

NEW DIRECTIONS IN EDUCATION: AN ANALYSIS OF STUDENT SATISFACTION FOR THE CURRICULUM IN THE HIGHER EDUCATION FOR EXPORT

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Abstract: In the modern era of sophisticated technology and business, education has become the power of the new digital world. The quality of higher education has become important to improve the satisfaction of students. The impact of privatization has led to the entry of many colleges and institutes of learning which can only sustain in the market based on good quality education. Over the last decade, a flurry of research on customer satisfaction and service quality has been produced and continues to do so at a very fast pace. Our paper builds on the extant literature organized around the SERVQUAL instrument and makes headway by focusing on the differences in perceived quality of students in different programs at the same business college. The hypothesis we aim at testing here is that satisfaction and, subsequently, the overall quality differ with the curriculum, instructional staff, and physical setting. Drawing on data collected via a survey of college graduates, our analysis strongly supports the hypothesis. Based on these results, we assess the strengths and weaknesses of each program and provide a set of managerial recommendations.

Keywords: Customer Satisfaction, Quality, Higher Education, Cross-sectional Analysis

Introduction

Globally, education has become near a trillion US\$ industry and the higher and technical education service industry is expected to grow during this decade. India is a signatory to WTO (GATS1998), which includes the general agreement of trade in the services where education is one of the 12 main sectors classified as service. Recent report, global student's mobilization 2025 from Australia based center for international economics (IDP report 2001) predicts that India and china will together generate over half of the global demand for international higher education within the next 25 years. (World Bank Report 2000). Global student mobility is going to be governed by many crucial factors including quality and economy, are the student centric and geo-political factors are the changing societal needs. (World Bank Report 2000)

The present revolution in progress driven by new wave of economic and technological forces may be remembered as an historic event, the western equivalent of the collapse of communism. The collapse of communism

and shift towards the open economy has not only changed the perceptions of the political leaders but has changed the lifestyles of the people.....the requirement of human resources – form the viewpoint of personality profile, knowledge and skills for managing economic and social systems of the world. The transfer of knowledge and information is essential to improve the quality of education imparted all over the world.

Besides the jobs and investments created by education and enterprises in India, the spending by foreign executives taking training here, students and their families visiting here will have significant spin offs to the economy. Moreover, more than economic returns, a vibrant, internationally oriented education and training services industry will add much variety to our talented pool and cosmopolitan environment in India. Therefore, India must step up efforts to develop itself into a thriving international educational hub into a holistic manner. Our visions should be to create a distinctive global schoolhouse comprising a compelling ecosystem of large and niche, local and foreign institution and enterprise offering a rich and diverse mix of educational and training programs to international students and executives (Navin Mathur)

For the purpose of present research, student satisfaction is defined as an evaluative summary of direct educational experience, based on the discrepancy between prior expectation and the performance perceived after passing through the educational cycle. Because satisfaction is a psychological state, the efforts of measuring it are often time ridden with caveats. Yet, despite this, a large number of satisfaction measurements have been proposed.

Quality dimensions in higher education

Nowadays, higher education is being driven towards commercial competition imposed by economic forces resulting from the development of global education markets and the reduction of governmental funds, forcing colleges and universities to seek other sources of financing. Higher education institutions had to be concerned with not only what the society values in the skills and abilities of their graduates (Ginsberg, 1991), but also how their students feel about their educational experience. These new perspectives call attention to the management processes within the institutions as an alternative to the traditional areas of academic standards, accreditation and performance indicators of teaching and research. There are a number of problems in developing performance indicators in higher education. One such problem is that performance indicators tend to become measures of activity rather than true measures of the quality of students' educational service. These performance indicators may have something to do with the provision of higher education, but they certainly fail to measure the quality of education provided in any comprehensive way (Berg, 2005). Attempts to

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define quality in higher education have resulted in a variety of labels being attached to the concept, yet similar explanations of the concept are evident. That is, quality in higher education is about efficiency, high standards, excellence, value for money, fitness for purpose and/or customer focused (Watty, 2006). To a lesser extent, a notion of quality as transformation and/or value added is discussed in the literature. Harvey (1994) cited by Watty (2006) considers this issue as a ‘meta-quality concept’ (by reference to transformation), possibly operationalized by other four concepts: excellence/high standards, perfection, fitness for purpose, and value for money. However, while acknowledging this potential, Harvey asserts that these operationalizations are not ends in themselves, but simply part of a notion of quality as transformation.

