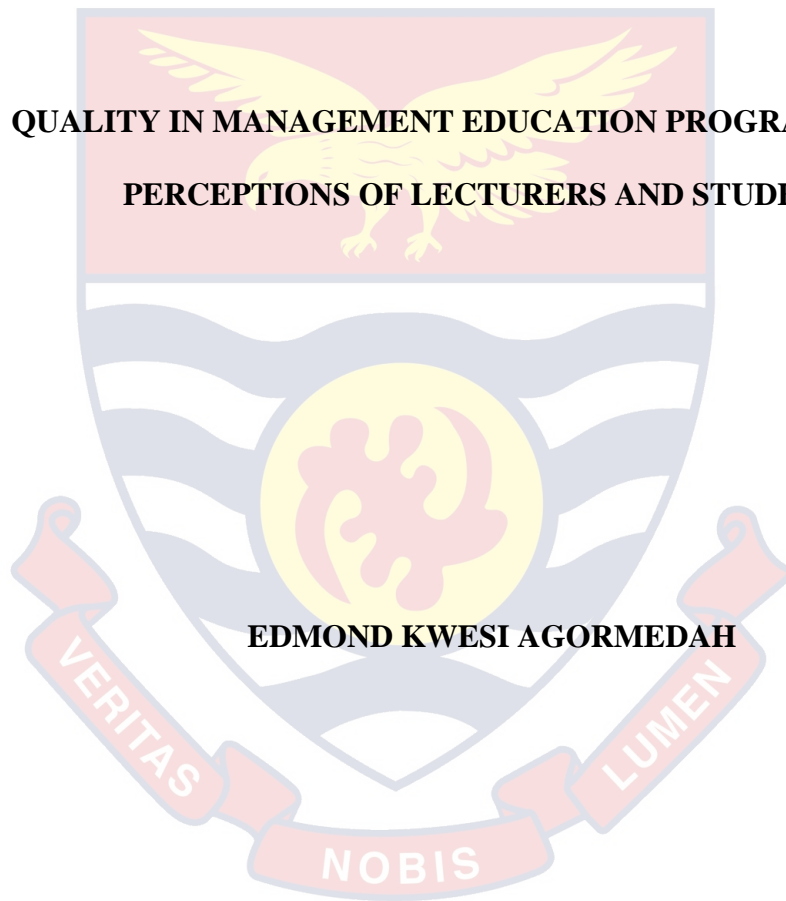


UNIVERSITY OF CAPE COAST

**QUALITY IN MANAGEMENT EDUCATION PROGRAMME: THE
PERCEPTIONS OF LECTURERS AND STUDENTS**



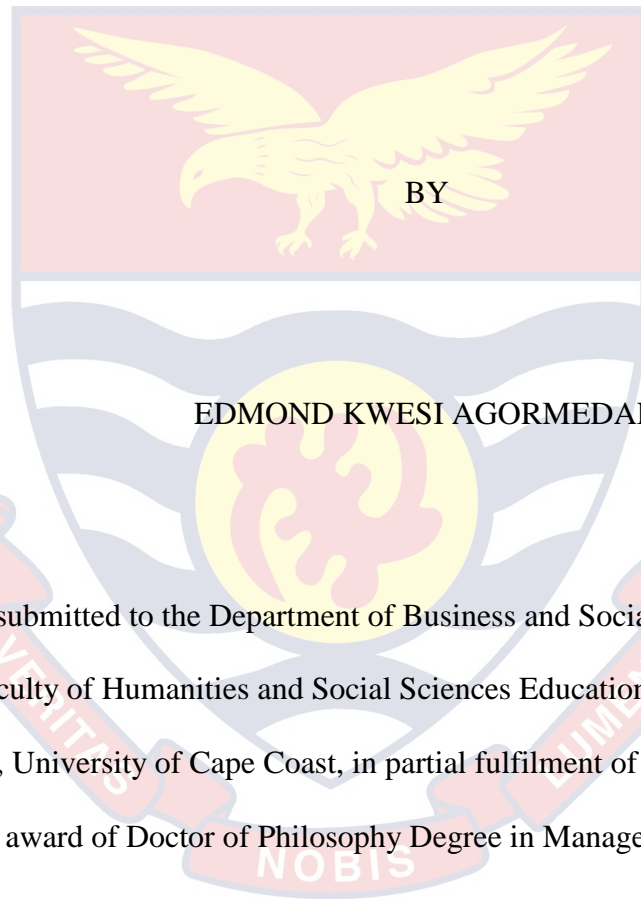
EDMOND KWESI AGORMEDAH

2020



UNIVERSITY OF CAPE COAST

QUALITY IN MANAGEMENT EDUCATION PROGRAMME: THE
PERCEPTIONS OF LECTURERS AND STUDENTS



This thesis submitted to the Department of Business and Social Sciences Education of the Faculty of Humanities and Social Sciences Education, College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of Doctor of Philosophy Degree in Management Education

