual results within the sample is a good indicator of variance in the overall population, which makes it relatively easy to estimate the accuracy of results.

However, SRS can be vulnerable to sampling error because the randomness of the selection may result in a sample that doesn't reflect the makeup of the population. For instance, a simple random sample of ten people from a given country will *on average* produce five men and five women, but any given trial is likely to over represent one sex and under represent the other. (Systematic and stratified techniques), attempt to overcome this problem by "using information about the population" to choose a more "representative" sample.

SRS may also be cumbersome and tedious when sampling from an unusually large target population. In some cases, investigators are interested in "research questions specific" to subgroups of the population. For example, researchers might be interested in examining whether cognitive ability as a predictor of job performance is equally applicable across racial groups. SRS cannot accommodate the needs of researchers in this situation because it does not provide subsamples of the population. "Stratified sampling" addresses this weakness of SRS

## 3.4 UNIT OF ANALYSIS

The unit of analysis for this study is the Nigerian students in Universiti Utara Malaysia. According to Yin (2003) “a unit of analysis is the most basic element of a scientific research project. That is, it is the subject (the who or what) of study about which an analyst may generalize. In the social sciences, countries, international alliances, schools, communities, interest groups, and voters are often the units of analysis in studies of economic development, war, teaching strategies, social capital, policy outcomes, and vote choice. Here the research must be specific about the his focus and level of investigation about department, individuals, organization, works group or object(Zikmund, 1994) the unit of analysis of every research falls within one of the following categories individual, dyads and group(Sekaran&Bougie, 2010). In this study the measurement of the relationships between quality assurance, training needs and the choice of study destination are typically applied to the student’s level.

## 3.5 RESPONDENTS

The respondents for this study are the Nigerian students currently pursuing various categories of degrees in Universiti Utara Malaysia, the justification for chosen the respondents was defined by the purpose and scope of the study which was meant to examine the relationships between quality assurance, training needs and choice of study destination by the Nigerian students in UUM hence the study relates to Nigerian students only because they are more familiar with the issue under investigation hence they represent the most appropriate respondents. Because as advocated by McDaniel and Gates (2010) "addressing a survey to appropriate respondents depicts a vital part of research in the sense that the in previous studies inappropriate respondents had appear to be the major drawback of the survey method due to inaccurate response". Although other internationals students from Indonesia, Somalia, Algeria, Iraq, Yemen, Jordan, Saudi Arabia etc. also study in UUM but the circumstance surrounding their decision may be different(which need to address by further research) due to peculiarities of the countries.

**3.6 SCALE AND MEASUREMENT**

The survey instrument consisted of two parts. In part A of the questionnaire, survey respondents were asked to state their level of agreement of each statement for six dimensions of quality assurance practices in education (Reliability, Content, Competency, Delivery, Tangibility, Attitude) and three dimensions of training needs (Occupational, organizational, Individual) on a five-point Likert scale (1 represent "strongly disagree" 2 represent "disagree" 3 represent "neutral" 4 represents "agree" and 5 represent "strongly agree";). According to Cooper (2000), this kind of scale is thought to be an interim scale. Hence, estimation of focal inclination and its scattering can be made.

Demographic and scholarly foundations of respondents were solicited to some degree B from the poll. Some were appointed to specific classes and it is fundamentally unrelated and all things considered thorough. In this manner it had a property of an ostensible scale.

### 3.7 Method of Data Analysis

In this cross-sectional survey, the data will be collected from Nigerian students in university utara Malaysia through the distribution of questionnaires, the data will therefore be analyzed and interpreted through Statistical Package for Social Sciences (SPSS), version 19.0 and PLS path modeling to determine the relationship involved.

### 3.8 CHAPTER SUMMARY

This chapter clarifies in detail the methodology utilized as a part of the process of sourcing the data fundamental in this study. It highlights the wellsprings of data utilized and the survey plan, which incorporates the sampling arrangement and data investigation strategy utilized. The strides included were expounded in points of interest and have been completed efficiently with a specific end goal to accomplish a high level of unwavering quality and legitimacy.

# CHAPTER FOUR

# ANALYSIS

## 4.1 Introduction

This chapter presents the results of data analyzed using PLS path modeling. The chapter begins by initially conducting data screening and preliminary analysis. The results of the descriptive statistics for all the latent variables therefore reported, and finally the main results of the study are presented which covers assessment of the measurement model to determine the individual item reliability, internal consistency reliability, convergent validity and discriminant validity. Finally Results of structural model are reported in (i.e., significance of the path coefficients, effect size, and predictive relevance of the model).

## 4.2 Response Rate

In this study, a total of 150 questionnaires were distributed to Nigerian students (both post-graduate and under-graduates) in universiti utara Malaysia. In an attempt to obtained optimal response rates, numerous reminders were sent as well as phone call to respondents who did not complete their questionnaires after four weeks through emails (Salim Silva, Smith, &Bammer, 2002; Traina, MacLean, Park, & Kahn, 2005) and text messages (Sekaran2003) (Dillman, 2000; Porter, 2004).

Therefore, the outcomes of these attempts yielded 134 returned questionnaires, out of 150 questionnaires that were distributed to the target respondents. This gives a response rate of 89% based on Jobber's (1989) definition of response rate. However, of these 134 questionnaires, 3 were unusable because significant parts of those questionnaires were not completed by the participants; and the remaining 131 useable questionnaires were used for further analysis. This accounted for 87% valid response rate. Therefore, a response rate of 87% is considered sufficient for the analysis in this study because Sekaran (2003) suggested that “a response rate of 30% is sufficient for surveys”.

**Table 4.1 Response rate**

| **Response** | **Frequency** |
| --- | --- |
| Number of distributed questionnaires | **150** |
| Returned questionnaires | **134** |
| Returned and usable questionnaires. | **131** |
| Returned and excluded questionnaires. | **3** |
| Questionnaires not returned | **16** |
| Response rate | **89** |
| Valid response rate | **87** |

Source: *the researcher*



### 4.3 Missing Value Analysis

In the original SPSS dataset, out of the 655 data points, 2 were randomly missed, which accounted for 0.3%. Specifically, attitude and delivery both have one missing value each. Although there is no acceptable percentage of missing values in a data set for making a valid statistical inference, researchers have generally agreed that missing rate of 5% or less is non-significant (Schafer, 1999; Tabachnick&Fidell, 2007).Researchers have suggested that median substitution is the easiest way of replacing missing values if the total percentage of missing data is 5% or less (Little & Rubin, 1987; Raymond, 1986;

Tabachnick&Fidell, 2007). Hence, in this study, randomly missing values were replaced using median substitution (Tabachnick&Fidell, 2007).

### 4.3.1 Assessment of Outliers

Outliers are defined by Barnett and Lewis (1994) "as observations or subsets of observations which appear to be inconsistent with the remainder of the data" (p. 7). In a regression-based analysis, "the presence of outliers in the data set can seriously distort the estimates of regression coefficients and lead to unreliable results" (Verardi&Croux, 2008). In order to detect any observation that appears to be outside the SPSS value labels as a result of wrong data entry.

First, frequency tables were tabulated for all variables using minimum and maximum statistics. Based on this one outlier (i.e. 107) was detected and subsequently deleted from the dataset because they could affect the accuracy of the data analysis technique.