In order to identify important quality dimensions, two research methods are extensively used. The first method is the “quality dimensions development approach,” and calls for the provider to identify the quality dimensions of the product or service. The second method is the “critical incident approach,” and involves customers in determining quality dimensions. The critical incident method is useful for both developing customer questionnaires and for business process analysis, in which organizations attempt to define and understand their customers’ requirements. This method focuses on getting information from customers about the product or service they received. As it is often the case, different customers have different requirements, but at a group level there are some dominant characteristics they expect to receive at a certain standards. The strength of this method relies in the utilization of customers, who are in the best position to speak out what is and what is not important with regard to a specific product or service. Relying solely on organizations’ employees may reflect dimensions that are not important for clients, and could shade issues that are important to clients.

A critical incident is a specific example of personal experience with the product, which generated either satisfaction or dissatisfaction. A good critical incident for defining customer requirements has two characteristics: (1) it is specific and (2) it describes the *provider* in behavioral terms or describes the *product* with specific adjectives. A critical incident is specific if it describes a single behavior or characteristic. The procedure of generating critical incidents involves two steps. First, customers are interviewed to obtain specific information about their experience with the product. Second, information is categorized into groups, each group reflecting quality dimensions. Customer requirements obtained from interviews should comprehensively define the quality of the product or service.

Assessing service quality

The quality issues, as perceived by customers, have been researched extensively. One of the pioneers was Gronroos (1978, 1982) who recognized the need and usefulness of developing valid and distinct measures of service quality.

Lewis and Booms (1983) were also among the first to define service quality as a “measure of how well the service level delivered matches the customer’s expectations. Thereafter, there seems to be broad consensus that service quality is an attitude of overall judgment about service superiority, although the exact nature of this attitude is still hazy. Some suggest that it stems from a comparison of performance perceptions with expectations (Parasuraman 1988); while others argue that, it is derived from a comparison of performance with ideal standards or from perceptions of performance alone (Cronin and Taylor, 1992). More recently, Shemwell, Yavas and Bilgin (1998) developed a causal model that depicted how service quality and satisfaction levels are related. This model included such measures as: minimization of complaints, emotional bonding (affective commitment) and an increased preference for continuing the relationship with the same provider. In service area, quality can be distinguished from satisfaction since quality is a general attitude while satisfaction is linked with different experiences. The usual measures of customer satisfaction involve a survey with a set of statements on a Likert type scale.

Research done by Parasuraman, Zeithaml and Berry between 1985 and 1988 provides a basic frame for measuring customer satisfaction for services. They suggest that it might be the perception of service quality that leads to customer satisfaction and, thereby, these authors use the gap between customer expectation of provider performance and the actual perceived experience of that performance. This means that, if customer perceives the service to be of high quality, then the customer will be satisfied. The SERVQUAL model defined service quality using five dimensions: tangibles, reliability, responsiveness, assurance, and empathy. However, some other authors (Bitner, 1990; Bolton and Drew, 1991) see this relationship in a different way and suggest that, if customers are satisfied with the service that is offered to them, they will perceive it to be of high quality. In other words, satisfaction is an antecedent of service quality.

Methodology

The overall purpose of this exploratory research was to develop a comparative analysis for Students’ perceptions regarding each educational program offered by the Jai Narain Vyas University Jodhpur India This study is focused on four objectives:

- Identifying the differences of satisfaction between students in different specialization;
- Identifying major factors that contribute to student satisfaction with their experience in college semesters;
- Investigating statistical relationships between overall service quality of each specialization, as perceived both from students with major in each program and students with major in other programs;

During the first stage of process, three focus groups were developed in order to identify issues that are important from students' standpoint. Critical incidents identified in this stage were analyzed and a questionnaire was developed. The questionnaire consisted of 71 items and takes some 15 minutes to complete. Out of the 71 questions, 58 were Likert-type items intended to measure satisfaction, two items were intended to evaluate overall perceived quality, two items were intended to measure most successful and most undesirable courses within each specialization, eight were identification items, and one item was intended to capture students' suggestions for educational quality improvement.