OCTOBER 2020

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:  Date: 28-10-2020

Name: EDMOND KWESI AGORMEDAH

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature:  Date: 28/10/2020

Name: PROF. YAW AFARI ANKOMAH

Co-Supervisor's Signature:  Date: 28-10-2020

Name: PROF. CLEMENT KWADZO AGEZO

ABSTRACT

Criticisms have been raised against the quality in Management Education Programme (MEP) for failing to produce competent graduates for the job market. This study examined the perceptions of lecturers and students on quality in the MEP in a HE. The study was rooted within TQM theory, Expectation-Confirmation Theory (ECT) and CIPP Model of programme evaluation. The study employed sequential explanatory mixed methods design within the pragmatism research philosophy. The population was Management lecturers and final year students in UCC. Census method was used to include 43 lecturers and 529 students and interviews were conducted among eight (8) lecturers and twelve (12) students. The data were collected using QUAMEP-Q and Follow-up Interview Guide (FIG) and processed via SPSS version 25.0, AMOS version 21.0 and PROCESS Macro version 3.3. Thematic analysis was employed for qualitative data. It was discovered that the lecturers and students perceived a moderate level of quality in the programme in terms of quality: learning environment (QLE), services (QS), teaching (QT), student engagement (QSE) and student competences acquisition (SCA). They were, also, moderately satisfied (SAT) with the programme. These were as a result of large class size, low quality and inadequate facilities, learning resources, support systems, health and accommodations services, unfavourable learning environment, high workload and lack of practical delivery of lessons. Further, the study established that QLE and QS significantly influence QT. There was significant conditional direct and indirect influence of QLE on QSE as moderated by QT and QS. Also, SCA and SAT with the programme were significantly conditionally predicted by QLE, QS, QT and QSE. The age of students significantly influence their perceptions toward quality drivers in the programme. The study recommended that the Management of the University should continue to provide and strengthen quality culture by fostering continuous improvement in QLE, QS, QT QSE, SCA, and SAT with the programme. They should make every effort for the provision of quality instructional resources, learning climate and infrastructure facilities to help reduce the large class size. The lecturers should continue to highly engaged the students and not relent in equipping the students with the 21st century employability skills.

KEY WORDS

Context, Input, Process and Product (CIPP) model

Conditional Process Analysis

Expectation-Confirmation Theory (ECT)

Management Education Programme (MEP)

Moderated Mediation Analysis

Quality Learning Environment (QLE)

Quality Service (QS)

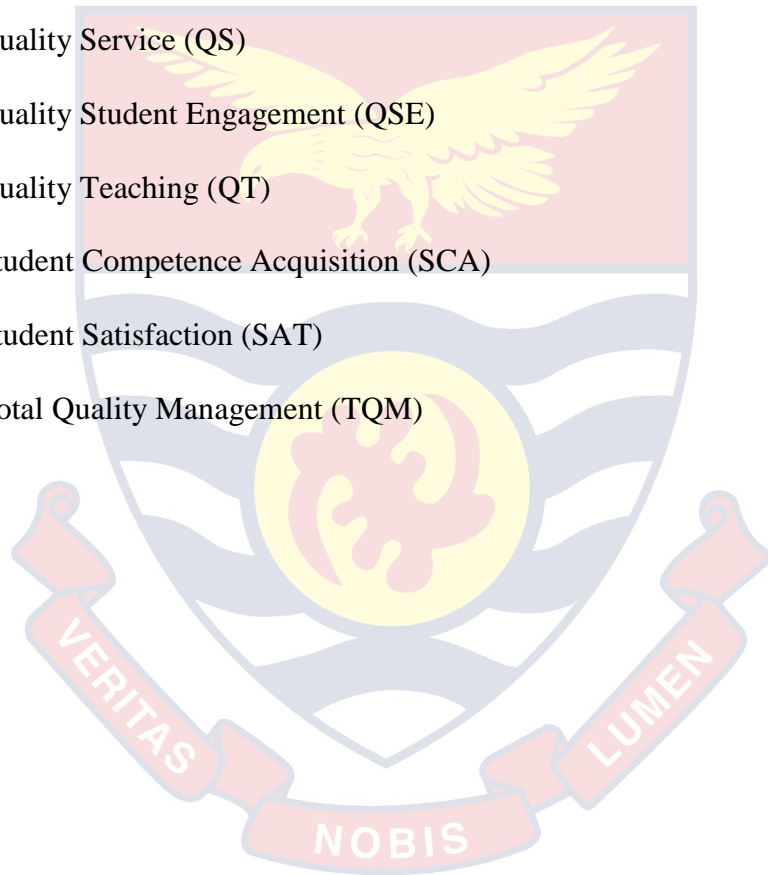
Quality Student Engagement (QSE)

Quality Teaching (QT)

Student Competence Acquisition (SCA)

Student Satisfaction (SAT)

Total Quality Management (TQM)



ACKNOWLEDGMENTS

Thank you to my supervisors, Rev. Prof. Yaw Afari Ankomah and Prof. Clement Kwadzo Agezo for their time and energy to gently lead me through this process. Their expertise, guidance, support and patience has made this process possible. Similarly, I acknowledge the Management lecturers and students who participated in this research. And most dear to my heart, I thank my wife, Mrs Angela Faith Afi Agormedah for her patience, understanding, support and prayers during this process. Lastly, I would like recognise all my companions for their inspiration and support given me during this study.



DEDICATION

To my family



TABLE OF CONTENTS

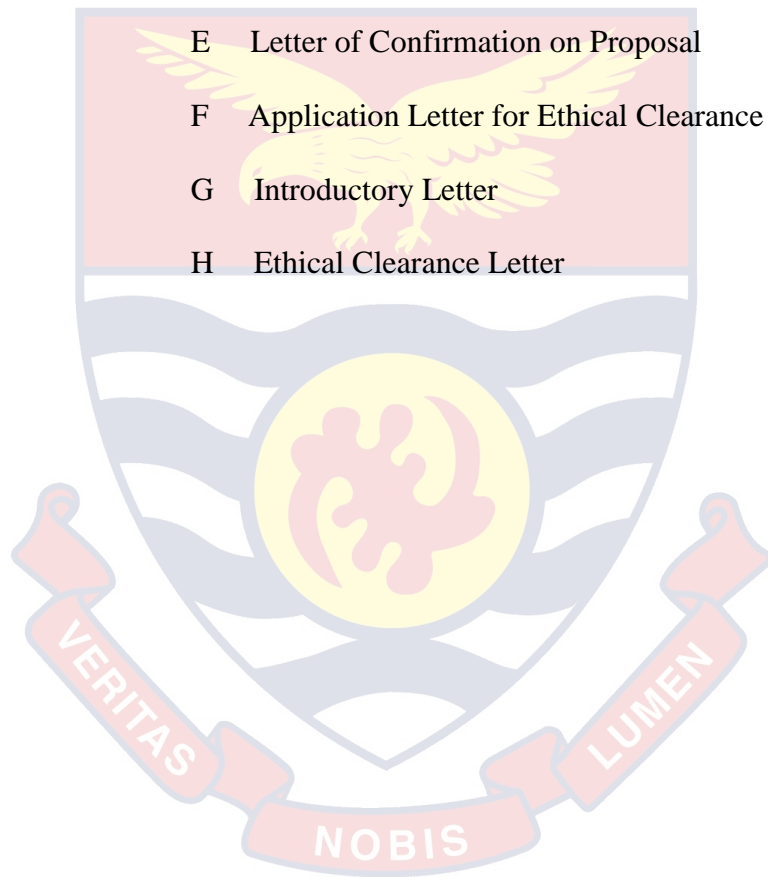
| | Page |
|---------------------------------|------|
| DECLARATION | ii |
| ABSTRACT | iii |
| KEY WORDS | iv |
| ACKNOWLEDGEMENTS | v |
| DEDICATION | vi |
| TABLE OF CONTENTS | vii |
| LIST OF TABLES | xii |
| LIST OF FIGURES | xv |
| LIST OF ACRONYMS | xvi |
| CHAPTER ONE: INTRODUCTON | |
| Background to the Study | 2 |
| Statement of the Problem | 14 |
| Purpose of the Study | 19 |
| Research Objectives | 19 |
| Research Questions | 20 |
| Research Hypotheses | 20 |
| Significance of the Study | 21 |
| Delimitation of the Study | 23 |
| Limitations of the Study | 24 |
| Operational Definition of Terms | 26 |
| Organisation of the Study | 28 |
| CHAPTER TWO: LITERATURE REVIEW | |
| Overview | 29 |