### 4.3.2 Multicollinearity Test

Multicollinearity refers to "a situation in which or more exogenous latent constructs become highly correlated". "The presence of multicollinearity among the exogenous latent constructs can substantially distort the estimates of regression coefficients and their statistical significance tests" (Chatterjee&Yilmaz, 1992; Hair, Black, Babin, Anderson, &Tatham, 2006). In particular, multicollinearity increases the standard errors of the coefficients, which in turn render the coefficients statistically nonsignificant (Tabachnick&Fidell, 2007).

To detect multicollinearity, the correlation matrix of the exogenous latent constructs was examined. According to Hair *et al.* (2010), a correlation coefficient of 0.90 and above indicates multicollinearity between exogenous latent constructs. Table shows the correlation matrix of all exogenous latent constructs.

**Table 4.2**
**Correlations Matrix**

Table xxx
**Correlations**

| | Attitude | Choice of STD | Competency | Content | Delivery | Individual | Occupational | Organization | Reliability | Tangible |
|---|---|---|---|---|---|---|---|---|---|---|
| Attitude | 1 | | | | | | | | | |
| Choice of STD | .065 | 1 | | | | | | | | |
| Competency | .586** | -.031 | 1 | | | | | | | |
| Content | .675** | .135 | .702** | 1 | | | | | | |
| Delivery | .606** | .278** | .559** | .645** | 1 | | | | | |
| Individual | .494** | .179* | .412** | .555** | .718** | 1 | | | | |
| Occupational | .303** | .325** | .163 | .345** | .574** | .549** | 1 | | | |
| Organization | .451** | .297** | .437** | .568** | .704** | .634** | .561** | 1 | | |
| Reliability | .612** | .235** | .511** | .555** | .814** | .739** | .522** | .687** | 1 | |
| Tangible | .517** | -.129 | .759** | .694** | .538** | .478** | .168 | .507** | .473** | 1 |

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).



## 4.4 Demographic Profile of the respondents

This section describes the demographic of the respondents in the sample. The demographic characteristics examined in this study include gender, age, working experience, and level of educational qualification.

**Table 4.3**
**Gender of the respondents**

| Gender | Frequency | Percent |
|---|---|---|
| male | 105 | 80.2 |
| female | 26 | 19.8 |
| **Total** | **131** | **100** |

As shown in Table 4.3 the majority of the respondents in the sample, that is 105 (80.2%), were males while the remaining 26, representing 19.8% were females. Previous studies have also demonstrated similar distribution regarding the gender of the respondents. For example, the present study reflects the study conducted by de- Lara and Tacoronte (2007), where the majority of teachers at a university were males (64.6%) compared to their female counterparts (35.4%).



**Table 4.4**
***Age of the respondents***

| Age | Frequency | Percent |
|---|---|---|
| 20-25 | 51 | 38.9 |
| 26-30 | 26 | 19.8 |
| 31-35 | 16 | 12.2 |
| 35-40 | 22 | 16.8 |
| 40 and above | 16 | 12.2 |
| **Total** | **131** | **100** |

Regarding the age group, 38.9% of the participants were in the age group of 20-25 years. This is followed by those in the age group of 26-30 years with 26 respondents, which accounted for 19.8% of the sample. In the age group of 35-40 years, there were 22 respondents, representing 16.8% of the sample. The smallest age group ranged between 31-35 and 40 years and above, which accounted for 12.2% with 16 respondents for each group.

**Table 4.5**
***Qualification of the respondents***

| **Qualification** | **Frequency** | **Percent** |
|---|---|---|
| bachelor degree | 64 | 48.9 |
| master’s degree | 60 | 45.8 |
| phd | 7 | 5.3 |
| **Total** | **131** | **100** |

Table 4.5 also shows a high proportion of the respondents were bachelor degree holders, which accounted for 48.9% with 64 respondents. This is followed by.60 respondents amounting to 45.8% with master degree, while the remaining 7, representing 5.3% were doctorate degree holders.

**Table 4.6**
***Experience of the respondents***

| **Experience** | **Frequency** | **Percent** |
|---|---|---|
| below 1 year | 25 | 19.1 |
| 1-5 years | 72 | 55 |
| 6-10 years | 23 | 17.6 |
| < 10 years | 11 | 8.4 |
| **Total** | **131** | **100** |

Table 4.6 also shows that 25 respondents representing 19.1% have a working experience below one year, while 55% fall within 1.5 years which are the highest respondents with 72, while 23 respondents which account for 17.6% have 6-10 years working experience; respondents with above 11 year were the smallest group with 8.4%.

**4.5 Descriptive Analysis of the Latent Constructs**

This section is primarily concerned with the descriptive statistics for the latent variables used in the present study. Descriptive statistics in the form of means and standard deviations for the latent variables were computed. All the latent variables used in the present study were measured using a five-point scale anchored by 1 =strongly disagree to 5 = strongly agree. The results are presented in Tables 4.7 (Sassenberg, Matschke, & Scholl, 2011).



**Table 4.7**
***Descriptive Statistics***

| Constructs | N | Mean | Std. Deviation |
|---|---|---|---|
| Attitude | 131 | 3.830 | .709 |
| Choice of STD | 131 | 3.230 | .901 |
| Competency | 131 | 4.032 | .729 |
| Content | 131 | 3.964 | .672 |
| Delivery | 131 | 3.920 | .653 |
| Individual | 131 | 3.981 | .716 |
| Occupational | 131 | 3.691 | .670 |
| Organization | 131 | 3.919 | .622 |
| Reliability | 131 | 3.798 | .679 |
| Tangible | 131 | 4.140 | .671 |

Table 4.7 shows that the overall mean for the latent variables ranged between 3.230 and 4.140. In particular, the mean and standard deviation for the attitude were 3.830 and .709, respectively. This suggests that respondents tended to have high level of perception of attitude. Table 4.4 alsoindicates that the mean for the choice of study destination was 3.230, with a standard deviation of 901, suggesting that the respondents perceived the choice of study destination as high further, the results show a high score for Competency (Mean = 4.032, Standard deviation = .729) also high score for contend with mean and standard deviation of 3.964 and .672, respectively.

The descriptive statistics also show a high score for delivery (Mean = 3.920; standard deviation =.653). In terms of training needs, the means and standard deviations are as follows: for individual needs (Mean = 3.981; standard deviation = .716), for occupational needs (mean=3.691; standard deviation .670) and for organizational needs (Mean = 3.919; standard deviation = .622). This indicates that the respondents tended to have high level of perception of training needs.



