An investigation of public perception of quality of education in both public and private universities in Pakistan

Muhammad yousouf[1],   Madeeha Tariq[1],   Fariha Tabasum[1],   Muhammad Ibrahim[2]
Abdul Ghafoor[2]
Department of Business Administration Bahaudin Zakriya University Bahadur sub Campus Layyah, Pakistan

Abstract
Both public and private universities in Pakistan are playing vital role in developing human resources as per spectral demand, it is only possible by providing the quality of education. The objective of this research was to investigate the public perception of quality education in both public and private universities in Pakistan by knowing the impact of factors like Augmented Facilities, Faculty Characteristics and Administrative role on quality of education. The research was based on primary data which was collected through field survey by means of 200 questionnaires. The searched population was the general public and students of some selected both public and private universities of Pakistan. The data was analyzed through SPSS software, in order to reviel the research objectives correlation and regression analysis were made. The research results showed that, in correlation analysis there is positive significant relationship among all the variables and in regression analysis the research results indicated that model is fit and each independent variable has the significant impact on dependent variable. This research is helpful for the parents and students of Pakistan for selecting the qualitative institutions. This research will also help the both public and private universities to enhance the quality of education by keeping in mind the above given factors.
Keywords: Public And Private Universities, Augmented Facilities, Faculty Characteristics, Administrative Role

Introduction

Education is broadly observed as the knowledgeable and moral training of persons through which their potentialities are advanced, the characters of the Inventor are instructed in them and the culture of the people is communicated to the coming groups (Khalid, 1998). "Education is a procedure through which a state develops its nature awareness by developing the self consciousness of the persons who compose it. It is a community institution which offers mental, corporeal, ideological and right training to the individuals of the humanity, so as to permit them to have full consciousness of their work, purpose in life and arm them to attain that purpose (Ahmad, 1984). Around the world, education is documented as very important factor for the socioeconomic growth of any civilization. Education today has become the most effective instrument, not only for the community and cultural changes but also for the financial development o f the humanity. Ali (1997) pronounces that rapid economic advance of a nation lies in the facility of education and accomplished manpower. Education engenders not only new ideas and aptitude; it also rushes the pace of technological alteration. Furthermore, education makes the people for making better selections and provides them with the chances leading a healthier life.

The World Bank bang indicates that financial gap between the advanced and the emerging countries are due to the alterations in the higher education amenities available (Siddique, 2002).

In Pakistan at the time of its freedom, August 1947, there was only one university, the University of Punjab, Lahore and almost forty colleges. The government recognized new colleges and universities but was not in a location to provide passable financial and physical capitals to undertake the rearrangement of the educational system and also its extension to meet the strains of the students. In this background the private sector advanced providing opportunities to students looking for higher education chances by opening privately managed higher education institutions in the country. The private sector education will be defined as all formal institutions that are not public, and may be found, owned, managed and financed by actors other than the state. The Government of Pakistan has been allocating a major portion of the annual budget to the education sector to increase the literacy rate in Pakistan.

However, it is still considered low level. Since the establishment of Pakistan, every Government has given special attention to this sector. Overall this sector is growing bigger. There are 91 universities in the public sector and 70 private sector universities are working in Pakistan (HEC Pakistan, 2014). But the performance of this sector is declining in terms of the quality of the education. According to the world university ranking in Time's higher education supplement (2004), none of the university in Pakistan meets the international standard. Research (e.g. EIU views) highlighted that despite huge investments in this sector, education system in Pakistan is among the deficient ones in Asia.

About 85% of population is getting education from the public sector universities (Task Force report, 2002) because of reduced tuition and fees, concessions, poverty and other socio-economic problems, etc. Approximately 95% of that eighty five percent are middle and low level employees who send their children for

higher education in these public universities.

Research Gap

Notwithstanding many other factors swaying the quality of education, the following emerging factors like Environment, Faculty and Infrastructure are the main factors effecting the perception of people regarding the quality of education in Pakistan. There is the main and arbitrating role of HEC for provision of high quality of education by private and public universities of Pakistan. Therefore it is deeming necessary to research the significant role and impact of these factors by the mediating influence of role of HEC to bound both private and public universities to provide quality of education in Pakistan.

