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GCBS STUDENTS' PERCEPTION ON DETERMINANTS OF HIGHER EDUCATION QUALITY

Sonam Wangda
Lecturer
Gyeltshen Wangdi, Tenzin Wangmo, Thinley Choden, Tshering Dorji, Tshering Dorji, Uttam Waklay
Gedu College of Business Studies, Bhutan

ABSTRACT

The main objective of this study is to describe those factors which influence students' perception on quality of higher education.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 respond to the changes of the environments where the expectation of the stakeholder is becoming higher. This study used primary data with quantitative in nature wherein quantitative information is collected and numerical calculations are done to come at a reasonable conclusion. Ensuring quality in education is a continuous process. This research is undertaken to unveil the factors that contribute to education quality. The pivotal factors of higher education quality can provide a guideline to the education providers. And questioner method with Likert scale was used to measure students' perception. The sample size of this research is 306 students from Gedu College and they are selected to collect their opinion. This research reveals that academic facilities play vital role to ensure the quality of higher education. Academic staff, administrative support, students' personal character and academic content are also the important factors for the quality education. Academic facilities were the most significant factor to ensure the quality education followed by administrative support, academic content, academic staff and students' personal character as well.

1. INTRODUCTION

1.1 The Background of the study

The State shall provide free education to all children of school going age up to tenth standard and ensure that technical and professional education was made generally available and that higher education is equally accessible to all on the basis of merit (The Constitution of The Kingdom of Bhutan, 2008). In general concept, if primary education was the foundation for a child then the higher education at tertiary level is the ending stage of that foundation. So, it can be said that education was a journey to a child and the destination was higher education. But the question wasif a person becomes educated, what was the standard of their education? Did they acquire quality of higher education? If not, why? Which factors are responsible for ensuring or hampering quality of higher education? So, it was important to identify and evaluate those factors related to higher education quality.

Quality was a relative concept, specially a debatable issue. It was not so easy to define quality education, what was the basic standard of quality education? There was no ending of this debate, because there was no last stage of education. Every nation continues experimental study, research to flourish civilization. Education and civilization was complementary to each other, if one was lost other was lost too.

A quality of higher education was one that provides all learners the capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. The learning outcomes that are required vary according to context but at the end of the basic education cycle one must include threshold levels of literacy and numeracy.There are many factors that can hamper the quality of higher education. Quality of higher education depends on academic staff, learning environment, academic facilities and students' background.

1.2 Statement of Problem:

Quality education defines as ensuring the standard of all aspects of education. In the higher education, it was affected by many issues like- teaching methods, logistic support and self-development of the students. Based on the higher education philosophy, vision and mission, it is clear that the faculties are consistently positive towards ensuring the quality education and appeared to be very dynamic in the quality approach and its technique. According to Berry, 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 respond 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 faculties, administrators as well as the academic staffs to provide plans and solutions for the continuous improvement.

It was vital to consistently measure the performance of service quality from students' perspective because they are directly involved in the education process. They act as a consumer or customer and also as a product of the education institution. Students' views on all aspects of their higher education experiences are essential to monitor the quality of education. The data and information gained will help the service provider and the stakeholder to make judgments about level of quality in particular universities (Hill, Lomas, & MacGregor, 2003). The development of the dimensions in service quality was expanding because the nature of the higher learning institution itself was dynamic and unique. One of the methods to construct the dimension of quality in education was the dimensions of product, software and general services. Apart from that the modification for adaptation must be made to tailor it to the education line.

Furthermore, the construct or the dimension of quality conceptualized in the service literature focus on perceived quality. Conceptually, perceived quality is defined as the consumer's judgment about an overall entity of excellence or superiority (Zeithaml, 1987). It was a form of overall evaluation. Gordon and Partigon (1993) characterize that education quality was the success with which an institution provides educational environment which enable students effectively to achieve worthwhile learning goals including appropriate academic standards. If education system fails, it fails as a nation. Decline in education standard was a national problem and they must all work together to solve it.

The good news was that it had recognized as a problem. The bad news was it would have a long way to solve it. Education is the only tool using which uplift poverty and can have total gross national happiness in the country.

Meeting the education standards is not an easy to go matter rather it requires closer look into this issue. Defining and ensuring quality education is always critical and subjective in nature. Thus, continuous research and evaluation are necessary to improve the education quality. This research aims to determine and describe the factors effecting the perception of students on quality of higher education.