**4.6 Assessment of PLS-SEM Path Model Results**

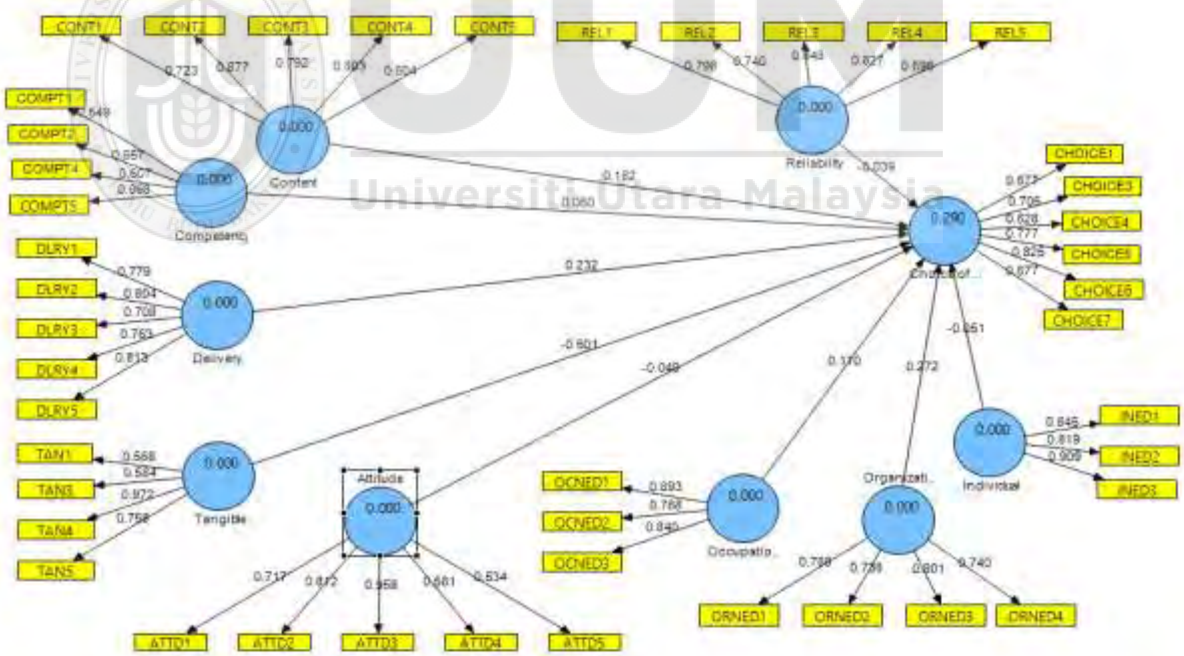
It is necessary to mention that a recent study conducted by Henseler and Sarstedt (2013) suggests that goodness-of-fit (GoF) index is not suitable for model validation (see also Hair et al., 2014). For instance, using PLS path models with simulated data, the authors show that goodness-of-fit index is not suitable for model validation because it cannot separate valid models from invalid ones (Hair, Ringle, &Sarstedt, 2013). In the light of the recent development about the unsuitability of PLS path modelling in model validation, the present study adopted a two-step process to evaluate and report the results of

PLS-SEM path, as suggested by Henseler, Ringle and Sinkovics (2009). This two-step process adopted in the present study comprises: (1) the assessment of a measurement model, and (2) the assessment of a structural model, as depicted in Figure 4.1 (Hair et al., 2014; Hair et al., 2012; Henseler et al., 2009).

### 4.7 Assessment of Measurement Model

An assessment of a measurement model involves determining individual item reliability, internal consistency reliability, content validity, convergent validity and discriminant validity (Hair et al., 2014; Hair et al., 2011; Henseler et al., 2009).

Figure 4.1






### 4.7.1 Internal Consistency Reliability

Internal consistency reliability refers to the extent to which all items on a particular (sub) scale are measuring the same concept (Bijttebier et al., 2000; Sun et al., 2007).

Cronbach's alpha coefficient and composite reliability coefficient are the most commonly used estimators of the internal consistency reliability of an instrument in organizational research (e.g., Bacon, Sauer, & Young, 1995; McCrae, Kurtz, Yamagata, &Terracciano, 2011; Peterson & Kim, 2013).

**Table 4.8**
**Item Loadings, Internal Consistencies,**
**and Average Variance Extracted (AVE) For The Constructs**

| Construct | Items | Loadings | AVE | Composite Reliability | Cronbachs Alpha |
|---|---|---|---|---|---|
| Attitude | ATTD1 | .717 | .543 | .850 | .854 |
| | ATTD2 | .812 | | | |
| | ATTD3 | .958 | | | |
| | ATTD4 | .581 | | | |
| | ATTD5 | .534 | | | |
| Choice of STD | CHOICE1 | .677 | .564 | .885 | .843 |
| | CHOICE3 | .705 | | | |
| | CHOICE4 | .828 | | | |
| | CHOICE5 | .777 | | | |
| | CHOICE6 | .825 | | | |
| | CHOICE7 | .677 | | | |
| Competency | COMPT1 | .549 | .524 | .806 | .863 |
| | COMPT2 | .657 | | | |
| | COMPT4 | .607 | | | |
| | COMPT5 | .998 | | | |
| Content | CONT1 | .723 | .585 | .874 | .827 |
| | CONT2 | .877 | | | |
| | CONT3 | .792 | | | |
| | CONT4 | .803 | | | |
| | CONT5 | .604 | | | |

| | | | | | |
|---|---|---|---|---|---|
| Delivery | DLRY1 | .586 | .600 | .882 | .836 |
| | DLRY2 | .804 | | | |
| | DLRY3 | .708 | | | |
| | DLRY4 | .763 | | | |
| | DLRY5 | .813 | | | |
| Individual | INED1 | .845 | .737 | .894 | .832 |
| | INED2 | .819 | | | |
| | INED3 | .909 | | | |
| Occupational | OCNED1 | .893 | .697 | .873 | .782 |
| | OCNED2 | .768 | | | |
| | OCNED3 | .840 | | | |
| Organization | ORNED1 | .788 | .589 | .851 | .781 |
| | ORNED2 | .738 | | | |
| | ORNED3 | .801 | | | |
| | ORNED4 | .740 | | | |
| Reliability | REL1 | .798 | .555 | .861 | .806 |
| | REL2 | .740 | | | |
| | REL3 | .648 | | | |
| | REL4 | .827 | | | |
| | REL5 | .696 | | | |
| Tangible | TAN1 | .568 | .546 | .821 | .788 |
| | TAN3 | .584 | | | |
| | TAN4 | .972 | | | |
| | TAN5 | .758 | | | |



The interpretation of internal consistency reliability using composite reliability coefficient was based on the rule of thumb provided by Bagozzi and Yi (1988) as well as Hair et al (2011), who suggest that the composite reliability coefficient should be at least .70 or more.

Table 4.8 shows the composite reliability coefficients of the latent constructs. As shown in Table 4.8, the composite reliability coefficient of each latent constructs ranged from .805 to .894, with each exceeding the minimum acceptable level of .70, suggesting adequate internal consistency reliability of the measures used in this study (Bagozzi& Yi, 1988).

### 4.7.2 Convergent Validity

Convergent validity refers to the extent to which items truly represent the intended latent construct and indeed correlate with other measures of the same latent construct (Hair et al., 2006). Convergent validity was assessed by examining the Average Variance Extracted (AVE) of each latent construct, as suggested by Fornell and Larcker (1981).
To achieve adequate convergent validity, Chin (1998) recommends that the AVE of each latent construct should be .50 or more. Following Chin (1998), the AVE values (see Table 4.7) exhibited high loadings (> .50) on their respective Constructs, indicating adequate.