| | |
|--|-----|
| Theoretical Review | 29 |
| Total Quality Management (TQM) Theory | 30 |
| Expectation-Eonfirmation/Disconfirmation Theory (ECT/EDT) | 40 |
| CIPP Evaluation Model | 46 |
| Conceptual Review | 52 |
| Historical Development of Higher Education in Ghana | 52 |
| Regulatory Framework for Higher Education in Ghana | 55 |
| Concept of Quality in Higher Education | 56 |
| Concept of Quality Assurance Practices in Higher Education | 59 |
| Quality Assurance Practices in Higher Education in Ghana | 62 |
| Quality Assurance Policy in University of Cape Coast (UCC) | 65 |
| Overview of Management Education Programme (MEP) in HE | 74 |
| Quality in Management Education Programme (MEP) in HE | 76 |
| Concept of Quality Learning Environment (QLE) in HE | 78 |
| Concept of Quality Service (QS) in HE | 78 |
| Concept of Quality Teaching (QT) in HE | 83 |
| Concept of Quality Student Engagement (QSE) in HE | 85 |
| Concept of Student Competences Acquisition (SCA) in HE | 89 |
| Concept of Student Satisfaction (SAT) in HE | 91 |
| Conceptual Framework | 93 |
| Empirical Review | 96 |
| Lecturers' and Students' Perceptions of QLE in HE | 97 |
| Lecturers' and Students' Perceptions of QS in HE | 106 |
| Lecturers' and Students' Perceptions of QT in HE | 115 |
| Lecturers' and Students' Perceptions of QSE in HE | 127 |

| | |
|---|-----|
| Lecturers' and Students' Perceptions of SCA in HE | 139 |
| Lecturers' and Students' Satisfaction (SAT) in HE | 149 |
| Chapter Summary | 159 |
| CHAPTER THREE: RESEARCH METHODS | |
| Overview | 162 |
| Research Philosophy | 162 |
| Research Approach | 164 |
| Research Design | 167 |
| Population | 170 |
| Sample and Sampling Procedures | 171 |
| Data Collection Instruments | 173 |
| Pilot Testing of Data Collection Instruments | 180 |
| Reliability and Validity of Data Collection Instruments | 182 |
| Trustworthiness of Qualitative Data | 213 |
| Data Collection Procedures | 219 |
| Ethical Considerations | 224 |
| Data Processing and Analysis Procedures | 225 |
| Chapter Summary | 232 |
| CHAPTER FOUR: RESULTS AND DISCUSSION | |
| Overview | 234 |
| Background Information of Respondents | 234 |
| Main Results and Discussion | 236 |
| Faculty and Students' Perceptions of QLE (Context Evaluation) | 236 |
| Discussion of Research Question One (QLE-Context Evaluation) | 245 |
| Faculty and Students' Perceptions of QS (Input Evaluation) | 253 |

| | |
|---|-----|
| Discussion of Research Question Two (QS-Input Evaluation) | 262 |
| Faculty and Students' Perceptions of QT (Process Evaluation) | 271 |
| Discussion of Research Question Three (QT-Process Evaluation) | 285 |
| Faculty and Students' Perceptions of QSE (Process Evaluation) | 296 |
| Discussion of Research Question Four (QSE-Process Evaluation) | 311 |
| Faculty and Students' Perceptions of SCA (Product Evaluation) | 322 |
| Discussion of Research Question Five (SCA-Product Evaluation) | 332 |
| Faculty and Students' SAT with MEP (Product Evaluation) | 336 |
| Discussion of Research Question Six (SAT-Product Evaluation) | 340 |
| Results of Research Hypotheses (Null) Testing | 342 |
| Research Hypothesis One | 345 |
| Research Hypothesis Two | 348 |
| Research Hypothesis Three | 357 |
| Research Hypothesis Four | 371 |
| Research Hypothesis Five | 388 |
| Final Observed Conceptual Framework | 402 |
| Chapter Summary | 409 |
| CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS | |
| Overview | 405 |
| Summary of the Study | 405 |
| Summary of Key Findings | 406 |
| Conclusions | 409 |
| Recommendations | 411 |
| Research Contributions | 414 |

| | |
|--|-----|
| Suggestions for Further Research | 415 |
| REFERENCES | 417 |
| APPENDICES | |
| A Lecturers' Questionnaire | 484 |
| B Students' Questionnaire | 489 |
| C Follow-up Interview Guide (FIG) | 498 |
| D Supervisor's Letter of Consent | 499 |
| E Letter of Confirmation on Proposal | 500 |
| F Application Letter for Ethical Clearance | 501 |
| G Introductory Letter | 502 |
| H Ethical Clearance Letter | 503 |