1.3 Research Questions:

What are the determinants of higher education quality?
What are the prominent factors that determine quality of higher education in GCBS?
What are the factors that make different perception among students at different level?

1.4 Research Objectives:

To identify the factors that influence students' perception on quality of higher education.
To describe the prominent factors that influencing the students' perception on quality of higher education.
To know the factors that makes different perception among students on gender and semester.

1.5 Scope and significance:

In terms of significance, this research can be used by education providers and academic experts to find out the students' demand about the quality of higher education in higher level. Experts can make a bridge between the students' demand and their offerings at higher education level. The outcome of this study was useful for the management and the faculties of Gedu College to continuous improve in the field higher education quality.

2. LITERATURE REVIEW:

This chapter discusses the literature on the dimensions and the approach in measuring quality and the factors that impact the students' perception on quality of higher education. It is vital to review all the relevant literatures in order to understand the whole concept of quality education, its tools and application in various sectors. It explores a strong basis for the development of the research framework and instrument.

1. ACADEMIC STAFF

1.1 Teaching styles and Qualification

While many people have argued that style is important in teaching, identifying the elements of our styles as teachers has proved to be difficult. One reason is that traditionally the concept of style has been viewed in a critical manner. It has been confused with affection, denigrated as a kind of posturing to mask a lack of substance or tolerated as a natural manifestation of personal eccentricities (Eble, 1980). Thus, to define teaching style, it entails moving beyond the negative sense in which it is sometimes perceived. Daniel (2004) thinks that teaching style refers to the teaching strategies and methods employed and use of certain kinds of rhetoric. But often, the literature only focuses on one of these dimensions. The term itself has no agreed definition but the more widely accepted definitions refer to it as a set of teaching tactics (Galton, Simon, and Croll, 1980).

Understanding the teaching style would be enhanced if there is a list of elements of style that can use as a basis for examining the impact of teaching style on the students' perception regarding education quality. There is however, no clear consensus about the common components of style. Therefore, teaching style should include general modes of classroom behavior, qualification of the teacher, teaching methods, personality traits, enthusiasm, and metaphors of teaching. The ex-Minister of Education, Lyonpo Thakur S. Powdyel, said that the quality of education could not be better or worse than the quality of teachers, explaining that the teacher as an individual was just as important as what they taught. Describing Bhutanese students as the finest in the world, the minister said that Bhutanese teachers were doing their best against all odds. The college has an excellent team of both local and international faculties with academic and industrial backgrounds.

Teaching method is used to facilitate students learning and satisfaction. Different teaching method will lead to changes in different outcome. As per the International Journal of Secondary Education (2015) had discussed three types of teaching methods that influence the teaching and its outcome depending upon the academic ability, number of learners and the course of curriculum which organize the teaching. Lecturers can use methods like cognitive development method, affective development method, and psychomotor development method. Teaching methods are selected based on factors like the subject matter, instructional objectives, the learner, the teacher, instructional materials and the environment.

Cognitive development method focuses mainly on development of intellectual skills in learners. It helps leaner to comprehend, analyze, synthesize, and evaluate information for that cognitive development method is recommended (Dorgu, December, 2015). Education has to give lot to learner in order to assist and develop their attitude and values hence teacher has to encourage to include learning experiences that worthwhile, teach in ways that arouses interest and develop proper attitude in learners for that affective development method is recommended. Finally, psychomotor development method depends on the method to teach learners through activity based with an aim at motor skill development in learners. Here learners are required to illustrate, demonstrate, or perform certain skill using their manual dexterity. If lecturer wants to assign activity mostly to learners the psychomotor development method is recommended.

1.2 Teacher Feedback Mechanism

Hayman and Rodney (1975) states that evaluation provides feedback with which goals can be compared to outcomes of a program-me. According to them, feedback identifies the goals of a program-me and indicates the nature and actual outcome. The developmental and formative evolution use of feedback would lead to improvement of students' academic performance. Feedback should be communicated in language that is understandable for the learner, have a genuine purpose, and be significant for the individual needs of each student. Through feedback, teachers can provide the students with suggestions for development, leaning strategies and correction of errors. The importance of constructive feedback allows many positive opportunities. One important element is that feedback provides a foundation for positive student and teacher relationships. By providing appropriate feedback the students understand that the teacher is genuinely concerned about them and their education. This component also enhances a student's self-efficacy and provides an avenue for inspiration.