Research Objectives

The main objectives of this research are to know the impact the factors that affect the public perception of quality of education in both public and private universities in Pakistan, with specific intention of:

➢ To develop the theoretical frame work
➢ To know the impact of augmented facilities on public perception about the quality of education in public and private universities of Pakistan
➢ To know the impact of faculty characteristics on public perception about the quality of education in public and private universities of Pakistan
➢ To know the impact of administrative role on public perception about the quality of education in public and private universities of Pakistan

Research Questions

This research aimed as to investigate the public perception of quality of education in both public and private universities in Pakistan. There are following questions for this research and this research must answer at the end.

➢ What is the impact of augmented facilities on public perception about the quality of education in public and private universities of Pakistan?
➢ How much faculty characteristics impacts on public perception about the quality of education in public and private universities of Pakistan?
➢ What is the impact of administrative role on public perception about the quality of education in public and private universities of Pakistan?

Literature review

The Public sector alone especially in developing countries cannot meet the needs of quality education for rapidly growing population including Pakistan with a 2.7 % population growth rate (Government. of Pakistan 2010-11). Numerous studies have addressed the issue of service quality and student satisfaction. A study made by (Fitri et al. 2008) observed that service quality dimension i.e. tangibility, responsiveness, reliability, assurance, and empathy as positive contributors towards student satisfaction. Some other authors like (Bigne et al. 2003; HamandHayduk, 2003) and Elliot and Shin, 2002) have reported significant relationship between service quality i.e. service reliability, responsiveness, empathy, assurance, tangibility etc and satisfaction in higher education settings. (Spreng and Mackoy, 1996) reported that perceived service quality is an antecedent to satisfaction.

Faculty continues to be the most significant influence on student experience and satisfaction in universities. In this regard, universities have adopted student evaluation of teaching effectiveness to enhance student satisfaction. Student evaluation of teaching (SET) is among the most frequently used performance measurement instruments used by higher education institutions across the world (Pounder, 2007; Stratton, 1990). Student evaluation of teaching (SET) questionnaire is a control device used to measure teaching effectiveness as stated by concerned students (Crumbley et al. 2001). Historically, a number of studies confirmed that student teaching evaluation has provided reasonably valid multidimensional measures (Holtfreter, 1991; Marsh & Roche, 1997; McKeachie, 1987). The faculty has specific goals, enhancement of individual skills and abilities, clarification of values and development of increased faculty motivation (Gaff, 1975). TThe main aim of the SET is to measure the teaching performance/effectiveness of faculties at a university. Moreover, this technique is used in educational institutions to assess the capabilities and competencies of academic staff and as a result, assessment score depicts that on what basis students perceive their teachers in their minds that directly affects their satisfaction.

Second construct under observation was 'administrative support'. In addition to teaching, administrative activities are necessary to facilitate the process of developing necessary skills and providing exposure to students in accordance with market demand. The administrative construct has been operationalize through eight different variables that were; behavior of head of department and programme coordinators, behavior of clerical staff, administrative support of head of department and programme coordinators, administrative support of clerical staff, extracurricular activities, banking facilities, restaurant facilities at the campus, and prayer facilities.

According to (Koslowski, 2006), in the 1980's and 1990's, quality was defined as excellence or limited supply and assessed according to the internal resources of an institution, such as the role of administration, the number of faculty with terminal degrees, the number of volumes in the library, reputation, endowment, etc.

Theories of management have proved to be of viable use and application in organizations settings and operations, such as academic organizations like a university. The word management generally implies the art and process of getting things done by others towards the achievement of preset goals and objectives this is only possible when the administration or the organization is committed and involved (Keller, Parameswaran, & Jacob, 2011; Richard, 2011). Management involves the implementation of business objectives with a strategic aim of reaping in the gains of business, therefore on this note, the word 'management' as it is applicable in university and higher education management is 'business in nature'. That is when the term management is used and applied in a setting like university and institutions of higher learning; there must be expectation of 'profit and gains' as a result of the fact that the administration happens in business for the sole aim of profit advancement and survival (Wheelen & Hunger, 2011).