### 4.7.3 Discriminant Validity

Discriminant validity refers to the extent to which a particular latent construct is different from other latent constructs (Duarte &Raposo, 2010). In the present study, discriminant validity was ascertained using AVE, as suggested by Fornell and Larcker (1981). This was achieved by comparing the correlations among the latent constructs with square roots of average variance extracted (Fornell&Larcker, 1981).

Additionally, discriminant validity was determined following Chin's (1998) criterion by comparing the indicator loadings with other reflective indicators in the cross loadings table. First, as a rule of thumb for evaluating discriminant validity, Fornell and

Larcker (1981) suggest the use of AVE with a score of .50 or more. To achieve adequate discriminant validity, Fornell and Larcker (1981) further suggest that the square root of the AVE should be greater than the correlation among latent construct.

As indicated in Table 4.8, the values of the average variances extracted range between .524 and .737, suggesting acceptable values. In Table 4.6, the correlations among the latent constructs were compared with the square root of the average variances extracted (values in bold face). Table 4.9 also shows that the square root of the average variances extracted were all greater than the correlations among latent constructs, suggesting adequate discriminant validity (Fornell&Larcker, 1981).

**Table 4.9**
**Square root of AVE and Latent Variable Correlations**

| Construct | Attitude | Choice of STD | Competency | Content | Delivery | Individual | Occupational | Organization | Reliability | Tangible |
|---|---|---|---|---|---|---|---|---|---|---|
| Attitude | .737 | | | | | | | | | |
| Choice of STD | .141 | .751 | | | | | | | | |
| Competency | .454 | -.060 | .724 | | | | | | | |
| Content | .609 | .147 | .548 | .765 | | | | | | |
| Delivery | .560 | .301 | .388 | .613 | .774 | | | | | |
| Individual | .436 | .205 | .266 | .559 | .708 | .859 | | | | |
| Occupational | .269 | .336 | .071 | .330 | .555 | .536 | .835 | | | |
| Organization | .428 | .338 | .265 | .553 | .687 | .619 | .567 | .767 | | |
| Reliability | .554 | .266 | .376 | .539 | .796 | .732 | .517 | .677 | .745 | |
| Tangible | .351 | -.191 | .657 | .620 | .428 | .399 | .119 | .379 | .344 | .739 |

Note: Diagonal elements (figures in bold) are the square root of the variance (AVE) shared between the constructs and their measures. Off diagonal elements are the correlations among constructs



Furthermore, as mentioned earlier, discriminant validity can be ascertained comparing the indicator loadings with cross-loadings (Chin, 1998). To achieve adequate discriminant validity, Chin (1998) suggests that all the indicator loadings should be higher than the cross-loadings. Table 4.10 compares the indicator loadings with other reflective indicators. All indicator loadings were greater than the cross-loadings, suggesting adequate discriminant validity for further analysis.

**Table 4.10**
*Cross Loadings*

| Items | Attitude | Choice of STD | Competency | Content | Delivery | Individual | Occupational | Organization | Reliability | Tangible |
|---|---|---|---|---|---|---|---|---|---|---|
| ATTD1 | **.717** | -.006 | .378 | .590 | .383 | .354 | .259 | .344 | .487 | .376 |
| ATTD2 | **.812** | .073 | .396 | .559 | .547 | .439 | .262 | .369 | .534 | .319 |
| ATTD3 | **.958** | .148 | .424 | .571 | .502 | .385 | .246 | .404 | .501 | .344 |
| ATTD4 | **.581** | .012 | .414 | .431 | .449 | .389 | .187 | .321 | .445 | .251 |
| ATTD5 | **.534** | -.014 | .379 | .540 | .535 | .436 | .243 | .322 | .488 | .447 |
| CHOICE1 | -.019 | **.677** | -.125 | .052 | .226 | .175 | .301 | .238 | .101 | -.163 |
| CHOICE3 | .057 | **.705** | -.128 | .089 | .221 | .196 | .316 | .247 | .169 | -.156 |
| CHOICE4 | .204 | **.828** | -.004 | .178 | .278 | .211 | .276 | .308 | .278 | -.119 |
| CHOICE5 | -.010 | **.777** | -.078 | .008 | .062 | -.036 | .187 | .090 | .026 | -.237 |
| CHOICE6 | .167 | **.825** | -.004 | .134 | .260 | .199 | .195 | .323 | .236 | -.110 |
| CHOICE7 | .208 | **.677** | .063 | .178 | .271 | .133 | .216 | .277 | .350 | -.091 |
| COMPT1 | .398 | -.004 | **.549** | .596 | .517 | .465 | .231 | .472 | .479 | .556 |
| COMPT2 | .435 | -.003 | **.657** | .606 | .494 | .324 | .101 | .356 | .439 | .517 |
| COMPT4 | .485 | .003 | **.607** | .671 | .505 | .393 | .192 | .384 | .404 | .530 |
| COMPT5 | .448 | -.062 | **.998** | .534 | .371 | .250 | .063 | .246 | .358 | .645 |
| CONT1 | .363 | .108 | .308 | **.723** | .433 | .454 | .240 | .397 | .378 | .442 |
| CONT2 | .522 | .151 | .467 | **.877** | .476 | .453 | .270 | .474 | .455 | .503 |
| CONT3 | .499 | .103 | .464 | **.792** | .539 | .419 | .216 | .406 | .441 | .448 |
| CONT4 | .569 | .118 | .495 | **.803** | .476 | .439 | .275 | .452 | .411 | .591 |
| CONT5 | .340 | .042 | .380 | **.604** | .536 | .429 | .348 | .433 | .447 | .381 |
| DLRY1 | .490 | .175 | .432 | **.586** | .779 | .632 | .528 | .670 | .728 | .444 |
| DLRY2 | .464 | .282 | .265 | .421 | **.804** | .528 | .407 | .481 | .615 | .282 |
| DLRY3 | .353 | .213 | .199 | .424 | **.708** | .508 | .364 | .480 | .504 | .250 |
| DLRY4 | .410 | .169 | .431 | .499 | **.763** | .557 | .533 | .554 | .639 | .423 |
| DLRY5 | .453 | .278 | .259 | .494 | **.813** | .553 | .387 | .534 | .629 | .324 |
| INED1 | .401 | .132 | .235 | .463 | .591 | **.845** | .499 | .562 | .651 | .315 |
| INED2 | .367 | .125 | .222 | .407 | .637 | **.819** | .486 | .531 | .619 | .298 |
| INED3 | .373 | .233 | .234 | .541 | .618 | **.909** | .437 | .527 | .637 | .391 |
| **Items** | **Attitude** | **Choice of STD** | **Competency** | **Content** | **Delivery** | **Individual** | **Occupational** | **Organization** | **Reliability** | **Tangible** |
| OCNED1 | .220 | .325 | -.008 | .277 | .439 | .441 | **.893** | .490 | .416 | .024 |
| OCNED2 | .268 | .242 | .160 | .295 | .580 | .521 | **.768** | .518 | .479 | .196 |
| OCNED3 | .196 | .266 | .049 | .261 | .395 | .396 | **.840** | .422 | .415 | .106 |
| ORNED1 | .348 | .336 | .136 | .361 | .508 | .429 | .480 | **.788** | .503 | .222 |
| ORNED2 | .351 | .117 | .298 | .436 | .565 | .512 | .435 | **.738** | .566 | .357 |
| ORNED3 | .375 | .261 | .232 | .521 | .550 | .584 | .446 | **.801** | .559 | .361 |
| ORNED4 | .246 | .227 | .228 | .416 | .528 | .415 | .373 | **.740** | .494 | .290 |
| REL1 | .477 | .195 | .283 | .382 | .648 | .669 | .484 | .544 | **.798** | .244 |
| REL2 | .421 | .218 | .309 | .413 | .536 | .506 | .312 | .496 | **.740** | .304 |
| REL3 | .363 | .055 | .409 | .403 | .600 | .503 | .347 | .483 | **.648** | .413 |
| REL4 | .463 | .238 | .341 | .499 | .679 | .598 | .423 | .608 | **.827** | .310 |
| REL5 | .331 | .189 | .157 | .327 | .549 | .464 | .371 | .401 | **.696** | .128 |
| TAN1 | .355 | -.029 | .450 | .504 | .587 | .583 | .279 | .545 | .582 | **.568** |
| TAN3 | .379 | -.001 | .491 | .604 | .406 | .384 | .134 | .475 | .406 | **.584** |
| TAN4 | .271 | -.220 | .573 | .562 | .358 | .352 | .103 | .328 | .288 | **.972** |
| TAN5 | .415 | -.071 | .666 | .531 | .364 | .268 | .045 | .278 | .246 | **.758** |