LIST OF TABLES

| Table | | Page |
|-------|--|------|
| 1 | Population Distribution of Lecturers and Students | 170 |
| 2 | Reliability Analysis of Pilot Test and Actual Data | 183 |
| 3 | Item Loadings, Reliability and AVE of QLE Scale | 188 |
| 4 | Discriminant Validity of QLE Scale | 190 |
| 5 | Construct Validity: Goodness of Fit Indices of QLE Scale | 192 |
| 6 | Item Loadings, Reliability and AVE of QS Scale | 192 |
| 7 | Discriminant Validity of QS Scale | 194 |
| 8 | Construct Validity: Goodness of Fit Indices of QS Scale | 195 |
| 9 | Item Loadings, Reliability and AVE of QT Scale | 196 |
| 10 | Discriminant Validity of QT Scale | 198 |
| 11 | Construct Validity: Goodness of Fit Indices of QT Scale | 200 |
| 12 | Item Loadings, Reliability and AVE of QSE Scale | 200 |
| 13 | Discriminant Validity of QSE Scale | 202 |
| 14 | Construct Validity: Goodness of Fit Indices of QSE Scale | 204 |
| 15 | EFA and CFA of SCA Scale | 204 |
| 16 | Discriminant Validity of SCA Scale | 207 |
| 17 | Construct Validity: Goodness of Fit Indices of SCA Scale | 208 |
| 18 | EFA and CFA of Satisfaction (SAT) Scale | 210 |
| 19 | Discriminant Validity of Satisfaction (SAT) Scale | 211 |
| 20 | Construct Validity: Goodness of Fit Indices of SAT Scale | 213 |
| 21 | Questionnaire Return Rate among Respondents | 222 |
| 22 | Summary of Data Analysis Plan | 229 |
| 23 | Demographic Characteristics of Respondents | 234 |

| | | |
|----|---|-----|
| 24 | Lecturers' and Students' Perceptions of Quality Learning Environment (QLE) (Context Evaluation) | 237 |
| 25 | Lecturers' and Students' Perceptions of Quality Service (QS) (Input Evaluation) | 254 |
| 26 | Lecturers' and Students' Perceptions of Quality Teaching (QT) (Process Evaluation) | 271 |
| 27 | Lecturers' and Students' Perceptions of Quality Student Engagement (QSE) Process Evaluation) | 297 |
| 28 | Lecturers' and Students' Perceptions of Students' Competence Acquisition (SCA) (Product Evaluation) | 323 |
| 29 | Lecturers' and Students' Satisfaction (SAT) with MEP (Product Evaluation) | 337 |
| 30 | Test for Normality | 343 |
| 31 | Moderation Effect of Quality Service (QS) on the Influence of Quality Learning Environment (QLE) on Quality Teaching (QT) | 346 |
| 32 | Moderated Mediation Analysis of Influence of Quality Learning Environment (QLE) on Quality Student Engagement (QSE) | 348 |
| 33 | Moderated Mediation Analysis of Influence of Quality Service (QS) on Students' Satisfaction (SAT) with MEP | 358 |
| 34 | Moderated Mediation Analysis of Influence of Quality Teaching (QT) on Students' Competence Acquisition (SCA) | 372 |
| 35 | Assumption of Multivariate Outliers | 389 |
| 36 | Assumption of Multivariate Linearity | 390 |

| | | |
|----|---|-----|
| 37 | Bos's Test of Equality of Covariance Matrices | 392 |
| 38 | Levenes' Test of Equality of Errors Variances | 392 |
| 39 | MANOVA Descriptive Stataistics (Gender*Age Group) | 393 |
| 40 | Multivariate Tests Results (MANOVA Results) | 395 |
| 41 | Tests of Between-Subject Effects (Univariate ANOVA) | 397 |
| 42 | Scheffe Test of Multiple Comparisons | 401 |



LIST OF FIGURES

| Figure | Page |
|---|------|
| 1 Expectation-confirmation theory (ECT) | 41 |
| 2 CIPP model for evaluating MEP | 48 |
| 3 Conceptual framework of quality drivers in MEP | 94 |
| 4 Sequential explanatory mixed methods: follow-up explanations model | 168 |
| 5 CFA results for the measurement model of QLE scale | 191 |
| 6 CFA results for the measurement model of QS scale | 195 |
| 7 CFA results for the measurement model of QT scale | 199 |
| 8 CFA results for the measurement model of QSE scale | 203 |
| 9 CFA results for the measurement model of SCA scale | 208 |
| 10 CFA results for the measurement model of SAT scale | 212 |
| 11 Histogram and Normal Q-Q plots for assessing scales normality | 345 |
| 12 Statistical model results using model 1 of PROCESS Macro | 346 |
| 13 Statistical model results using model 59 of PROCESS Macro | 349 |
| 14 Statistical model results using model 92 of PROCESS Macro | 360 |
| 15 Statistical model results using model 73 of PROCESS Macro | 374 |
| 16 Scatter matrix plot for multivariate linearity | 391 |
| 17 Final observed conceptual model/framework | 403 |

LIST OF ACRONYMS

| | |
|--------|--|
| AAU | Association of African Universities |
| ACER | Australian Council of Educational Research |
| AMOS | Analysis of Moments Structure |
| AUC | African Union Commission |
| AUSSE | Australasian Survey of Student Engagement |
| BCSSE | Beginning College Survey of Student Engagement |
| BSP | Business Studies Programmes |
| CEQ | Course Experience Questionnaire |
| CFA | Confirmatory Factor Analysis |
| CoE | Colleges of Education |
| CTS | Centre for Teaching Support |
| CUCEI | College and University Classroom Environment Inventory |
| DAPQA | Directorate of Academic Planning and Quality Assurance |
| DHR | Directorate of Human Resource |
| DMS | Department of Management Studies |
| DoBSSE | Department of Business and Social Sciences Education |
| ECT | Expectation Confirmation Theory |
| EDT | Expectation Disconfirmation Theory |
| EFA | Exploratory Factor Analysis |
| FYE | First Year Experience |
| GIMPA | Ghana Institute of Management and Public Administration |