Principally, being 'a non for profit' organization, universities and higher education institutions preferably favor the use the of the word 'administration' to describe quality assurance processes involved in meeting the desired goals. That is the desired goals of high manpower turn out rate and low dropout rate. In this sense, in higher education parlance, the word management and administration is almost similar in technicality and usage, but the culture of universities and citadels of higher learning prefer the use of the word administration being non- for-profit organizations (Adamolekun, 1983; Frederickson, Smith, & Larimer, 2011). Administration involves formulation of policies and directing activities towards achievement of reset goals and objectives. However, from whichever way one look at the process of controlling process towards efficiency in the university, either from the way of administration or from the way of management, administration should used to ensure quality for the purpose of adequate and efficient manpower output, in terms of human resource development for the county. It has been established that success in the quality of human capital development of a system of higher learning depends on administration and input of human resource for its operation (Adamolekun, 1983; Agarwal, 2009; Dauda, 2010).

Third construct under observation was 'augmented facilities' and variables used to measure this were; transportation and logistics facilities, library, computer labs, general labs, student accommodation facilities, medical facilities, sport facilities, and class room facilities. There are a range of statistical and non statistical indicators intended to offer an objective measure of how a higher education institution is performing. Some of the indicators are: User satisfaction, Use of entry qualification, Student retention, Learning/teaching output, Research, Graduate employment, Change in attitude of the students (Chande, 2006). The question under consideration here is if university graduates are provided necessary facilities that make their experience conducive and attainment of necessary skills and abilities possible.

This is crucial not only to students' individual success but the success of economy of the country on the whole as well. In this regard, (Umbach and Porter, 2002) argued that institutional impact on the students' outcome is still unknown, and if anything is known, that is somewhat contradictory. (Keaveney and Clifford, 1997) have presented students satisfaction and retention model. According to this model, faculty, advising staff and class room facilities normally shape student practical college experience and therefore considered key satisfaction and retention components. The key factors influencing the quality of higher education are the quality of faculty, curriculum standards, technological infrastructure available, research environment, accreditation regime and the administrative policies and procedures implemented in institutions of higher learning. It is absolutely critical to monitor and regulate growth of sub-standard institutions of higher learning. A comprehensive multi-level mechanism of accreditation is to be developed to ensure provision of quality education. Accreditation needs to occur at the department or program level, as well as the institutional level (HEC, 2010). Different issues of the quality of higher education in Pakistan as identified by (Iqbal, 2004) are ineffective governance and management structures and practices, inefficient use of available resources and inadequate funding.

Theoretical framework
Theoretical frame work shows the relationship between dependent and independent variable. In this theoretical frame work Augmented facilities Administrative support Faculty characteristics is independent variable and Quality of education is the dependent variable. Augmented facilities Administrative support Faculty characteristics are some descriptions of Quality of education
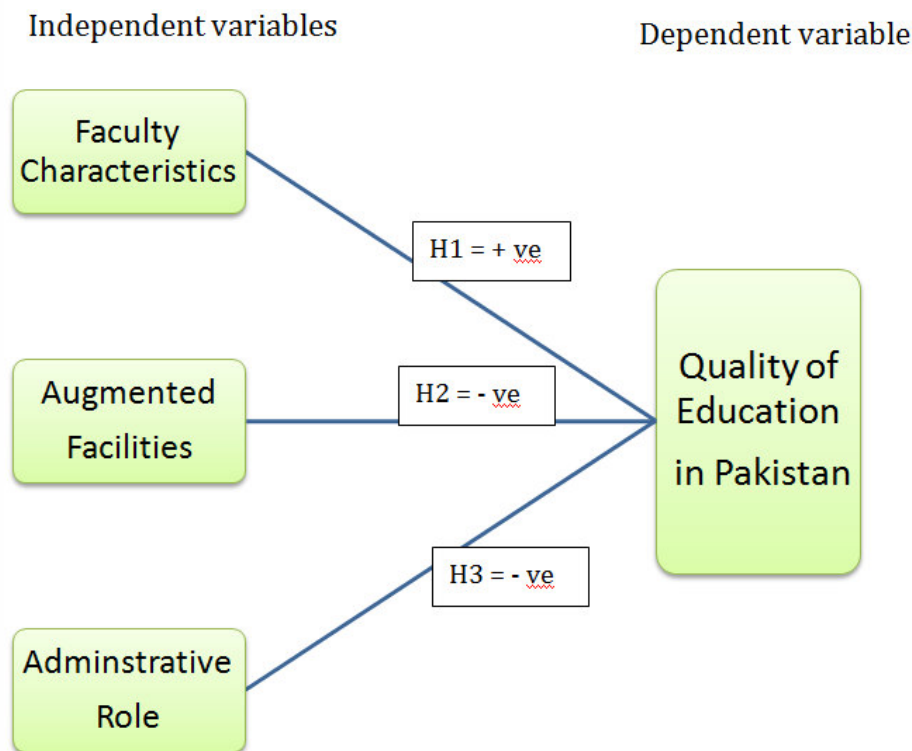
Hypothesis development