In order to evaluate satisfaction levels for several education programs, a survey on a sample of 339 graduate students was conducted. The sample composition by specialization is made of students majoring in Accounting (acct) (n=46), Economics (ec) (n=5), Finance-Banking (finbk) (n=91), Business Information Systems (bis) (n=21), Marketing (mkt) (n=45), Management (mgt) (n=32), International Business (intl) (n=10), Business Statistics (stat) (n=11), and Commerce-Tourism-Services (cts) (n=78). Respondents were approached minutes after defending dissertation thesis. This moment was chosen in order to minimize distorted responses due to care about possible negative consequences. Some distortions due to the highly aroused emotional state might have occurred. However, in comparative analyses between groups of students from different programs, this influence is minimal. Responses were processed using both university and multivariate statistics procedures.

Results

One of the first objectives was identifying differences in experience satisfaction and overall perceived quality for seven important specializations. Satisfaction was evaluated through average scores for each of the 58 Likert items. A preliminary factorial analysis underscored that five items proved not to be important for differentiating among specializations and they were dropped from further analysis. The final clustering result groups 53 out of the 58 Likert type items into 9 main dimensions:

- **Long-term professional horizon**, which groups items that refer to the education students receive (knowledge, skills, attitude) and job conditions forecast (demand for qualified graduates, diversity of jobs they are qualified).
 - **Supplemental education**, composed of items referring to additional education provided by external trainers (foreign professors, industry professionals) and extra-curricular projects (participation in student conferences, scholarship programs in western universities, internships).
 - **Course content**, which groups items about usefulness of course contents, information, Richness, utility for professional education.
 - **Communication gates**, which refers to professors' openness for communicating with Students.
 - **Timing and feedback**, which involves pressures and stress due to inappropriate time Management for class scheduling, final grade posting, professors missing classes.
 - **Pressure**. This group involves two types of pressures that students are exposed to: **Educational pressure** (course and seminar workloads, exams, evaluations), and **personal Aggression** from professors (inappropriate vocabulary, threats with difficult examination Subjects).
 - **Support services** concentrate secondary activities that provide help for students: library resources, secretarial activities, classroom conditions.
 - **Thesis preparation** clusters items regarding activities for final thesis preparation. This group is less significant than the previous seven. It appears due to temporal perspectives; empirical research was developed during the last semester, when the pressure of this task concentrates.
 - **"Dark side" (inappropriate behaviors)** groups three items which refer to rather hard to Declare perceptions because of highly sensitive behaviors they describe.
- Students' perceptions on quality for each of these dimensions and each specialization are described below:
- Long term professional horizon** This group concentrates two subgroups of items which are not thought of being related: three which describe perceptions on education quality, and two which describe perceptions on job placement markets.
- Scores in Table 1 show that:-
- Clear strengths of Accounting and major weaknesses for Commerce-Tourism-Services.
 - Clear strengths of Accounting and major weaknesses for Finance Banking.
 - Clear strengths of Accounting and major weaknesses for Marketing.
 - Clear strengths of Accounting and major weaknesses for International Business.
 - Clear strengths of Accounting and major weaknesses for Commerce-Tourism-Services.
- Supplemental education.** Under this dimension, there are six items that describe the Perception on individual progress due to the educational factors from outside college.
- Scores in Table 2 show that:-
- Clear strengths of Accounting and major weaknesses for Finance Banking.
 - Clear strengths of Accounting and major weaknesses for International Business.
 - Clear strengths of Accounting and major weaknesses for Commerce-Tourism-Services.

- Clear strengths of Accounting and major weaknesses for Commerce-Tourism-Services.
- Clear strengths of Accounting and major weaknesses for Marketing.
- Clear strengths of Financial Banking and major weaknesses for International Business.

Course content. Three items describe perceptions on course content quality.

Scores in Table 3 show that:-

- Clear strengths of Business Information System and major weaknesses for Commerce Tourism Services.
- Clear strengths of Accounting and major weaknesses for Marketing.
- Clear strengths of Accounting and major weaknesses for International Business.
- Clear strengths of Accounting and major weaknesses for Management.

Communication gates. This group describes perception on communication quality between professors and students. The last two items (out of four) are included in this group due to statistical reasons.

Scores in Table 4 show that:-

- Clear strengths of Accounting and major weaknesses for International Business.
- Clear strengths of Accounting and major weaknesses for Commerce-Tourism-Services.
- Clear strengths of Business Information System and major weaknesses for Commerce-Tourism-Services.
- Clear strengths of Accounting and major weaknesses for Commerce-Tourism-Services.