Providing verbal feedback include comments on what is done appropriately. Also, suggestions for improvement in a given area are conducted through positive suggestions. Written feedback is communication on an assignment to guide students into understanding misconceptions about a problem. This type of feedback should also include positive comments which highlight the strengths of the student. Classroom discussions allow the teacher to act as facilitator during conversations. With this type of feedback, the students are actively engaged and afforded the opportunity for a greater understanding of the concepts.

1.3 Student to Staff Ratios

While at the level of the institution student: staff ratios (SSRs) may seem to be a direct consequence of funding levels, institutions in practice spend funds on buildings, on administration, on 'central services', on marketing, on teachers undertaking research, and so on, to very varying extents, rather than spending it all on teaching time. Low SSRs offer the potential to arrange educational practices that are known to improve educational outcomes. First, close contact with teachers is a good predictor of educational outcomes (Pascarella&Terenzini, 2005) and close contact is more easily possible when there are not too many students for each teacher to make close contact with. Second, the volume, quality and timeliness of teachers' feedback on students' assignments are also good predictors of educational outcomes and again this requires that teachers do not have so many assignments to mark that they cannot provide enough, high-quality feedback, promptly. A gain, low SSRs do not guarantee good feedback or feedback from experienced teachers.

2. ADMINISTRATIVE SUPPORT

2.1 Support Services

MaGuire, Jacobowitz, Weinstein, and Luekens (2006) argue that student affairs staffs are responsible for academic advising and support services delivery at colleges and universities all over the world. The chief student affairs officer at a college or university often reports directly to the chief executive of the institution. In addition to that, student affairs professionals are charged with the daily tasks of

developing programs and researching techniques that benefit all students as a whole (Dungy, Komives, and Woodward, 2003). Hamrick, Evans, &Schuh (2002) have focused on the fact that student affairs professionals incorporate the issues of diversity into their everyday tasks and work with an array of students in such areas as campus activities, counseling, resources, etc.

This department, like others within the higher education system, seeks to serve the needs of the student (Bloland, 1979). Besides sufficient advice, anytime contact with the staffs' academicsupport also includes suggestion regarding study choice. A research study of Bronstein (2008) reveals that these academic support elements positively impacts on the students' perception regarding quality education.

2.2 Co-curriculum activities

There are different ways which can be chosen by the students to spend their free time and this will affect their studies positively or negatively upon activity they choose. Researcher state that there is association between student performance in academic and the involvement in the co-curricular activities. It was broadly divided into two parts. The formal activities are as such sports, drama, debate completion and other literature programs. On other hands listening, watching and dancing are classified as informal activities. Researcher in Islamia University of Bahawalpur Pakistan (2012) find out relationship between co-curricular and its effect on academic performance of students. Theresearch was conducted by using questionnaires technique which is distributed among 500 students of the university. As per the respond received from the participant it was concluded that there is strong association between co-curricular activities and the academic performance of the student with the support from the study of Guest and Schneider (2003) and reported that the researchers have found out positive association between co-curricular activities and academic performance.

3. ACADEMIC FACILITIES

3.1 Information Technology

ICT helps the student to enhance their mode of learning style and it provides privileges for the learners to explore beyond their capability (LeBaron, 2009). As infrastructure plays a vital role towards teaching learning in the business education. Nowadays Business Institutes uses case-based method of teaching from which the students can able to analyze a real-world business situation which is documented in the form of case studies where students can be able to draw set of recommendation for the stimulated case as the part of their self-analysis (Trefis team, 2018) for which ICT plays a vital role towards achieving such a task and the students can be able to achieve and improve various aspects of Business education standards as a whole.

With help of ICT infrastructure facilities, students can do away with all of the doubts within no time in the campus itself without forwarding it towards their lectures and waiting for their response which ultimately takes a lot of time, on the other hand it leads to wastage of both lecturer and students time. According to Wikipedia Free Encyclopedia (2012) signified that some of the quality classroom delivery includes components like computer in class room, class web site, class blogs and wikis, wireless classroom microphones, mobile devices and interactive whiteboards. Although some of them are absent in colleges but then students had been using laptops and mobile devices towards teaching and learning which provides a huge platform for the advanced learners in this digital world today.