After deep study of litrature reviewed following hypothesis are developed for this research:

H1: Faculty charactristics has positive impact on quality of education in Pakistan

H2: Augmented facilities have negative impact on quality of education in Pakistan

H3: Administrative role has negative impact on quality of education in Pakistan

The research method and design

This research was based upon primary data which was collected through field survey by means of questionnaire. The likert scale includes 1 for strongly agree, 2 for agree, 3 for neutral, 4 for disagree and 5 for strongly disagree. Demographic information was given in first section of the questionnaire and the second section contains all the research questions related to all the variables. SPSS was used to attain the results of reliability, correlation and regression.

Population

The Population for this research was the parents and students of 30 selected public and private universities from all over the Pakistan.

Sample

The sample size of the research was 200 respondents. The stratified random sampling technique was applied in this research.

Source of data

The source of data was questionnaire that was send through email, by friends and some questionnaires filled on the spot.

Data collection:

The Population for this research was the parents and students of 30 selected public and private universities from all over the Pakistan. The individuals have been asked to provide the response through on spot filling or send back through friends or emails, 172 accurate questionnaires were received out of 200.

ANALYSIS

Demographic analysis

The Population for this research was the parents and students of 30 selected public and private universities from all over the Pakistan, their demographic analysis is as under.

Statistics

According to age, gender and qualification there were total complete 172 observations according to

Table 01: Statistics

		Gender	Age	Qualification
N	Valid	172	172	172

Gender wise statistics:

There are total 172, the male respondents are 90 which are 52.3 %, while the female respondents' is 82 which are 47.7 % are of total.

Table 02: Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	90	52.3	52.3	52.3
Female	82	47.7	47.7	47.7
Total	172	100	100	100

Age Analysis

In age three groups ranging 20-25 years, 25-30 years and 30-35 years, 100 were young respondents with the age of 20-25 years, they are 58.1 %, 25-30 years are 40 which is 23.2 % and 32 respondents 30-35 years which is 18.7%.

Table 03: Age

Age Years	Frequency	Percent	Valid Percent	Valid Percent
20-25	100	58.1	58.1	58.1
25-30	40	23.2	32.2	32.2
30-35	32	18.7	18.7	18.7
Total	172	100.0	100.0	100.0

Qualification analysis

Table 04: Qualification

Qualification	Frequency	Percent	Valid Percent	Cumulative Percent
Bachelor	40	32.2	32.2	32.2
Master	100	58.1	58.1	58.1
MS/M.PHIL	32	18.7	18.7	18.7
Total	172	100.0	100.0	100.0

The 40 respondents were with Bachelor qualification, 100 respondents were with Master, while the total number of MS/M.Phil. respondents were 32.

Correlation analysis

Correlation analysis shows the relationship among variables, with value ranges from -1 to +1, significant relationship lies from 0.01 to 0.05.

Table 05: Correlation analysis

		ARM	AFM	FCM	QEM
ARM	Pearson Correlation	1	.010	.679[**]	.273[**]
	Sig. (2-tailed)		.900	.000	.000
	N	172	172	172	172
AFM	Pearson Correlation	.010	1	.046	.277[**]
	Sig. (2-tailed)	.900		.551	.000
	N	172	172	172	172
FCM	Pearson Correlation	.679[**]	.046	1	.125
	Sig. (2-tailed)	.000	.551		.104
	N	172	172	172	172
QEM	Pearson Correlation	.273[**]	.277[**]	.125	1
	Sig. (2-tailed)	.000	.000	.104	
	N	172	172	172	172

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

In this there are three independent variables like Faculty Characteristics, Augmented Facilities and Administrative role with Quality of education in Pakistan.