Timing and Feedback. This group of seven items describe perception on lead-time and Feedback offered by professors.

Scores in Table 5 show that:-

- Clear strengths of Accounting and major weaknesses for Finance Banking...
- Clear strengths of Accounting and major weaknesses for Commerce-Tourism-Services.
- Clear strengths of Business Information Systems and major weaknesses for Commerce-Tourism-Services.
- Clear strengths of Financial Banking and major weaknesses for International Business.
- Clear strengths of Accounting and major weaknesses for Marketing.
- Clear strengths of International Business and major weaknesses for Marketing.
- Clear strengths of Commerce-Tourism-Services and major weaknesses for International Business.

Pressure and Stress. This dimension describes perceptions about the stress students are exposed to during educational program. In a qualitative analysis, two different types of stress sources were identified: stress due to course assignments and stress due to inappropriate communication from professors.

Scores in Table 6 show that:-

- Clear strengths of International Business and major weaknesses for Accounting.
- Clear strengths of Commerce-Tourism-Services and major weaknesses for International Business.
- Clear strengths of Commerce-Tourism-Services and major weaknesses for Marketing.
- Clear strengths of International Business and major weaknesses for Marketing.

Scores in Table 7 show that:-

- Clear strengths of Business Information and major weaknesses for Commerce-Tourism-Services.
- Clear strengths of Accounting and major weaknesses for International Business.
- Clear strengths of Accounting and major weaknesses for Marketing.
- Clear strengths of International Business and major weaknesses for Marketing.
- Clear strengths of Commerce-Tourism-Services and major weaknesses for International Business.
- Clear strengths of Business Information System and major weaknesses for Commerce-Tourism-Services.
- Clear strengths of Accounting and major weaknesses for International Business.
- Clear strengths of Accounting and major weaknesses for Financial Banking.
- Clear strengths of Accounting and major weaknesses for Marketing.

Support services. These eight items refer to library, registrar, and classroom conditions. It is quite interesting that items with such different issues are statistically related.

Scores in Table 8 show that:-

- Clear strengths of Business Information Systems and major weaknesses for Management.
- Clear strengths of International Business and major weaknesses for Accounting.
- Clear strengths of Marketing and major weaknesses for Commerce Tourism Services.
- Clear strengths of Commerce Tourism Services and major weaknesses for International Business.
- Clear strengths of Accounting and major weaknesses for International Business.
- Clear strengths of Commerce Tourism Services and major weaknesses for International Business.
- Clear strengths of Commerce Tourism Services and major weaknesses for Marketing.
- Clear strengths of Management and major weaknesses for International Business.

Thesis preparation. This dimension separates from all other and consists of two main items. A third item

enters this statistical group even though qualitative content does not match.

Scores in Table 9 show that:-

- Clear strengths of Commerce Tourism Services and major weaknesses for International Business
- Clear strengths of Commerce Tourism Services and major weaknesses for Marketing.
- Clear strengths of Accounting and major weaknesses for Commerce Tourism Services.

“Dark side” (inappropriate behaviors). Within this group are items which qualitatively can be related with prior groups, but statistics show they are somehow different. The common point they have is that reveal rather very negative aspects.

Scores in Table 10 show that:-

- Clear strengths of International Business and major weaknesses for Accounting.
- Clear strengths of Commerce-Tourism-Services and major weaknesses for International Business.
- Clear strengths of Commerce-Tourism-Services and major weaknesses for Marketing.

(See all tables in Page 23-27)

Proposed strategy to promote education abroad

India has vast potentialities for export of higher education that will result in the increased inflow of foreign exchange for the rapid economic development of the nation. Export of higher education may consist of:

- Enrolling foreign students in the Indian Universities & other academic & professional institutions in India.
- Setting up foreign branches or overseas campuses of Indian universities & other academic & professional institutions. A number of ways may be adopted to promote the export of higher education from India.
- Academic institutions or other education providers should set up branches in other countries.
- Export degree programs.
- Award degrees & certificates with minimum restriction.
- Invest in overseas educational institutions.
- Employ instructors for foreign ventures.
- Set up educational & training programs through distance technologies without controls.
- Set up overseas campuses intended essentially to meet the educational aspirations of the children of Indian immigrants working there.
- Indian universities, other academic, and professional institutions should go “On-line” to sell their courses & degrees to customers in all parts of the world.