| | |
|---------|--|
| GOF | Goodness of Fit |
| HE | Higher Education |
| HEIs | Higher Education Institutions |
| HEdPerf | Higher Education Performance |
| IIEP | International Institute for Educational Planning |
| INQAAHE | International Network of Quality Assurance Agencies in Higher Education |
| IQAU | Internal Quality Assurance |
| ISSE | Irish Survey of Student Engagement |
| KNUST | Kwame Nkrumah University of Science and Technology |
| MBA | Master of Business Administration |
| MEP | Management Education Programme |
| MoE | Ministry of Education |
| NAB | National Accreditation Board |
| NABPTEX | National Board for Professional and Technician Examinations |
| NCTE | National Council for Tertiary Education |
| NCHE | National Council for Higher Education |
| NSSE | National Survey of Student Engagement |
| PCA | Principal Component Analysis |
| PLS-SEM | Partial Least Squares Structural Equation Modelling |
| QAA | Quality Assurance Agency for Higher Education |
| QAP | Quality Academic Programme |
| QLE | Quality Learning Environment |
| QMEP | Quality in Management Education Programme |

| | |
|----------|---|
| QS | Quality Service |
| QSE | Quality Student Engagement |
| QT | Quality Teaching |
| QUAMEP-Q | Quality in Management Education Programme- Questionnaire |
| RASI | Revised Approaches to Studying Inventory |
| SASSE | South African Survey of Student Engagement |
| SCA | Student Competence Acquisition |
| SERVPERF | Service Performance |
| SPQ | Study Process Questionnaire |
| TCE | The Colleges of Education |
| TE | Tertiary Education |
| TEIs | Tertiary Education Institutions |
| TQM | Total Quality Management |
| TTIs | Teacher Training Institutes |
| UCC | University of Cape Coast |
| UDS | University of Development Studies |
| UEW | University of Education, Winneba |
| UCCQAP | University of Cape Coast Quality Assurance Policy |
| UG | University of Ghana |
| UMAT | University of Mines and Technology, Tarkwa |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| URC | Universities Rationalisation Committee |

CHAPTER ONE

INTRODUCTION

Management Education Programme (MEP) in higher education (HE) has attracted significant attention due to its numerous roles in socio-economic development and growth of any nation (Nazeer, 2015). On this account, the higher education institutions (HEIs) offering MEP have mushroomed, yet quality delivered by them still remains questionable (Nazeer, 2015; Rolla, 2016). Recently, management educators, professional management bodies and employers have brought reservations and worries regarding the quality in the MEP based on the fact of high unemployment rate among graduates resulting from poor curriculum programme (Noronha, 2011; Rao & Hans, 2011; Oza & Parab, 2012).

The MEP has been criticised for failing to: match the industry needs (e.g., Abayadeera & Watty, 2016; Borges et al., 2014; Gangaiah & Viswanath, 2014), meet students' expectation (e.g., Mahajan, Agrawal, Sharma, & Nangia, 2014; Nazeer, 2015) and equip graduates with modern competences required in the job market (e.g., Bunney et al., 2015; Sithole, 2015a; Rolla, 2016). These quality concerns are ascribed to several quality assurance factors including poor learning environment, infrastructure facilities and instructional resources (e.g., Arvindbhai, 2012; Oza & Parab, 2012; Mahajan et al., 2014), poor student engagement (e.g., Robinson, & Dostaler, 2016; Haug, Wright, & Huckabee, 2019), outmoded instructional pedagogies and service quality (e.g., Fogarty, 2010; Fouché, 2013; Nazeer, 2015; Rolla, 2016; Bush, & Glover, 2016), static skills and knowledge and theoretical nature of the programme etc (e.g., Albrecht & Sack, 2000; Bunney et al., 2015; Sithole, 2015a; Rolla, 2016).

These global concerns are also evident in Ghana where extant researchers have found that quality in academic programmes in HEIs remain questionable (e.g., Adaboh, 2014; Gonu, & Agyapong, 2016; Apam & Alija, 2017; Orchill, 2018; Andoh, Appiah, & Agyei, 2020). Studies in Ghana found that quality provided in HE are low. This is a result of poor learning environment, facilities and resources (e.g., Omane-Adjekum, 2016; Quartey, 2016), students' skills acquisition (e.g., Neequaye et al., 2014; Edjah, 2018) and quality services (e.g., Gonu, & Agyapong, 2016; Zakari, 2016; Abraham, 2017; Bosu, Agormedah & Asare, 2018a; Bosu et al., 2018b; Mattah et al., 2018; Andoh et al., 2020). This current research was carried out to examine lecturers' and students' perceptions of quality in Management Education Programme (MEP) in the University of Cape Coast (UCC).

Background to the Study

Education, predominantly HE, is the “basis for empowerment and socio-economic development for each country”. HE plays a critical part in changing one's culture, convictions, philosophies, and tenets (Hénard, 2010; Baporikar & Sony, 2019; Karani & Achuthan, 2019). “It has a unique value in today's developing knowledge community”. “It contributes directly and indirectly to the prosperity of the nation”. It contributes to the fortune of a nation via provision of quality human capital which are the resources for the country (Kara, Tanui, & Kalai, 2016a; Karani & Achuthan, 2019). Conversely, both international and local organisations have voiced their concerns over the caliber and value of graduates manufactured by higher education institutions (HEIs) as result of poor services and academic programmes (Omar, Manaf, Mohd, Kassim & Aziz, 2012; Kara et al., 2016a). Accordingly, governments are presently

requesting for public accountability for reserves committed into the HE sector, bringing about the emergence of innumerable performance drivers identifying with both instruction, learning and research (Abukari & Corner, 2010; Hénard, 2010; Fosu & Owusu, 2015; Mattah, Kwarteng & Mensah, 2018). These winds blowing around the world in HE sector have elevated universal agitations about a need to guarantee that HEIs are well-managed in order to respond swiftly to the needs of stakeholders of education including students (Baporikar & Sony, 2019; Cobbinah & Agyemang, 2020).