3.2 Infrastructures

Physical learning environments or the places, in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of college facilities seems to have an indirect effect on learning, an effect that is hard to measure. Fuller and Dellagnelo (1999) argue that present empirical evidence is inconclusive as to whether the condition of college buildings is related to higher student achievement after considering student's background. A study in India has found that out of fifty-nine schools, forty-nine schools have good library facilities, and of these fifty-nine schools, twenty-five have excellent IT facilities, twenty have multimedia facilities, and

maximum of them have specialized class room facilities (Carron & Chau, 1996). In this case, the quality of the education environment was strongly correlated with pupils' achievement in Hindi and mathematics (Carron & Chau, 1996).

In Latin America, a study has included 5,000 graduate students and found that students whose universities lack classroom materials and has an inadequate library are significantly more likely to show lower test scores and higher-grade repetition than those whose universities are well equipped (Willms, 2000). As stated by UNESCO (2005), the achievement of teaching and learning is influenced by the availability of resources to use for the purpose and how these resources are regulated. Consequently, collage without textbook and learning materials or well-equipped library cannot do effective and efficient work. For a full picture, more than 60 studies in nearly two dozen states confirm that they maintain a well-equipped library providing assortment of material resources like books and journal (Jeanette, 2013) .

Thus, the library is a reference source for college students and a point of individual studies where relevant information can be extracted. Therefore, the usage of library by students and teachers are associated with better learning results.

Classroom facilities are important because they are part of the whole atmosphere of learning, which includes elements such as modern teaching aids with rich libraries as well as neat and cleanspace that is adequate in terms of class size, its resources and temperature environment. In Bangladesh, most of the private universities are established via rental, and classroom space is alarmingly inadequate. This factor is, thus, important in evaluating the perception level of the students regarding quality education. But in case of public universities its opposite scenario (Ashraf, Ibrahim, &Joarder, 2009).

4. STUDENTS PERSONAL CHARACTER

4.1 Study Habits

Student study habits also play vital role in quality of education (loveless, 2019). Highlight that the key to becoming an effective student is learning how to study smarter, not harder. An hour or two of studying a day is usually sufficient to make through high school with satisfactory grades, but when college arrives, there aren't enough hours in a day to get all your studiesif students' don't know how to study smarter. Study habits contribute significantly in the development of knowledge and perpetual capacities (Rabin, Tallat, Mubarak, & Nasir, 2017). Researchers reveled that many students do not know how to think and study properly. Thus, there is a great need to inculcate good study habits in students either by the instructors by motivating them or students themselves. And students should go to class regularly. It is often seen that students usually miss their classes either due to the disinterest in the subject or due to disliking the instructor. But the research says that students retain 25% of the information they hear. Students note taking habits or ways also hamper their performance, as some goes by dependent on tutor and others by net, text book and their own. E- Learning also hamper their quality of education as e-learning is not a luxury, but a necessity for current and future generation(Wani, 2013).The demand and use of alternatives to the typical classroom setting has been ongoing for more than 100 years from correspondence courses in paper form through video and computer access.

4.2 Family Income, Literacy Level and Structures

Every child has the fundamental right to quality education- one that helps them acquire basic literacy and numeracy, enjoy learning without fear and feel valued and included irrespective of where they come from (UNICEF, 2014). All children have right to access quality education irrespective of their race and gender. But variations created by some factors like educated parents are more likely to consider the quality of the local schools when selecting a neighborhood in whichto live. According to (Egalite, 2016), once their children enter a school, educated parents are also more likely to pay attention to the quality of their children's teachers and may attempt to ensure that their children are

adequately served. By participating in parent-teachers' conferences and volunteering at school, they may encourage staff to attend to their children's need. Educated parents enhance their children's developments and human capital by drawing on their own advanced language skills in communicating with the children. As parental income may have direct impact on Childs academic outcomes or variation in achievement which could simply be the outcome of parent's income, parents with greater financial resources can identify communities with higher-quality schools and choose more-expensive neighborhoods. And family with low income or unsound economy will not able to bear expenses, tuition, summer coaching programs and internship programs. Students living with their biological parents received more attention as compare to adoptive parents and living with relatives.