- The development of information tools to help students select the type of higher education best suits to their needs.
- The creation of an international framework for quality assurance.
- The preparation of a code of good practice for higher education providers.
- Updating the existing courses to fulfill the international requirements.
- Statutory amendments to facilitate overseas expansion by the Indian universities & other academic & professional institutions.
- Fixing quotas for admission to the foreign students.
- Setting up Astronomy/Computer/Centers in foreign countries.

Conclusions

Considering the objectives of the research, from an empirical standpoint we can conclude that there are differences in terms of student satisfaction from one item to another. Some of the differences are statistically significant for the whole population of students where the sample was extracted. Differences exist in terms of satisfaction among specializations. The most satisfied students are those in Business Information Systems and Marketing. The most dissatisfied are those in the Commerce-Tourism-Services program. The top important satisfaction items in determining overall perceived quality vary across groups of students. However, this research has several limitations. The first limitation is that some important satisfaction determinants might be lost in the process of item generation. Since issues such as college web site and expected income after graduation did not appear, they were not considered, though these issues were appearing from previous interaction experiences with students. As a second limitation, it is noteworthy mentioning that several satisfaction items were overlapping and were not clearly defined. A third limitation comes from sample structure; some specializations were poorly represented in terms of the number of students. These limitations ought to be corrected for in the next investigations stemming from this exploratory study. All these important conclusions can be used for strategy formulation in managing each Specialization. Identified weaknesses could be improved, while major strengths can be used in providing high quality educational services for business students.

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Table 1: Average Scores for “Long-term Professional Horizon” Dimension

Items	Average scores						
	ACCT	FINBK	BIS	MKT	MGT	INTL	CTS
Specialization program provided extended economic knowledge	220	80	65	40	45	30	20
	44%	16%	13%	8%	9%	6%	4%
Specialization program shaped the professional skills I need	190	20	45	60	65	90	30
	38%	4%	9%	12%	13%	18%	6%
Specialization program shaped a good professional attitude on me	170	60	120	20	60	30	40
	34%	12%	24%	4%	12%	6%	8%
In specialization I graduate there is a large demand for qualified employees	150	95	55	30	80	20	70
	30%	19%	11%	6%	16%	4%	14%
The specialization I graduate has a wide spectrum of jobs I can work in	110	90	80	70	60	50	40
	22%	18%	16%	14%	12%	10%	8%

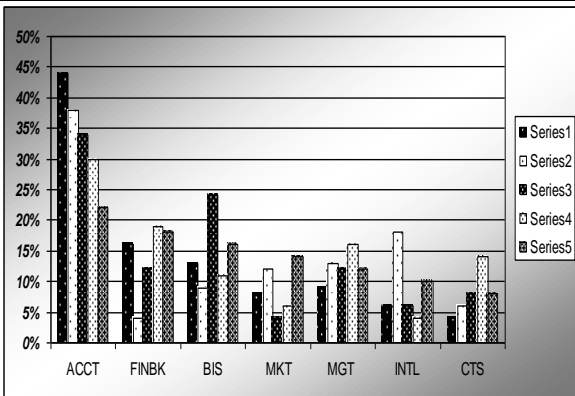


Table 2: Average Scores for “Supplemental Education” Dimension

Items	Average scores						
	ACCT	FINBK	BIS	MKT	MGT	INTL	CTS
More students should have access to scholarship programs in other countries	200	20	45	50	65	90	30
	40%	4%	9%	10%	13%	18%	6%
The ranking system for scholarships competition in foreign universities is not transparent enough	150	95	55	30	80	20	70
	30%	19%	11%	6%	16%	4%	14%
I wished college would motivate me to participate in international student conferences	110	90	80	70	60	50	40
	22%	18%	16%	14%	12%	10%	8%
I wished college have organized conferences with high level professional	220	70	65	40	55	30	20
	44%	14%	13%	8%	11%	6%	4%
Our college should teach courses with foreign professors	160	60	120	20	60	30	50
	32%	12%	24%	4%	12%	6%	10%
Internship programs are not well planned and managed	80	140	120	40	60	10	50
	16%	28%	24%	8%	12%	2%	10%