In each institution, the prominence of quality in products or services can certainly not be ignored (Van der Bank & Popoola, 2014a). In education, “quality” is the only currency, which is universally accepted. It is critical to HEIs and there are diverse procedures and techniques for warranting that quality services are delivered to society (Van Der Bank & Popoola, 2014b). The term “quality” is an elusive concept and subjectively associated with expectations held by individuals (Gallifa & Batalle, 2010; Shen, Luo & Lam, 2015). Quality can be explained as harmonisation and conformance to standards and specifications (Crosby, 1979), fitness for purpose (Juran & Gryna, 1993), and students' view on the general superiority of a product or service comparative with alternatives (Aaker, 1991). According to University of Cape Coast (UCC) Quality Assurance Policy [UCCQAP] (2010), “quality is regarded as a descriptive or perceived level of acknowledgement and acceptance of a product (students) and academic programme” (p. 2).

In HE, quality as seen by stakeholders, fundamentally, includes two constituents: quality curriculum programmes (Hanaysha, Abdullah, & Warokka, 2011; Temizer & Turkyilmaz, 2012) and quality educational services

(Asaduzzaman, Hossain, & Rahman, 2013; Akareem & Hossain, 2016). Quality of academic programme and service can improve the standards of HEIs. It can help revitalize the institution services to meet the expectations, needs and desires of students and ensure sustainable competitive advantage (Ali, Khan, & Rehman, 2012; Sahney, 2012; Chopra, Chawla, & Sharma, 2014; Fosu & Owusu, 2015). Quality in the MEP is an “obscure and a multi-dimensional construct that can be measured using” different parameters (context, input, process, and product) depending on who (end-user) is involved and concerned with quality issues in the programme (Gallifa & Batalle, 2010; Tsinidou, Gerogiannes & Fitsilis, 2010; Akareem & Hossain, 2012; Shen et al., 2015).

Extant researchers indicated that quality in HE programme like MEP is being driven by several indicators including students, curriculum structure and standards, accreditation, faculty credentials, administrative supports (e.g., Gallifa & Batalle, 2010; Tsinidou et al., 2010; Rao & Hans, 2011; Lee et al., 2012; Nagrath & Sidhu, 2018), educational processes and services, quality of research and teaching, learning environment, infrastructures, facilities and resources (e.g., Noronha, 2011; Grace, Weaven, Bodey, Ross & Weaven, 2012; Purgailis & Zaksa, 2012; Liu 2013; Nagrath & Sidhu, 2018), faculty-student interactions, student satisfaction, financing, good governance, employability skills (e.g., Akareem & Hossain, 2012; Oza & Parab, 2012; Yin et al., 2014; Rolla, 2016; Nagrath & Sidhu, 2018), student engagement, library services, and career prospect (e.g., Shen et al., 2015; Akareem & Hossain, 2016; Aziz et al., 2018).

From these studies, it is fuzzy and intangible as to which indicators determine quality in the MEP when both the perspectives of the Management

graduate employees, students, lecturers and employers are considered. It is evident that the quality of any curriculum programme is contextual because it is an indescribable and multi-dimensional construct. In this study, the quality in the MEP is conceptualised to include quality learning environment (QLE), quality service (QS), quality teaching (QT), quality student engagement (QSE), students' competence acquisition (SCA) and satisfaction (SAT) with the programme. These quality indicators were considered in this current research because they are the major quality assurance issues often raised against MEP in HEIs worldwide (e.g., Nazeer, 2015; Sithole, 2015; Rolla, 2016). Further, according to Quality Assurance Policy (QAP) of UCC, the University aims to provide and ensure continuous improvement in quality learning environment (QLE), quality service (QS), quality teaching (QT), quality student engagement (QSE), students' competence acquisition (SCA) and satisfaction (SAT) with the programme (UCCQAP, 2010).

One key issue of great importance to HEIs is quality learning environment (QLE). Quality education can only take place in safe and supportive environments, consequently, QLE has attracted many researchers' attentions for decades (e.g., Fraser, 2012; Yang, 2013; Psycharis, Chalatzoglidis, & Kalogiannakis, 2013; Budak, & Kaygin, 2015; Yang, Wang, & Chiu, 2015). QLE refers to the climate, ambience, mood, atmosphere and tone that suffuses the specific location (Fraser, 2014). It encompasses the assessment methods, classroom/school culture, curriculum, teaching methods, physical locations, and context, atmosphere of the institution, and its governing ethos and physiognomies. It, likewise, includes the ways in which teachers used to organise and arrange an educational site to foster instructional intercourse, how

students cooperate with and treat each other (e.g., Sayed & El-Sayed, 2012; Sharkawy, El-Houfey, & Hassan, 2013; Tripathy & Dudani, 2013).

Researchers have found that QLE is a powerful determinant of students' outcomes including satisfaction, retention, participation and engagement, academic success, learning experiences, social behaviours, perceived well-being, enthusiasm and motivation to learn, aspirations, contribute to less aggression and violence, sexual harassment amongst students, learning approaches and skills acquisition (e.g., Jansen, Steur, Trig, & Ossevoort, 2006; Fraser, 2012; Chukwuemeka, 2013; DiTullio 2014; Bakhshialiabad, Bakhshi & Hassanshahi, 2015). It, also, influences the quality of service, quality of teaching and learning, teacher effectiveness, school efficiency, effective curriculum, assessment and teacher competence and development (e.g., Hénard, 2010; Chukwuemeka, 2013; Sharkawy et al., 2013; Tripathy & Dudani, 2013; Bakhshialiabad et al., 2015; Chmielewski-Raimondo, McKeown, & Brooks, 2016). Therefore, QLE must be created to help students in their learning cycle.