Hypothesis 1: Faculty charactristics has positive impact on quality of education in Pakistan

As the research hypothesis was *Faculty charactristics has positive impact on quality of education in Pakistan,* same supporting result 0.273** at p= 0.000 indicates that faculty characteristic has significant positive correlation with quality of education with the confidence of 99.9% means only 1% chance of is there in this

result.

Hypothesis 2: Augmented facilities have negative impact on quality of education in Pakistan
The second proposed hypothesis was ***Faculty charactristics has positive impact on quality of education in Pakistan.*** The correlation value of faculty characteristic is 0.277** at p= 0.000 with the confidence interval of 99%, this value with +ve sign does not support our research hypothesis so can be said as ***the Faculty charactristics has positive siginificant impact on quality of education in Pakistan***
Hypothesis 3: H3: Administrative role has negative impact on quality of education in Pakistan
The correlation result regarding the administrative role is as 0.125, at p= 0.000 with no confidence interval of which also does not satisfied the research hypothesis and we can say that ***the Administrative role has positive significant relation ship with quality of education in Pakistan***

Regression analysis
Regression analysis indicates the impact of independent variables on dependent variable and how much the research model is appropriate.

Model summary
Table 06: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.799[a]	.641	.144	.43490

a. Predictors: (Constant), FCM, AFM, ARM
b. Dependent Variable: QEM

The model summary shows that the value of R= 0.799 and R square = 0.641, the value of In this research the value of R square = 0.641, indicates that the independent variables like Augmented facilities Administrative support Faculty characteristics have 64% effect on dependent variable quality of education in Pakistan.

ANOVA
In ANOVA F-value is considered on significant level if significant level lies in 0.01 to 0.05, it is said the model is good.

Table 07: Model summary

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.023	3	2.008	10.614	.000[a]
	Residual	31.775	168	.189		
	Total	37.798	171			

a. Predictors: (Constant), FCM, AFM, ARM
b. Dependent Variable: QEM

The ANOVA (Analysis of Variance) table that the F-value = 10.6 and significant value is 0.000 which indicates the high level of significance and the group of independent variables can be used to reliably predict the dependent variable and model is good for research.

Coefficient
In the coefficient we study the ability of each independent variable to predict the dependent variable.

Table 08: Coefficient

Model	Standardized Beta	T-Value	Significant
(Constant)		3.523	0.000
AR	0.611	3.42	0.000
AF	0.655	3.007	0.000
FC	0.528	2.241	0.000

Dependent Variable: Quality of education
As it is understood from model summary that:
R = 0.799
R-Square = 0.641
F-Value = 10.614

The independent variable Administrative role has 61% impact on dependent variable because the standardized beta value is 0.611 and the t-value is also greater than 2 which also confirm that administrative role

has effect on QE. Same for the augmented facilities the beta value is 0.55 means the information has 65% effect on QE, as the t-value is also greater than 2. The value of beta for the Faculty characteristics is 0.52 which indicates that the Security and privacy has 52% effect on e-banking. To develop more understanding the below given histogram is providing the information in short summary form.

Histogram
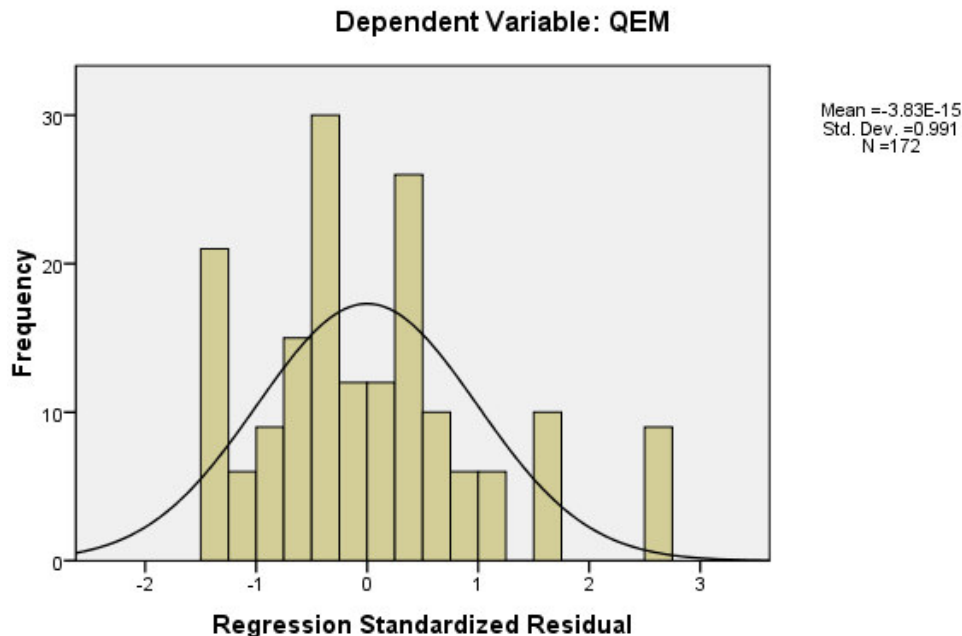
Fig N0. 02 the regression standard residual