5. ACADEMIC CONTENT

5.1 Mode of Assessment

Assessment plays a pivotal role in the process of education. In higher education, assessments have increased importance as they are of interest not only to students and teachers but also to future employers and all stake holders in the process of education. Assessment practices have therefore been studied very closely. Ramsden (2000) remarks that the assessment of students is a serious and often tragic enterprise sums up the importance placed on assessments. Assessments have to be considered by both educators and students as a vital part of the process of education not as an appendage which is painstaking and laborious. Biggs (2000) points out the need to change the erroneous perception of assignments as a necessary evil, the bad news of teaching and learning, to be conducted at the end of all the good stuff. Assessments should not be viewed as a system that allows teachers to define, select, classify, motivate and report on students (Ramsden, 2000). This is explained as the backwash effect when the assessment determines student learning, rather than the official curriculum (Biggs, 2000).

Good teachers are skilled not only in instructional methods, but also in feedback and assessment practices which includes marking criteria, comments, marking intension that will allow them to gauge individual student learning and adapt activities according to student needs (Carron & Chau, 1996). This process should also include both performance assessment and assessment of factual knowledge. Many teachers and educational systems continue to rely almost exclusively ontraditional paper-and-pencil tests of factual knowledge that tend to promote rote memorization rather than higher order thinking skills (Colby, 2000). The study of Dunn, Burbine, Bowers, and Tantleff-Dunn (2004) reveals that to avoid this problem teacher should focus more on feedback style which will ensure the effectiveness of the overall feedback system.

5.2 Course Content

The notion of relevance has always attended debates about the quality of education and relevance became an issue for national policy with the acceleration of global economic integration, governments have become more preoccupied with whether their education system produces the skills necessary for economic growth in an increasingly competitive environment(UNICEF, 2014).The college provides business internship programmes for its students as part of its undergraduate programmes. GCBS's Entrepreneurship Development Cell promotes business incubation, entrepreneurship and industry-academic linkages. The Centre for Business Research and Entrepreneurial Development provides faculty and students opportunities for business research, innovation and development. GCBS offers a unique learning opportunity for its students. To learn about academic programmes, teaching, learning, research, innovation, student services, and the GCBS community. We believe education in general should prepare students for a future innovative and creative society, therefore it would be important to teach business in such a way that allows the expression of creativity and its future development. The emphasis on the use of knowledge rather than on knowledge by itself is significant. Competition implies more information sources, fast changing technologies, new managerial practices, higher competences and shorter life cycles, which lead to an increased importance of the organizational

change (Tseng, 2009). College provides almost 30 to 31 different courses for undergraduates' students in GCBS.

3. METHODOLOGY

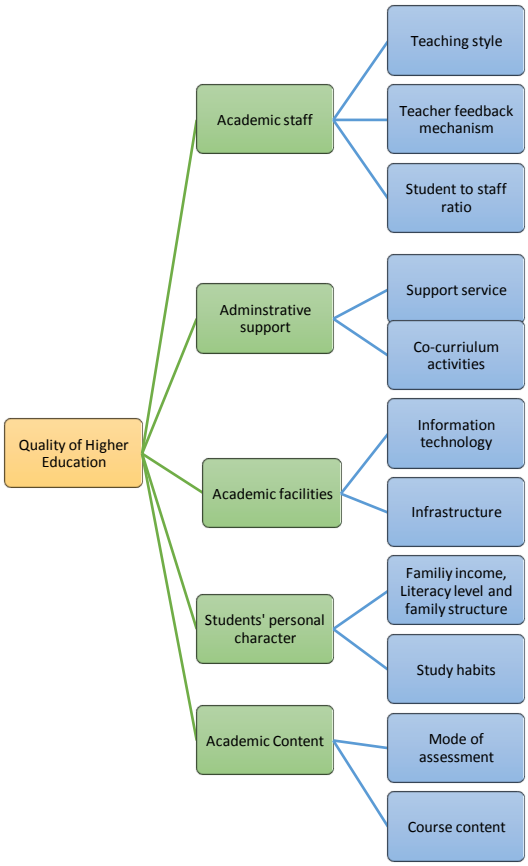
This, part explains in detail about the methodology applied in this study. It highlights the type of research; sources of data used, and survey designs which include sampling plan and data analysis method. This part was described in order to achieve a high degree of reliability and validity.