Another significant issue central to quality of HE is quality service (QS). The universal competition among HEIs in today's world, delivering QS is a strategy for success, and many practitioners and academics harmonise that QS is the most influential and remarkable competitive tool that could shape HEIs modern business and marketing strategy (e.g., Briggs & Wilson, 2007; Kotler & Armstrong, 2016; Soko, Gachunga, Katuse & Odhiambo, 2016). QS is characterised as students' comparison and judgement between service actual experience (performance) and expectation (Zeithaml & Bitner, 2003; Alves & Raposo, 2010). A plethora of researchers concluded that QS in HEIs influenced students' behavioural outcomes inclining satisfaction, retention and loyalty

(e.g., Alves & Raposo, 2010; Malik, Danish, & Usman, 2010; Kotler & Keller, 2015; Kotler & Armstrong, 2016; Soko et al., 2016). QS, also, influences the “quality of learning environment”, “teaching and learning”, “level of student engagement” and competencies development of learners (e.g., Brown, 2014; Kashif & Ting, 2014; Dicker et al., 2017).

Based on Total Quality Management (TQM) Theory and Expectation Confirmation/Disconfirmation Theory (ECT/EDT), focusing on the student as “prime customers” is an essential principle of service quality (Oliver, 2014; Lankton & McKnight, 2012; Mishra & Pandey, 2013). Students seek for quality of education and perfection in the educational system. If HEIs will implant quality culture into their system and practices, they would be able to satisfy students' needs and expectations. Conversely, the improvement of QS by HEIs largely depends on their ability to offer a general atmosphere and culture for change through its countless operating and decision-making frameworks and effective human resource practices.

Quality teaching (QT) is another essential key subject central to quality of HE. As HEIs develop, advance and differentiate, the general public is, progressively, concerned about the worth of academic programmes and value of teaching (Harvey & Williams, 2010; Enders & Westerheijden, 2014; Rezaii & Grami, 2017). QT is an effective instruction, understanding and application of pedagogical principles that facilitates quality learning among students through best instructional and pedagogical practices instead of traditional “chalk and talk” dissemination of information (Ramsden, 2002; Biggs, 2003; Powell & Bodur, 2016; Burgess & Evans, 2017). QT is an assessment of

instructional performance contingent on indicators established in classroom settings (Burbank, Rorrer & Shooter, 2019).

Several researchers revealed that QT in the form of teaching methods, teacher–student relationship, teacher passion and enthusiasm, learning environment (e.g., Ramsden, 2002; Biggs, 2003; Trigwell, & Prosser, 2004; Wang & Xiao, 2017), teacher availability, clear goals and standards, appropriate assessment, course structure and organisation (e.g., Ramsden, 2002; Biggs, 2003; Prosser & Trigwell, 2014; Zheng, 2016; Alhija, 2017), academic independence, teacher preparation, use of feedback, concern for students, intellectual motivation, appropriate workload, communication, quality resources and facilities among others (e.g., Hénard & Roseveare, 2012; Yin, Lu, & Wang, 2014; Yin et al., 2016) are the key determinants of students’ academic success, satisfaction, retention, participation and engagement, academic success, learning approaches and skills acquisition (e.g., Zheng, 2016; Alhija, 2017; Wang & Xiao, 2017). Accordingly, HEIs should execute teaching evaluation instruments so as to recognise and foster excellence teaching practices. This could help improve students’ behaviour outcomes during instructional intercourse.

Quality student engagement (QSE) is also one of the significant quality dimensions in HE sector. QSE has been recognised as a mechanism to gauge the value and excellence of students’ learning encounters and experiences in HE (Kuh, 2003; Price & Tovar, 2014). QSE is explained as the “volume of effort, time and energy students committed to their academic activities in school, policies and practices that establishments use to persuade students to participate in these activities” (Hu & Kuh, 2002; Kuh, 2003). It also involves different open

doors offered by the institutions to assist students' learning and augment their collegial experience (Australian Council of Educational Research [ACER], 2017; National Survey of Student Engagement [NSSE], 2018; Bourke, 2019).

QSE influences students' behavioural outcomes including sense of community, persistence, college achievement, rate of completion, school adjustment, academic resilience, competences and performance (e.g., Kahu, 2013; Wonglorsaichon, Wongwanich & Wiratchai, 2014; Motti-Stefanidi, Masten, & Asendorpf, 2015; Estes, 2016; Collaço, 2017). Conversely, students who are disengaged from school are bound to encounter school dropout, academic failure, and a great deal of other negative results, such as, inadequate knowledge and skills and future educational and work experiences (Wang & Holcombe, 2010; Miller, Rycek, & Fritson, 2011). Extant researchers have found that QSE depends on QLE, QS and QT, institutional policies and practices, leadership and management (Schlenker et al., 2013; Joyce, Gitomer & Iaconangelo, 2018). Knowing the level of students' involvement and participation would produce valuable evidence to HEIs managers, administrators and lecturers to provide QLE, QS and QT to enhance their engagement.

Another important topic central to quality of HE is students' competences acquisition (SCA). In the 21st century job market, employers require graduates to acquire observable and measurable competences in addition to their technical skills (Robles, 2012; Dewiyani, 2015; Baharom & Idris, 2017). Competences are made up of attitudes, skills, knowledge, abilities, and behaviours of students that add to the field of work and academic success (DiPerna, 2006; Pool & Sewell, 2007; Alberta Education, 2012). It may include

problem-solving, communication, teamwork, self-awareness, initiative, time management, “self-management”, “planning and organizing”, leadership, “technology proficiency”, “life-long learning”, and “enterprise” among others (DiPerna, 2006; Pool & Sewell, 2007; Alberta Education, 2012; Robles, 2012; Dewiyani, 2015; Baharom & Idris, 2017). SCA is an important determinant of student retention, academic achievement, satisfaction, workplace success (Lombardi, Seburn & Conley, 2011). SCA is being influenced by many factors including QT, QLE, QS and QSE (O’Driscoll, 2012; Abou-Shouk, Abdelhakim & Hewedi, 2014; Asfani, Suswanto & Wibawa, 2016). It is indispensable for HEIs to improve competences among students via provision of QLE, QS, QT and QSE within educational institutions.