## 4.8 Assessment of Significance of the Structural Model

Having ascertained the measurement model, next, the present study assessed the structural model. The present study also applied the standard bootstrapping procedure with a number of 655 bootstrap samples and 131 cases to assess significance of the path coefficients (Hair et al., 2014; Hair et al., 2011; Hair et al., 2012; Henseler et al., 2009). Figure 4.2 and Table 4.11therefore show the estimates for the full structural model.

Figure 4.2

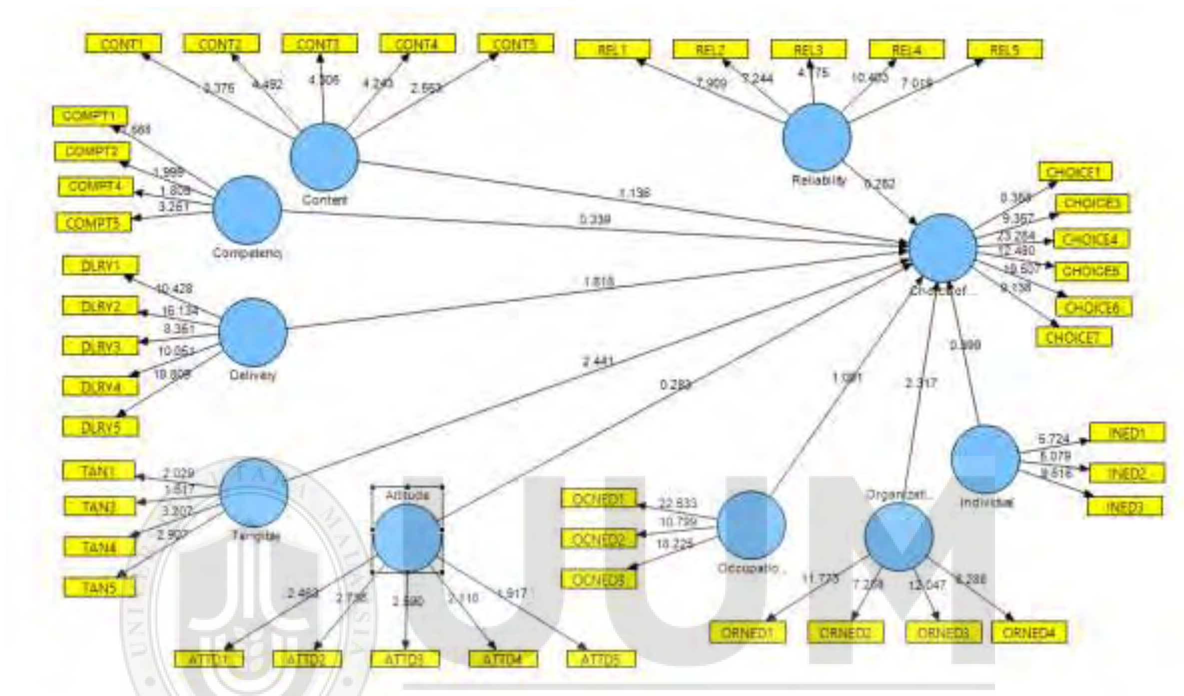





**Table 4.11**
**Test of Hypotheses**

| **Hypotheses** | **Relationship** | **Beta value** | **Std. Error** | **t value** | **p value** | **Decision** |
|---|---|---|---|---|---|---|
| H1 | Attitude -> Choice of STD | -0.049 | 0.173 | 0.283 | 0.389 | Not Supported |
| H2 | Competency -> Choice of STD | 0.050 | 0.146 | 0.339 | 0.368 | Not Supported |
| H3 | Content -> Choice of STD | 0.182 | 0.160 | 1.136 | 0.129 | Not Supported |
| H4 | Delivery -> Choice of STD | 0.232 | 0.144 | 1.616 | 0.054 | Supported |
| H5 | Individual -> Choice of STD | -0.051 | 0.129 | 0.399 | 0.345 | Not Supported |
| H6 | Occupational -> Choice of STD | 0.110 | 0.101 | 1.091 | 0.139 | Not Supported |
| H7 | Organization -> Choice of STD | 0.272 | 0.117 | 2.317 | 0.011 | Supported |
| H8 | Reliability -> Choice of STD | -0.039 | 0.150 | 0.262 | 0.397 | Not |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | Supported |
| H9 | Tangible -> Choice of STD | -0.501 | 0.205 | 2.441 | 0.008 | Supported |

### 4.8.1 Assessment of Effect Size (f2)

Effect size indicates the relative effect of a particular exogenous latent variable on endogenous latent variable(s) in the *R*-squared (Chin, 1998). It is calculated as the increase in *R*-squared of the latent variable to which the path is connected, relative to the latent variable's proportion of unexplained variance (Chin, 1998). Table 4.12shows the respective effect sizes of the latent variables of the structural model.

**Table 4.12**
**f2 Effect Size**

| **Endogenous** | **exogenous** | **R-squared Included** | **R-squared Excluded** | **f-squared** | **Effect size** |
|---|---|---|---|---|---|
| Choice of STD | Competency | .290 | .289 | .001 | None |
| | Content | .290 | .279 | .015 | Small |
| | Delivery | .290 | .276 | .020 | Small |
| | Individual | .290 | .290 | .000 | None |
| | Occupational | .290 | .284 | .008 | Small |
| | Organization | .290 | .261 | .041 | Small |
| | Reliability | .290 | .290 | .000 | None |
| | Tangible | .290 | .179 | .156 | Medium |
| | Attitude | .290 | .289 | .001 | None |

As indicated in Table 4.12, the effect sizes for the competency, contend, delivery, reliability, tangibility and Attitude, on choice of study destination, were 0.01, 0154, 020,000,.156 and 0.01, respectively. Hence, following Cohen's (1988) guideline, the effects sizes of these four exogenous latent variables on interpersonal deviance can be consider as none, small, small, none, medium, and none respectively. Furthermore, Table 4.9 indicated that the effect sizes for individual needs, occupational needs and organizational needs on the choice of study destination were .000, .008 and .041 respectively. Similarly, on the basis of Cohen's (1988) guideline for interpretation of the effect size, the results suggest that the effects sizes of these four exogenous latent variables on the choice of study destination can be considered as none, small, and small respectively.