Conclusion

The objective of this research was to investigate the public perception of quality education in both public and private universities in Pakistan by knowing the impact of factors like Augmented Facilities, Faculty Characteristics and Administrative role on quality of education. The proposed research model was developed after lots of extensive literature studied. The research results indicated that in case of correlation analysis there was positive significant relationship among all the variables, which shows that if the students are all the facilities like sports, labs, workshop etc with competitive faculty and very positive and ethical administrative role the positive perception and satisfaction level of parents and students will increase. The regression analysis results showed that the model is good, appropriate and quiet suitable for research.

The Government of Pakistan has been allocating a major portion of the annual budget to the education sector to increase the literacy rate in Pakistan. However, it is still considered low level. Since the establishment of Pakistan, every Government has given special attention to this sector. Overall this sector is growing bigger.

Limitations

The basic objective of this research was to develop a research model with the aim of knowing the effect of Augmented facilities, Teacher Characteristics and Administrative role on quality of education. This research may have following some limitations:

1. The limited are of survey with only Gender, Age and Qualification.
2. The behavior and perception of people varies time to time, the data collection through interview of all stakeholders and focus group instead of only questionnaire survey may change the results.
3. The other limitation may be limit geographical area.
4. The results of research may vary if the size of sample is increased or added few other factors.

Recommendations

After result analysis, conclusion and limitations some recommendations are given for further future researchers and related organizations, especially for educational institutions, but make sure each country has its own educational culture and environment.

1. People living every region of world have different perceptions, thinking according to their regions, same

like Asia most of the population preferred the government sector because the people are poor. The social system of almost all countries is also different as compared research country. For the successful quality of education it is essential to first know about the local environment of the country and its subparts as well.

2. The economic condition of country also has a great impact on quality of education, so economic factor must be taken into account.
3. The augmented facilities of the universities play vital role for delivering quality of education must create technically compatibilities.

References

Aurangzeb, C. R. (2008). *Quality Assurance Model for Assessment of Work Integrated Learning at HigherEducation Institution of Pakistan*. Paper presented at the 2nd International Conference on Assessing Quality inHigher Education.

Bean, J. P., & Bradley, R. K. (1986).Untangling the Satisfaction-Performance Relationship for College Students.*Journal of Higher Education, 57*(04), 393-412.

Betz, B. L., Klingensmith, J. B., &Menne, J. W. (1970).The Measurement and Analysis of College Student Satisfaction.*Measurement and Evaluation in Guidance, 03*, 110-118.

Bigne, E., Moliner, M. A., & Sanchez, J. (2003). Perceived Quality and Satisfaction in Multi Service Organizations: The Case of Spanish Public Services. *The Journal of Services Marketing, 17*(04), 420-442.

Cameron, K., &Ettington, D. (1988).*The Conceptual Foundations of Organizational Culture* (Smart, J. ed. Vol.04).Higher Education Handbook of Theory and Research.

Carey, K., Cambiano, R. L., & De Vore, J. B. (2002).Student to Faculty Satisfaction at a Midwestern University in the United States.*HERDSA,* 93-97. [Online] Available: www.ecu.edu.au/conferences/herdsa/main/papers/ref/pdf/Carey.pdf.

Centra, J. A., & Rock, D. (1983).College Environments and Student Achievement.*American Educational Research Journal, 08*, 623-634.

Crumbley, L., Henry, B. K., &Kratchman, S. H. (2001).Students' Perceptions of the Evaluation of College Teaching.*Quality Assurance in Education, 9*(4), 197-207.