3.1 Conceptual Framework

Figure1: conceptual framework

3.2 Research Design

The identification of variables was done based on exploratory research methods especially secondary



data analysis and literature review. The study was carried out by the descriptive research design. This

3.3 Sampling

This research targeted the students of Gedu College (extent) from whom the necessary data were collected and calculation was done to come at reasonable conclusion. Population and sample are known to us. According to Yamane sample size table, our sample size should be 306 since population for our research is about 1,575 students. Therefore, the sample size was derived by using stratified random sampling and systematic sampling.

Year	No. of students	Percentage	Sample size
1st year	536	36%	110
2nd year	560	37%	113
3rd year	412	27%	82
		Total students (sample)	306

Table 1. Sample size

3.4 Data collection procedure

This study used questioner method and used Likert scale to collect data from students of GCBS. Questioners were distributed among students and data were collected.And out of 306 sample size, 8 st*uden*ts' not respondent to our questioner. And 298 students' data are included in datasheet.

4.DATA ANALYSIS AND FINDINGS

The statistical tools for data analysis are decided by the objective of the analysis itself and types of variables. For this research mean was used to find out prominent factors among different factors and standard deviation to find out significant difference among factors. And Chi square test, to find out the relationship between gender and dimensions as chi square test is mainly used for finding two categorical variables (gender i.e. Male and female). And further anova to find out the relationship between level of study and dimensions. All out put were generated by SPSS (statistical package for social sciences) software, version22.

4.1 Reliability test

Cronbach's Alpha	N of Items
0.939	38

Table 2. Reliability test

A reliability analysis was conducted to investigate whether the study's questionnaire is reliable and can be used to capture the needed data or not. The result of reliability test shows that Cronbach's Alpha test is greater than Alpha= 0.7. Therefore, it indicates that the instrument is reliable.

4.2 Demographic of respondents

The above table 3 represent the details of respondents showing total number of 298 respondents (Male=143 and female 155) of students where it consists of 110 from 2nd semester, 113 from 4th semester and 82 from 6th semester. Majority of the respondents are from second year students with total respondents 113 then from accounting major with 62 respondent and finance major with 56 respondents.

4.3 Analysis of Likert Scale

Scale	**Mean range/ interval**
Strong Agree	4.21-5.00
Agree	3.41-4.20
Neutral	2.61-3.40
Disagree	1.81-2.60
Strong Disagree	1-1.80

Table 4*. Analysis of Likert scale (Adapted (Monhammed, 12))*

Table 4 represents the analysis of likert scale. The end result of the table 4 shows continuous scale giving more precise information compare to descriptive scale. In case of descriptive scale, the accurate or precise information cannot be obtain as 3 indicate neutral and 4 indicate agree where it doesn't not gives any information regarding the range between 3 and 4. With inaccuracy of mean range from 3-4, continuous scale came into picture where the entire mean ranging from 1 till 5 are shown. If mean ranges from 4.21-5.00 'Strongly Agree', 3.41-4.20 'Agree', 2.61-3.40 shows 'Neutral', 1.81-2.60 'Disagree' and 1-1.80 ' Strongly Disagree'

4.4 Factors and dimension influencing quality of higher education

Dimension	Mean	Standard Deviation	Rank
Infrastructure	3.91	0.89	1
Teaching style	3.81	0.72	2
Study Habits	3.77	0.86	3
Co-curricular activities	3.75	0.88	4
Course content	3.74	0.75	5
Support service	3.71	0.85	6
Teacher's feedback Mechanism	3.69	0.72	7
Mode of Assessment	3.68	0.79	8
Information technology	3.60	1.34	9
Student to staff ratio	3.54	0.78	10
Family income, literacy level and structure	3.46	0.87	11

***Table 5**. Dimensions that influence the quality of education and prominent dimension*

Factors	Mean	Standard Deviation	Rank
Academic Facilities	3.76	0.93	1
Administrative support	3.73	0.76	2
Academic Content	3.71	0.70	3
Academic Staff	3.69	0.63	4
Students' Personal Character	3.61	0.75	5