### 4.8.2 Assessment of Predictive Relevance

The present study also applied Stone-Geisser test of predictive relevance of the research model using blindfolding procedures (Geisser, 1974; Stone, 1974). The Stone-Geisser test of predictive relevance is usually used as a supplementary assessment of goodness-of-fit in partial least squares structural equation modeling (Duarte &Raposo, 2010). Even though this study used blindfolding to ascertain the predictive relevance of the research model, it is worth noting that according to Sattler, Völckner, Riediger and Ringle (2010) "blindfolding procedure is only applied to endogenous latent variables that have a reflective measurement model operationalization" (p. 320). Reflective measurement model "specifies that a latent or unobservable concept causes variation in a set of observable indicators (McMillan & Conner, 2003, p. 1). Hence, because all endogenous latent variables in present study were reflective in nature, a blindfolding procedure was applied mainly to these endogenous latent variables.

In particular, a cross-validated redundancy measure (*$Q^2$*) was applied to assess the predictive relevance of the research model (Chin, 2010; Geisser, 1974; Hair et al., 2013; Ringle, Sarstedt, & Straub, 2012b; Stone, 1974). The *$Q^2$* is a criterion to a measure how well a model predicts the data of omitted cases (Chin, 1998; Hair et al., 2014). According to Henseler*et al.* (2009), a research model with *Q2* statistic (s) greater than zero is considered to have predictive relevance. Additionally, a research models with higher suggests more predictive relevance. Table 4.13 presents the results of the cross-validated redundancy *$Q^2$* test.

**Table 4.13**
**Redundancy Q2 Value**

| **Total** | **SSO** | **SSE** | **1-SSE/SSO** |
|---|---|---|---|
| Choice of STD | 786 | 658.5537 | 0.1621 |

As shown in Table 4.14, the cross-validation redundancy measure $Q^2$ for all endogenous latent variables were above zero, suggesting predictive relevance of the model (Chin, 1998; Henseler et al., 2009).

**Summary of Findings**

**Table 4.14**
**Summary of Hypotheses Testing**

| Hypothesis | Statement | Finding |
|---|---|---|
| ***H1*** | There will be positive relationship between attitude and choice of study destination | Not supported |
| ***H2*** | There will be positive relationship between lecturers competency and choice of study destination | Not supported |
| ***H3*** | There will be positive relationship between syllabus contend and choice of study destination | Not supported |
| ***H4*** | There will be positive relationship between delivery and choice of study destination | Supported |
| ***H5*** | There will be a positive relationship between individual needs and choice of study destination | Not supported |
| ***H6*** | There will be a positive relationship between occupational needs and choice of study destination | Not supported |
| ***H7*** | There will be positive relationship between organizational needs and choice of study destination | Supported |
| ***H8*** | There will be a positive relationship between reliability of institution and choice of study destination | Not supported |
| ***H9*** | There will be a positive relationship between tangibility and choice of study destination | supported |

*Sources: The Researcher*

## 4.9 Chapter Summary

In this chapter, the justification for using PLS path modelling to test the theoretical model in this study was presented. Following the assessment of significance of the path coefficients, the key findings of the study were presented. In particular, the path coefficients revealed a significant negative relationship between: (1) attitude and choice of study destination, (2) competency and choice of study destination, (3) contend and choice of study destination, (4) reliability and choice of study destination (5) individual needs and choice of study destination, and (6) occupational needs and choice of study destination

However, the result indicated a significant positive relationship between: (1) delivery and choice of study destination, (2) organizational needs and choice of study destination, and (3) tangibility and choice of study destination. The next chapter (Chapter 5) will discuss further the findings, followed by implications, limitations, suggestions for future research directions and conclusion.

# CHAPTER FIVE

# DISCUSSION

## 5.1 Introduction

This chapter discusses the main research findings presented in the preceding chapter by relating them to the theoretical perspectives and previous studies related to quality assurances, training needs and choice of study destination. Specifically, the rest of the chapter is organized as follows. Section 2 recapitulates the findings of the study. Section 3 discusses the findings of the study in the light of underpinning theories and previous studies. Theoretical, methodological and practical implications of the study are discussed in Section 4. In Section 5, limitations of the study are noted and based of these limitations suggestions for future research directions are made. In the final section, conclusion is drawn.



## 5.2 Recapitulation of the Study's Findings

The main objective of this study is to examine the relationships between quality assurance, training needs and choice of study destination among Nigerian students in universiti utara Malaysia. Overall, this study has succeeded in advancing the current understanding of the key determinants of the factors influencing choice of study destination by providing answers to the following research questions: first; is the decision to study in UUM by the Nigerian students influence by their training needs? Second; is there a relationship between the quality of UUM and the decision by the Nigerian students to come for study? Third; to what extent do the organizations/employers of the prospective students affect their decision to study in UUM? Fourth; what is the relationship between the perceived quality of the UUM and training needs satisfaction of the prospective students?

Regarding the direct relationship between exogenous latent variable and endogenous latent variables, the findings of this study indicated that of 9 hypotheses, only 3 were supported. The results of the PLS path model showed that educational service delivery was significantly and positively related to the choice of study destination, organizational training need was also found to be significantly and positively related to the choice of study destination. Finding further revealed that tangibility of educational service was significantly and positively related to the choice of study destination, all these are consistent with previous findings (Mazzarol & Soutar, 2002).

In contrast, attitude of the institution was found not to be significantly and positively related to the choice of study destination. The results also revealed that competency of academic staff does not influence the choice of study destination by Nigerian students, Results further revealed that the content of syllabus does not influence choice of study destination; it also showed that the reliability of the university does not influence the choice of study destination. In terms of training needs the result revealed that occupational needs does not influence the choice of study destination, it further reveal also that individual training needs does not influence their choice of study destination.

## 5.3 Discussion

This section discusses the study's findings in the light of relevant theories and findings of previous research. The subheadings of discussion section are structured according to the research questions.

### 5.3.1 The Influence of individual training need on the choice of study destination

The first research question was whether the decision to study in Malaysia by the Nigerian students was influenced by their training need. In line with this research question, the first objective of this study was to examine the relationship between the training needs of the Nigerian students and their decision to study in Malaysia.

#### 5.3.1.1 Training need and choice of study destination



Training need can be seen as the insufficiency of skills, expertise and or abilities which need to be minimize or revamp by means of further training to acquire more knowledge and skills capable of dealing with current challenges in the work place (Adamolekun, 1983).

Onasanya, (2005) identified three dimensions of training needs, which are individual, occupational and organizational training needs. Coleman(1988), advanced that regardless of the factor necessitating the need for training an important decision is to critically devise a means of addressing the training by considering whether the training can be solve using internal expertise or there is a need to look for external assistance. Hence, this study hypothesized that training need is positively related to choice of study destination. To attain this end, two research hypotheses were formulated and tested using the PLS path modeling. Contrary to expectation in Hypothesis 5 and 6, *the result* revealed a significantly negative relationship between both individual and occupational training needs and choice of study destination. This may be attributed to the working experienced of the respondents where 55% fall within 1.5 years which are the highest respondents with 72, which indicate they might not have stay long in the organization to experience occupational challenges (Onasanya2005).