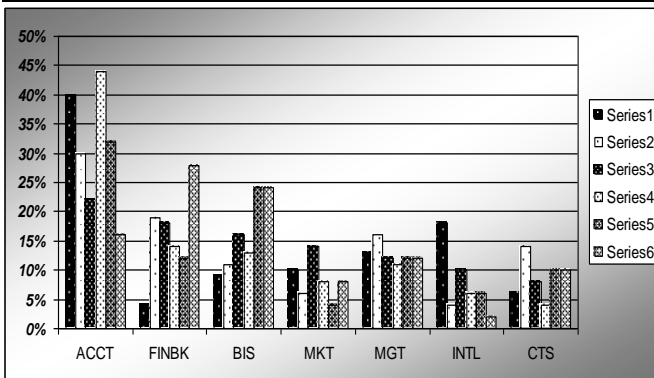


Table 3: Average Scores for “Course Content” Dimension

Items	Average scores						
	ACCT	FINBK	BIS	MKT	MGT	INTL	CTS
Theory taught in courses is not related with business reality	20	55	210	100	30	75	10
	4%	11%	42%	20%	6%	15%	2%
Some of the courses are not updated	170	60	120	20	60	30	40
	34%	12%	24%	4%	12%	6%	8%
For some courses there is no relationship between theory and seminar activities	150	95	55	30	80	20	70
	30%	19%	11%	6%	16%	4%	14%
Professors are taking care of course quality	220	30	55	65	10	40	80
	44%	6%	11%	13%	2%	8%	16%

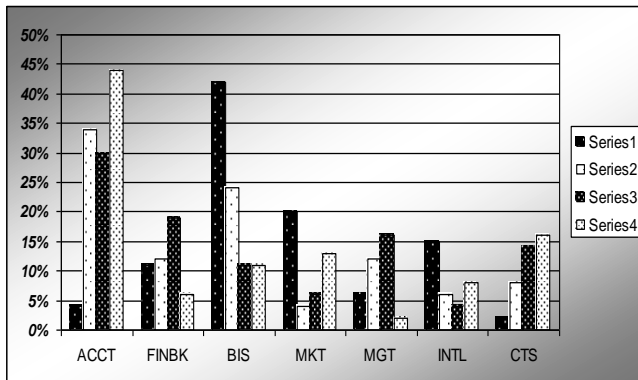


Table 4: Average Scores for “Communication Gates” Dimension

Items	Average scores						
	ACCT	FINBK	BIS	MKT	MGT	INTL	CTS
Professors are opened for communicating with students	150	95	55	30	80	20	70
	30%	19%	11%	6%	16%	4%	14%
Professors motivate students to present their opinions	110	90	80	70	60	50	40
	22%	18%	16%	14%	12%	10%	8%
Some of the professors care more about students’ physical presence than for student involvement	30	55	200	100	40	65	10
	6%	11%	40%	20%	8%	13%	2%
Students’ evaluations are done quite objectively	220	70	65	40	55	30	20
	44%	14%	13%	8%	11%	6%	4%

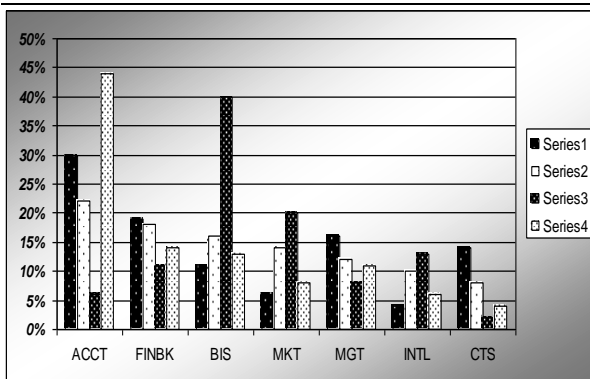


Table 5: Average scores for “Timing and Feedback” dimension

Items	Average scores						
	ACCT	FINBK	BIS	MKT	MGT	INTL	CTS
Some of the projects have not been announced with a sufficient time lead	190	20	45	60	65	90	30
	38%	4%	9%	12%	13%	18%	6%
Some professors do not meet deadlines for examination results’ posting	100	90	80	70	60	55	45
	20%	18%	16%	14%	12%	11%	9%
Some professors do not give feedback for projects and examinations	30	55	200	100	40	65	10
	6%	11%	40%	20%	8%	13%	2%
For some courses text support was not made available by professors	225	50	75	45	25	15	65
	45%	10%	15%	9%	5%	3%	13%
Some professors do not communicate evaluation system at the beginning of semester	170	60	120	20	60	30	40
	34%	12%	24%	4%	12%	6%	8%
Some professors use to miss class hours	30	60	120	20	60	170	40
	6%	12%	24%	4%	12%	34%	8%
Because of very short exam sessions we cannot prepare for examinations	70	95	55	30	80	20	150
	14%	19%	11%	6%	16%	4%	30%