Elliot, K. M., & Shin, D. (2002). Student Satisfaction: An Alternative Approach to Assessing this Important Concept. *Journal of Higher Education Policy and Management, 24*(02), 197-209.

Ewell, P. T. (1989). Institutional Characteristics and Faculty/Administrator Perceptions of Outcome: An Exploratory Analysis. *Research in Higher Education, 30*(02), 113-136.

Feldman, K. A., & Newcomb, T. M. (1969).*The Impact of College on Students*.Jossey-Bass.www.ccsenet.org/ass Asian Social Science Vol. 7, No. 7; July 2011*Published by Canadian Center of Science and Education* 217

Fitri, H. A. H., Ilias, A., AbdRehman, R., &AbdRazak, M. Z. (2008). Service Quality and Student Satisfaction:
A Case Study at Private Higher Education Institutions.*International Business Research, 01*(03), 163-175.

Hafeez, S. A., & Fatima, A. J. (2008).*A Conceptual Framework For Developing Strategic Partnership Between University And Industry In Pakistan With Particular Reference to NWFP*. Paper presented at the 2[nd]International Conference on Assessing Quality in Higher Education, Lahore.

Ham, L., &Hayduk, S. (2003). Gaining Competitive Advantages in Higher Education: Analyzing the Gap Between Expectations and Perceptions of Services Quality. *International Journal of Value-Based Management,16*(03), 223-242.

Hanif, M., Safdar, M., Hameed, M. K., &Masood, R. (2008).*Enhancing Accountability and Performance of Higher Education through Balance Scorecard*. Paper presented at the 2nd International Conference on AssessingQuality in Higher Education.

Government.Of Pakistan (2009).Educational Policy. Islamabad: Ministry of Education.

Koslowski III, F. A. (2006). Quality and assessment in context: A brief review. Quality Assurance in Education, 14(3), 277-288. doi:10.1108/09684880610678586

Keller, K. L., Parameswaran, M. G., & Jacob, I. (2011). Strategic brand management. Pearson Education India.

Knowles, M. S., Swanson, R. A., & Holton III, E. F. (2011). The adult learner: The definitive classic in adult education and human resource development.ButterworthHeinemann.Retrievedfromhttp://books.google.com.my/books?hl=en&lr=&id=Y3bQEL_3OEIC&oi=fnd&pg=PR1&dq=The+relationship+between+human+resource+and+higher+education&ots=Vh8Cx1zfEC&sig=IAvWDjA0gmFGnvLN8Jdp891J2t8

Richard, I. L. (2011). Quantitative approaches to management. Retrieved from http://www.digitallibrary.kcci.com.pk/handle/32417747/697

Wheelen, T. L., & Hunger, J. D. (2011). Concepts in strategic management and business policy. Pearson Education India.

Adamolekun, L. (1983). Public administration: A Nigerian and comparative perspective. Addison-Wesley Longman Ltd.

Agarwal, P. (2009). Higher education in India: The need for change. Retrieved from http://dspace.cigilibrary.org/jspui/handle/123456789/20971

Frederickson, H. G., Smith, K., & Larimer, C. (2011). The public administration theory primer. Westview Press.

Gaff, J. (1975). Toward Faculty Renewal: Advances in Faculty Instructional and Organisational Development. San Francisco, CA: Jossey - Bass Inc.

Higher Education Commission. (2010). Quality assurance cell. Retrieved from www.hec.gov.pk on January 07, 2010.

Iqbal, A. (2004). Problems and prospects of higher education in Pakistan (unpublished Ph.D. thesis). University of Arid Agriculture. Rawalpindi

Chande, S. U. (2006) Performance Indicators of an Institute of Higher Education. Proceeding

of 1st International Conference on Assessing Quality in Higher Education (2006). Institute of Quality & Technology Management University of Punjab, Lahore. p.14

Umbach, P. D., & Porter, S. R. (2002). How do Academic Departments Impact Student Satisfaction?Understanding the Contextual Effects of Departments. Research in Higher Education, 43(02), 209-233.

Keaveney, S. M., & Clifford, E. Y. (1997). The Student Satisfaction and Retention Model (SSRM).

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
http://www.iiste.org

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: http://www.iiste.org/journals/ All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: http://www.iiste.org/book/

Academic conference: http://www.iiste.org/conference/upcoming-conferences-call-for-paper/

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digtial Library , NewJour, Google Scholar