### 5.3.2 The influence of quality on choice of study destination

The second research question was whether there is a relationship between the quality of Malaysian universities and the decision by the Nigerian students to come for study. In line with this research question, the second objective of this study was to investigate the relationship between the quality of Malaysian Universities and the decision of Nigerian students to study in Malaysia.



#### 5.3.2.1 Quality assurance practices and choice of study destination

Quality assurance is one of the significant factors that have been empirically supported by various studies to have positive influence on the perception of an organization by individuals in general.According to Berry and Parasuraman (1992), the strategic success of a service organization depends on the ability of service providers to enhance their images by consistently meeting or exceeding customers' service expectation. These components must be measured regularly to response to the changes of the environments where the expectation of the stakeholder is becoming higher. The outcomes of the measurement are very useful for the university management as well as the academic staffs to provide plans and solutions for the continuous improvement so that the service and the program offered by the institution are significant to the students. Hence, this study hypothesized that quality assurance is positively related to choice of study destination. To attain this end, two research hypotheses were formulated and tested using the PLS path modeling.

In Hypothesis 9, *the result* revealed a significantly positive relationship between the tangibility of educational service in UUM and choice of study destination. Which is consistent with previous literature for as observed by Partigon (1993)“The accomplishment with which an organization gives instructive situations which empower students viably to accomplish advantageous learning objectives including suitable scholarly norms which can enough fulfill their training needs".

However, contrary to expectation hypothesis 3 shows a significant negative relationship between the content of the UUM syllabus and the choice of study destination, this inconsistency may also be as a result of the participation of mostly research-based post-graduate students who may not be in a better position to appraise the syllabus(Quintal and Taylor, 2005), more so as previous research conducted in this regard focus mainly on the undergraduate and local students(Qureshi, 1995,Bourke, 2000, ,Holdsworth and Nind, 2006).

**5.3.3 The influence of Organizational needs and choice of study destination**

The third research question was to what extent the organizations of the prospective students affect their decision to study in Malaysia. The third objective was therefore to find out the extent to which the students employers back home are involve in recommending Malaysian universities for their employees.

**5.3.3.1Organizational needs and choice of study destination**

According to Coleman (1988), effective training program must be anchored on the organizational objective which addresses the fundamental manpower policy of the organization, hence this research hypothesized that organizational training need is positively related to the choice of study destination and in accordance with previous study the result confirmed this hypothesis. As rightly observed by Nwagwu(2002), the rationale for adopting a training program significantly depend on the training needs identified and the cost implication involved. He further argued that for an organization to effectively harness its potential, it must explicitly manifest certain attributes such as dynamism and the capacity to effectively respond to the spatio-temporal conditions in the milieu by identifying its manpower needs as well as a devising a workable and result-oriented training program, it must also developed the capacity for manpower transformation through the inculcation of knowledge, marketable skills, expertise and cherished values.



**5.3.4 Relationships between perceived service quality and the training needs satisfaction**.

The fourth research question was what is the relationship between the perceived quality of the UUM and training needs satisfaction of the prospective students. Similarly the fourth objective was to examine the relationship between the perceived service quality of Malaysian universities and the training needs satisfaction of the prospective students.

### 5.3.4.1 Perceived service quality and the training needs satisfaction

Numerous authors agree that customer' evaluations of constantly provided services may depend solely on performance, hence suggesting that performance based measure clarifies a greater amount of the difference in general between expected and actual service quality (Oliver, 1989; Bolton & Drew, 1991a, b; Cronin & Taylor, 1992; Boulding et al., 1993; Quester et al., 1995). Against the above background, this study formulated four hypotheses derived from service quality dimension with a view to measures the relationships between the service quality practice in UUM and the choice of study destination.

However of the four hypotheses, only one was supported that is the relationship between the method of service delivery and the choice of study destination; the remaining three hypotheses were not supported contrary to expectation. This is also in line with previous studies because as observed by According to Gronroos, (1994) in kang and James (2004) the client can gauge the result of administration in a target way while, the utilitarian quality of the administration experience is concerned with the association between the supplier and beneficiary of an administration and is frequently seen in a subjective way.ss



### 5.3.5 Theoretical Implications

The conceptual framework of this study was based on the prior empirical evidences and theoretical gaps identified in the literature. It was also supported and explained from two theoretical perspectives, namely system theory (Easton, 1960, Mukhopadhyay, 2005), and Expectation confirmation theory (Oliver, 1980). This work succeeded in providing a model which expatiate on the nexus between human capital development and education quality, because as advocate by Ume 1979 (in oladipopu, Oyenike&Adesoji 2013) university education is the bedrock of the societal intellectual tone which provide the necessary tool for mind purification, public aspiration cultivation and enhancing the sobriety to the previous ideas.

Another theoretical significance of the study comes in terms of modeling the relationship among training needs, quality assurance and choice of study destination; this is because excellence in education quality is an essential precondition for the development human resources. In the sense that it serves as a catalyst, which speed up the process of acquisition of skills and expertise, to satisfy the training needs requirements of both the organization and the individual. (Agbatogun, 2013).

### 5.3.6 Practical Implications



The work serve as an important tool which can fashion the policy makers with informative materials that can facilitate the devising of curriculum responsive to the endless needs of the society both in terms of quality and sufficiency of skills and expertise requires for national development.

This research can be of utmost significance to the Malaysian universities precisely UUM, as it provide an important blue-print for assessing the expectation and satisfaction of international students regarding the quality of the learning process in the university.

### 5.3.7 Methodological Implications

The methodological contribution of this study is related to using PLS path modeling to assess the psychometric properties of each latent variable. Specifically, the present study has succeeded in assessing psychometric properties of each latent variable in terms of convergent validity, as well as discriminant validity. Psychometric properties examined were individual item reliability, average variance explained (AVE) and composite reliability of each latent variable. Convergent validity was assessed by examining the value of AVE for each latent variable.

Furthermore, the discriminant validity was determined by comparing the correlations among the latent variables with the square roots of AVE. The results of the cross loadings matrix were also examined to find support for discriminant validity in the conceptual model. Thus, this study has managed to use one of the more robust approaches (PLS path modeling) to assess the psychometric properties of each latent variable illustrated in the conceptual model of this study.



### 5.3.8 Limitations and Future Research Directions

Even though this study has provided support for a number of the hypothesized relationships between the exogenous and endogenous variables, the findings have to be interpreted with consideration of the study's limitations. Firstly, the present study adopts a cross-sectional design which does not allow causal inferences to be made from the population. Therefore, a longitudinal design in future needs to be considered to measure the theoretical constructs at different points in time to confirm the findings of the present study.

Secondly, the present all elements of the target population were not captured, as such the extent to which sample size represents the entire population cannot be known (Lohr, 2009). The use of area sampling has limited the extent to which the findings of the study can be generalized to the population. Therefore, future research needs to go beyond using area sampling if sample frame can be obtained so that probability sampling technique could be employed. Hence, one sample frame is obtained the findings of the study can be generalized to the entire Nigerian students in several universities in Malaysia.