***Table 6**. Factors that influence the quality of education and prominent factors*

From above table 5, it can conclude that all the dimensions are equally important as the means of all the dimensions are above 3.41 (above neutral), so it indicates that all the dimension influence in determining the quality of higher education. Regarding Information technology there is deviation among the students with standard deviation 1.34. Overall the dimension does not have any significant deviation among the students. The entire student agrees that those dimensions mention in above table measure the quality of higher education. Literature express that all dimensions influence quality of higher education so all the student agrees that those dimensions mention in literature measure the quality of higher education

As stated by UNESCO (2005), the achievement of teaching and learning is influencedby the availability of resources to use for the purpose and how these resources are regulated. So found dimension that is independent variable infrastructure with mean 3.91 and in broader sense academic facilities factor with a mean 3.76 shows the significant dimension that student consider in determining quality of higher education. Family income, literacy level, structure with mean 3.46 consider as least prominent dimension. Therefore, as per the students' perception infrastructure is comparatively prominent dimension that enhance quality education followed by teaching style with 3.81mean.

4.5 One sample test

	Test Value = 3		
	T	Df	Sig. (2-tailed)
Teaching style	18.960	292	.000
Teacher's feedback Mechanism	16.287	295	.000
Student to staff ratio	11.734	286	.000
Support service	14.295	288	.000
Co-curricular activities	14.598	293	.000
Information technology	7.717	294	.000
Infrastructure	17.548	297	.000
Study Habits	15.395	291	.000
Family income, literacy level and structure	9.059	294	.000
Mode of Assessment	14.666	290	.000
Course content	16.872	295	.000

Factors	**Dimensions**	**Chi-square vale**	**P Value**
Academic staff	Teaching style	15.368	0.425
	Teacher's feedback Mechanism	12.191	0.665
	Student to staff ratio	9.724	0.285
Administrative support	Support service	13.727	0.619
	Co-curricular activities	11.681	0.472
Academic Facilities	Information technology	11.154	0.598
	Infrastructure	24.260	0.012
Students' Personal Character	Study Habits	24.572	0.078
	Family income, literacy level and structure	10.753	0.464
Academic Content	Mode of Assessment	21.242	0.169
	Course content	16.175	0.441

Table 7. One sample test

Table 7 illustrates the one sample t test. The significant value is less than 0.05 for all the dimension teaching style, teacher feedback mechanism, teacher qualification, support service, co-curriculum activities, information technology, infrastructure, Family income, study habit, mode of assessment and course content which spell out that all the values are significant, in a sense GCBS students' perception on quality of higher education on those dimensions are reliable. The result is not by chance but it is reliable.

Table 8. *Significant differences between male and female with regards to dimension that influence quality of education.*

Factors	Chi-square vale	P Value
Academic Staff	37.389	0.498
Administrative support	94.919	0.288
Academic Facilities	34.616	0.438
Students' Personal Character	78.216	0.472
Academic Content	23.671	0.699

Table 9. *Significant differences of factors among students.*

Table 8 and 9 test the significant difference between the genders. Chi square test is used to find out the relationship between genders with regard to dimension that influence the quality of education. Since chi square test is mainly used for finding two categorical variables (gender i.e. Male and female).

Infrastructure with P value 0.012 shows there is significant difference between male and female in determining the quality of higher education as p value is below 0.05. The student habits with P value 0.078 have a slightly significant difference and other factor does not have any significant differences among students.

4.7 Significance differences among level of studies

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Teaching Style Mean	Between Groups	2.529	2	1.265	2.430	.090
	Within Groups	150.901	290	.520		
	Total	153.430	292			
Teachers Feedback Mechanism Mean	Between Groups	1.526	2	.763	1.462	.233
	Within Groups	152.909	293	.522		
	Total	154.436	295			
Students-faculty ratio mean	Between Groups	.754	2	.377	.614	.542
	Within Groups	174.245	284	.614		
	Total	174.998	286			
Support Service Mean	Between Groups	.728	2	.364	.503	.605
	Within Groups	207.220	286	.725		
	Total	207.949	288			