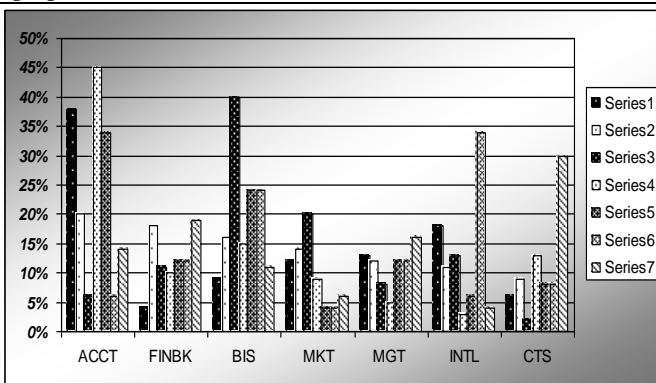


Table 6: Average scores for “Educational pressure” dimension

Items	Average scores						
	ACCT	FINBK	BIS	MKT	MGT	INTL	CTS
Some professors have exaggeratedly high demands for students	10	55	65	100	40	200	30
	2%	11%	13%	20%	8%	40%	6%
Some professors are exaggeratedly tough in student evaluations	65	50	25	45	75	15	225
	13%	10%	5%	9%	15%	3%	45%
Some professors place useless workload projects on students	40	60	120	20	60	30	170
	8%	12%	24%	4%	12%	6%	34%
Time schedule for the 8-th semester is excessively loaded	120	60	30	20	60	170	40
	24%	12%	6%	4%	12%	34%	8%

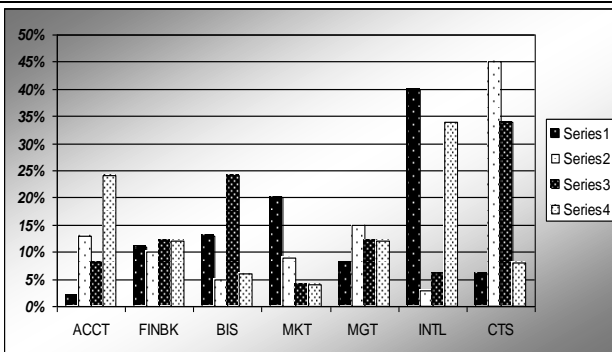
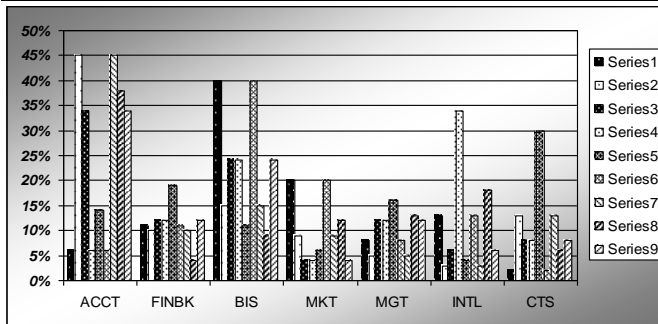


Table 7: Average scores for “Personal aggression” dimension

Items	Average scores						
	ACCT	FINBK	BIS	MKT	MGT	INTL	CTS
Professors do not take into consideration students' opinion	30 6%	55 11%	200 40%	100 20%	40 8%	65 13%	10 2%
Professors do not allow questions for the courses content they teach	225 45%	50 10%	75 15%	45 9%	25 5%	15 3%	65 13%
Some professors have misogynist Remarks	170 34%	60 12%	120 24%	20 4%	60 12%	30 6%	40 8%
Sometimes professors make gross (vulgar) jokes	30 6%	60 12%	120 24%	20 4%	60 12%	170 34%	40 8%
Some professors defend their standpoint using examination threats	70 14%	95 19%	55 11%	30 6%	80 16%	20 4%	150 30%
Some professors use to revenge on students	30 6%	55 11%	200 40%	100 20%	40 8%	65 13%	10 2%
Some professors are haughty and show a false superiority over students	225 45%	50 10%	75 15%	45 9%	25 5%	15 3%	65 13%
Some professors are very subjective in grading student efforts	190 38%	20 4%	45 9%	60 12%	65 13%	90 18%	30 6%
Professors do not appreciate intellectual effort students make	170 34%	60 12%	120 24%	20 4%	60 12%	30 6%	40 8%