Thirdly, the present study offers quite limited generalizability as it focused mainly on Nigerian students. Consequently, additional work is needed to include students from other countries in order to generalize the findings. Private Universiti should also be studied and compared with public institutes of higher education.

Fourthly, Majority of the respondents, of this study are post-graduate students due to few number of undergraduate students and as findings byQuintal and Taylor, (2005), indicates undergraduates students are in a better position to appraise the service quality of an educational institution.



## 5.4 Conclusion

In general parlance, the present study has provided additional evidence to the growing body of knowledge concerning the relationship between quality assurance, training needs and the choice of study destination. Results from this study lend support to the key theoretical propositions. In particular, the current study has successfully answered all of the research questions and objectives despite some of its limitations. While there have been many studies examining the underlying causes of international students mobility, however, the present study addressed the theoretical gap by incorporating training needs and quality assurance as a significant independent variable.

In addition to the theoretical contributions, the results from this study provide some important practical implications to organizations and managers. Furthermore, on limitations of the current study, several future research directions were drawn. In conclusion, the present study has added valuable theoretical, practical, and methodological ramifications to the growing body of knowledge in the field of quality management, educational quality assurance and human resource management, particularly manpower training and development.

**APPENDIX**

**Questionnaire**

Dear Sir/Madam:

I am inviting you to participate in my research project titled **"Examining the relationships between Quality assurance, Training needs and the Choice of study destination:a study of Nigerian students in UUM"**. The study aims to appraise the nexus between Education quality, the skills required in place of work(labour market) as well as personal development and the choice of a university to attend. I hope you will be able to assist meby completing the enclosed questionnaire. All information provided will be treated as private andconfidential. It will be solely used for academic purposes.

Abbo Usman (816236)

Master of Public Management

COLGIS

University Utara Malaysia

Kedah

Section A: Demographic

(Please tick with [X] where applicable)

1: Gender

Male [ ] Female [ ]

2:Age [years]:

20-25 26-30 [ ] [ ]

31-35 [ ] 35-40 [ ] 40 > [ ]

3. Highest level of academic qualification:

Bachelor's Degree [ ]

Master's Degree [ ]

PhD. [ ]

4. Length of service in your present department:

Below 1year [ ] 1-5 years [ ]

6-10 years ☐ ≥ 11 years ☐

**QUALITY ASSURANCE**

**How can you rate the service quality of universiti utara Malaysia based on the following**

**(a)Tangibles**

1 = strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

| N | Items | SD | D | N | A | SA |
|---|---|---|---|---|---|---|
| 1 | UUM offer better teaching aids | | | | | |
| 2 | There is availability of financial aids in UUM | | | | | |
| 3 | There is sufficient modern facilities and equiptment for learning | | | | | |
| 4 | There is support services such as bus, sports facilities, accommodation, cafeteria etc. | | | | | |
| 5 | UUM environment is visually appealing | | | | | |

**(b) competence**

1 = strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

| **N** | Item | **SD** | **D** | **N** | **A** | **SA** |
|---|---|---|---|---|---|---|
| **1** | There is sufficient academic staff | | | | | |
| **2** | The academic staff possess enough skill and expertise | | | | | |
| **3** | There is Sufficient practical knowledge | | | | | |
| **4** | There is adequate theoretical knowledge | | | | | |
| **5** | There is enough material for reading and consultation | | | | | |

**(c) attitude**

| **N** | **I**tem | **SD** | **D** | **N** | **A** | **SA** |
|---|---|---|---|---|---|---|
| **1** | the school understand students needs | | | | | |
| **2** | There is always willingness to help students | | | | | |
| **3** | There is availability of guidance and advice | | | | | |
| **4** | Students are Getting personal attention from supervisors | | | | | |
| **5** | There is existince of courtesy | | | | | |

**(d) contend**

| N | Item | SD | D | N | A | SA |
|---|---|---|---|---|---|---|
| 1 | The curriculum is Relevant to my future job | | | | | |
| 2 | The curriculum is Complete | | | | | |
| 3 | The system is effective | | | | | |
| 4 | There is Flexibility of knowledge | | | | | |
| 5 | The system Encourage team work | | | | | |

**(e) delivery**

| N | Item | SD | D | N | A | SA |
|---|---|---|---|---|---|---|
| 1 | There is effective presentation | | | | | |
| 2 | Consistency and fairness of examination | | | | | |
| 3 | There is room for feedback from students | | | | | |
| 4 | Students are always encourage to work hard | | | | | |
| 5 | Timeliness of study material | | | | | |

**(f) reliability**

| N | Item | SD | D | N | A | SA |
|---|---|---|---|---|---|---|
| 1 | There is proper handling of complain | | | | | |
| 2 | All the staff are trustworthy | | | | | |
| 3 | Supervisors always respect appointment | | | | | |
| 4 | There is effective problem solving culture | | | | | |
| 5 | Students are grade fairly | | | | | |

**TRAINING NEEDS**

**How can you rate UUM based on the impact the programme have on you.**

**(a) Individual needs**

| N | Items | SD | D | N | A | SA |
|---|---|---|---|---|---|---|
| 1 | UUM offer programmes which best satisfy my needs for knowledge | | | | | |
| 2 | Studying in Malaysia enhance my future employment prospect | | | | | |
| 3 | Studying in Malaysia provide me with global perspective of my career | | | | | |

**(b) Occupational needs**

| N | Item | SD | D | N | A | SA |
|---|---|---|---|---|---|---|
| **1** | Malaysian certificate have more value in the labour market | | | | | |
| **2** | The contend of malaysian degree best meet up with the job specifications in most adverts i read in my country | | | | | |
| **3** | Degree earned in Malaysia is preferred for high level profile job in my country | | | | | |

**(c) Organisational needs**

| N | Item | SD | D | N | A | SA |
|---|---|---|---|---|---|---|
| **1** | I chose to study in malaysia because of the positive recommendation by my employer | | | | | |
| **2** | I can make meaningful contribution in my place of work after my study in malaysia | | | | | |
| **3** | studying in malaysia provide me with the necessery skills needed to overcome most challenges in my organization | | | | | |
| **4** | I think am better equip now to handle probleme that hitherto beyond my cognitive skills | | | | | |



**Factors influencing my decision to study outside Nigeria**

| N | Item | SD | D | N | A | SA |
|---|---|---|---|---|---|---|
| 1 | Unavailability of course in my home country | | | | | |
| 2 | To Broaden personal experience | | | | | |
| 3 | Competitive entry requirements in home country forced me to travel abroad | | | | | |
| 4 | Low cost of living encourage me to come to Malaysia | | | | | |
| 5 | Inability to get a place in course i wanted to study at home | | | | | |
| 6 | Low tuition fee encourage me to come to Malaysia | | | | | |
| 7 | Low racial discrimination in Malaysia encourage me to come | | | | | |
| 8 | Negative experience with educational institutions in my country | | | | | |
| 9 | Uncertainty over lenght of study in my country | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 10 | Admission process was easy for me here | | | | | |

Thank you for your cooperation

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