Co-Curricular Activities Mean	Between Groups	4.247	2	2.124	2.765	.065
	Within Groups	223.461	291	.768		
	Total	227.708	293			
Information Technology Mean	Between Groups	3.338	2	1.669	.935	.394
	Within Groups	521.018	292	1.784		
	Total	524.356	294			
Infrastructures Mean	Between Groups	2.398	2	1.199	1.499	.225
	Within Groups	235.883	295	.800		
	Total	238.280	297			
Study Habits Mean	Between Groups	.651	2	.325	.443	.642
	Within Groups	212.226	289	.734		
	Total	212.877	291			
Family Income, literacy Level and Structure Mean	Between Groups	1.151	2	.576	.752	.472
	Within Groups	223.484	292	.765		
	Total	224.635	294			
Mode of Assessment Mean	Between Groups	1.579	2	.789	1.266	.284
	Within Groups	179.602	288	.624		
	Total	181.181	290			
Course Content Mean	Between Groups	2.589	2	1.294	2.310	.101
	Within Groups	164.176	293	.560		
	Total	166.765	295			

Table 10. Significant differences among level of studies of students

From the above table, it is found that the significance level of significant values is more than 0.05 which signifies that different level of semester or group do not have different perception on quality education. All students of GCBS regardless of semester computed that all the dimension like teaching style, teacher feedback mechanism, teacher qualification, support service, co-curriculum activities, information technology, infrastructure, Family income, study habit, mode of assessment and course content are in the same way essential in determining quality education.

4. 8 Findings

- All the students perceived that all the dimension that are Teaching style, Teacher Feedback Mechanism, students-faculty ratio etc. reflects the higher education quality.
- Literature express that all dimensions influence quality of higher education so all the student agrees that those dimensions mention in literature measure the quality of higher education.
- Independent variable i.e. infrastructure and in broader sense academic facilities is comparatively prominent factor in determining quality of higher education followed by teaching style dimension and Family income, literacy level, structure consider as least prominent dimension.

- There are significant differences among the gender (male and female) with regards to Infrastructure dimension in determining the quality of higher education and the student habits have a slightly significant difference and others do not have any significant differences among students.
- Level of semester or group do not have different perception on quality education. All students of GCBS regardless of semester computed that all the dimension like teaching style, teacher feedback mechanism, teacher qualification, support service, co-curriculum activities, information technology, infrastructure, Family income, study habit, mode of assessment and course content are in the same way essential in determining quality education.

5. RECOMMENDATION AND CONCLUSION

5.1 Recommendation

There are literally different expectations for the quality in educational systems. Some believe that increasing quality higher education does not necessarily produce better graduates who could also contribute to the nation's success and peace. This research project has identified five factors like academic staff, administrative support, academic facilities, students' personal character and academic content. A factor has dimensions to measure the quality of higher education. Every factor is equally responsible towards determining better quality of higher education.

- Nevertheless, this research contributes to draw the attention of higher officials to build and develop the infrastructure accordingly to maintain the realm of quality in higher education by looking into students' perspective.
- Teaching style is considered as second dimension in determining the quality of higher education followed by students' study habit. So to improve teachers teaching style with better strategies need to provide more training, seminars, workshops. Whereby students will be satisfied with enriching acquaintance knowledge ultimately leads to providing quality education.
- Students study habits are the third dimension which influence in determining quality education. Students are required to guide with proper time table, suitable allocation of time.
- Family income, literacy level, structure are not much influential dimensions compare to other dimensions.

5.2 CONCLUSION

Research was done on primary data collected from the students' of GCBS where the quantitative information is collected which determined the quality of higher education. Education is the backbone of any nation. Government of every country tries to provide better education to the general public. But ensuring higher education quality of university sometimes is in question mark.

Our research has identified five important factors to ensure the higher quality education. Academic Facilities play the most important role here. Information technology and infrastructures are the significant measurement of academic facilities to ensure the quality of education. That was the indication that students have strong emotional attachment to the academic facilities in learning which influence the quality of education. Student perception of GCBS students on Students' Personal Character – study habits and family income, literacy level and family structure are relatively important factor that enhance the quality of higher education compared to administrative support, academic staff, and academic content.

In the case of perception of differences within students' year and gender, all dimensions namely teaching style, teacher feedback mechanism, teacher qualification, support services, co-curriculum activities, information technology, infrastructure, family income, study habit, mode of assessment and course content are equally important in determining the quality of higher education. Considering to the fact, majority of the students' views on all aspects of dimension are essential to monitor the quality of education.

Finally, this paper conclude that Academic Facilities is necessary to improve the students' quality and helpful for the education system in providing high quality of education.

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