**Table 8: Average Scores for “Support Services” Dimension**

Items	Average scores						
	ACCT	FINBK	BIS	MKT	MGT	INTL	CTS
Library room is too small	70 14%	60 12%	110 22%	50 10%	40 8%	90 18%	80 16%
Number of books available in library is too small	10 2%	55 11%	65 13%	100 20%	40 8%	200 40%	30 6%
Library computers have low Performances	55 11%	65 13%	40 8%	220 44%	70 14%	30 6%	20 4%
Some of the classrooms should be Remodeled	70 14%	95 19%	55 11%	30 6%	80 16%	20 4%	150 30%
Classrooms should be cleaner	150 30%	95 19%	55 11%	30 6%	80 16%	20 4%	70 14%
Students spend too much time for solving problems at registrar office	65 13%	50 10%	25 5%	45 9%	75 15%	15 3%	225 45%
Communication between registrar personnel and students is very poor	40 8%	60 12%	120 24%	20 4%	60 12%	30 6%	170 34%
More computer based exercises should be used during educational process	50 10%	30 6%	65 13%	90 18%	200 40%	20 4%	45 9%

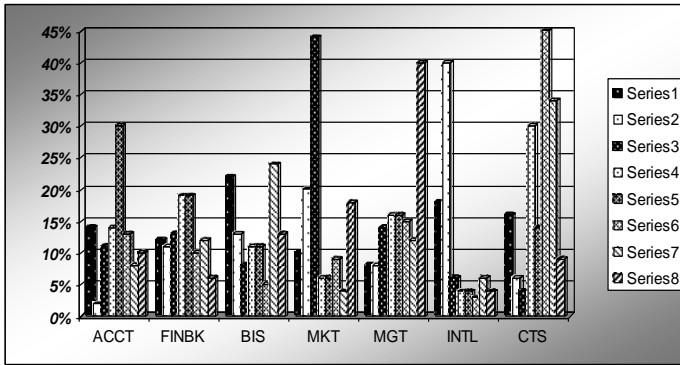


Table 9: Average scores for "Thesis preparation" dimension

Items	Average scores						
	ACCT	FINBK	BIS	MKT	MGT	INTL	CTS
The system of final thesis topic selection should be improved	70	95	55	30	80	20	150
Thesis adviser does not spend enough time helping students	14%	19%	11%	6%	16%	4%	30%
It is desired to have a more diverse courses in curriculum	40	60	120	20	60	30	170
	8%	12%	24%	4%	12%	6%	34%
	100	90	80	70	60	55	45
	20%	18%	16%	14%	12%	11%	9%

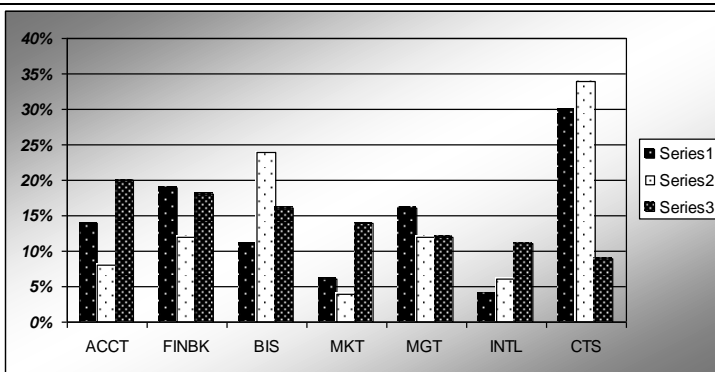


Table 10: Average Scores for "Dark Side" Dimension

Items	Average scores						
	ACCT	FINBK	BIS	MKT	MGT	INTL	CTS
Many projects are not relevant for business reality	10	55	65	100	40	200	30
Some professors are not professionally well qualified	2%	11%	13%	20%	8%	40%	6%
Some professors can be bribed	65	50	25	45	75	15	225
	13%	10%	5%	9%	15%	3%	45%
	40	60	120	20	60	30	170
	8%	12%	24%	4%	12%	6%	34%