Students’ satisfaction (SAT) is paramount to quality of HE. Students are principal stakeholders and partners of HEIs as they consciously choose and buy services (Ijaz et al., 2011; Sumaedi et al., 2012; Sultan & Wong, 2013). They have expectations about HEIs offerings, particularly, educational service and academic programmes (Rouf et al., 2016). Satisfaction (SAT) is the disposition of contentment or disenchantment as a result of discrepancies between perceived performances and expectations (Kotler & Keller, 2015). Similarly, Kotler and Armstrong (2016) explained customers’ SAT as the degree to which goods and services perceived performance equals the expectations and desires of the consumer. The level of students’ SAT is an indicator of institutional effectiveness, success, financial position, institution reputation, accountability (e.g., Bryant & Bodfish, 2014; Dhaqane & Afrah, 2016), accuracy of educational system and monitor quality teaching and learning (e.g., Dhaqane & Afrah, 2016; Kwok, Jusoh, & Khalifah, 2016).

The level of fulfillment among students affect their retention, attraction, loyalty and testimonials for the organisations (e.g., Ijaz et al., 2011; Arambewela & Hall, 2013; Kwok et al., 2016; Kaur & Bhalla, 2018). However, “dissatisfied students may complain to the school or competitors, engage in negative word-of-mouth” and withdraw from school which could produce undesirable consequences on reputation and image of the institution (e.g., Banwet & Datta, 2003; Ijaz et al., 2011; Fitzpatrick et al., 2012). Several factors influence the level of satisfaction among students with quality academic programmes and overall educational experience. These may include curriculum and academic programmes, learning environment, teacher characteristics (e.g., Coscun, 2014; Le Roux & Van Rensburg, 2014; Zakari, 2016; Abraham, 2017; Andoh et al., 2020), service quality, facilities and infrastructures (e.g., Gonu, & Agyapong, 2016; Kara et al., 2016a; Zakari, 2016; Bosu et al., 2018a, 2018b; Mattah et al., 2018), student engagement, sense of community, quality teaching, understanding issues (canteen service, transport service, hospital services) among others (e.g., Seng & Ling, 2013; Mansori et al., 2014; Kara et al., 2016b).

In Ghana, the advancement of HEIs has been remarkable, since independence. According to the National Accreditation Board (NAB) (2018), as at June 2018, there are 212 accredited institutions of higher learning. Nonetheless, it seems that HEIs are facing the challenge of providing quality academic programmes and educational service relevant to the stakeholders and attracting and retaining quality students as a result of keen competition and globalisation (e.g., Abukari & Corner, 2010; Fosu & Owusu, 2015; Mbawuni & Nimako, 2015). “Concerns have been raised against the quality in HEIs in the country” (Fosu & Owusu, 2015; Mbawuni & Nimako, 2015; Alabi et al.,

2018; Mattah et al., 2018). It has become critical for national authorities and institutions to take quality assurance in HE seriously due to dwindling funds, government of accountability and fulfilling institution mission and mandate (e.g., Fosu & Owusu, 2015; Alabi et al., 2018; Mattah et al., 2018).

Recognising the need for quality in HE in Africa, “the African Union Commission (AUC)”, and the “Association of African Universities (AAU)” and “United Nations Educational, Scientific and Cultural Organization (UNESCO)” have called on National Authorities and HEIs to set up Quality assurance units to strength internal and external quality assurance practices in African universities (Alabi et al., 2018). Many countries have seen the need for quality in HE and set up national bodies to regulate the quality in HEIs. For example, in 1992/1993, the “Government of Ghana (GoG) established a National Quality Assurance Agency (QAA)”, NAB and National Council for Tertiary Education (NCTE), to regulate and have oversight for quality and policy of tertiary education in the country. Generally, “NAB’s quality assurance involves both institutional and programme accreditation” while “NCTE strives to promote quality, equitable access, relevance, sustainable funding, good governance and management with excellence intertiary education that support national development” (e.g., NTCE, 2014; Seniwoliba, 2014; Alabi et al., 2018).

Since then, several initiatives, interventions, policy directives and regulations have been introduced to enhance and regulate quality of tertiary education in Ghana (Alabi et al., 2018). For example, in addition to national QAA, “universities have established their internal quality assurance policies that ensure that quality services are delivered” (Seniwoliba, 2014, p. 153). Also, in 1999/2000s, the UCC made a massive review of the academic programmes

in order to ensure quality standards in the programmes. In 2001, “UCC established internal quality assurance unit, known as the Academic Quality Assurance Unit (AQAU) to oversee and supervise the quality of academic programme”. “This unit was later upgraded in 2006 to a Directorate of Academic Planning and Quality Assurance (DAPQA)”. “The aim to provide a formal institutional framework and procedures for the provisioning of quality in its academic programmes” (UCCQAP, 2010, pp. 1-2).

It is clear that the proliferation of HEIs in Ghana has brought a lot of changes into the educational sector. Numerous endeavors have been created by different state funded universities in Ghana toward enhancing the quality inside the institutions. These changes were made to foster quality education through quality academic programmes and educational services (e.g., Seniwoliba 2014; Fosu & Owusu, 2015; Mbawuni & Nimako, 2015; Alabi et al., 2018; Mattah et al., 2018). In accordance with the transition to work on quality in HEIs in Ghana, exhaustive examination regarding faculty and students’ perceptions of quality in the academic programmes such as MEP have not being sufficiently and satisfactorily investigated. This current research is built on this proposition.

Students are consumers of educational offerings, accordingly, as any consumer, and they seek quality and value in the university’s academic programme like MEP and educational services. It is on this premise the current research was implemented to examine the lecturers’ and students’ perceptions of quality in the MEP in UCC. Understanding lecturers’ and students’ perceptions of quality in academic programme would be the most ideal way that Management of HEIs can provide quality academic programmes and

educational service to gain competitive advantage in this competitive HE climate.

Statement of the Problem

Management Education Programme (MEP) is a programme offered in HEIs. MEP plays a “significant role in the economic development by producing employable, ethical, creative and life-long independent thinkers to lead the economy” (Odunaike & Amoda, 2008; Vargas-Hernández, 2020). The programme also aims to equip learners with knowledge, attitude and skills for a career in business or a teaching profession (Amoor, 2008; Dhaka, 2011; Esene, 2012). In UCC, the programme aims to train learners on how corporate entities and their operations (e.g., like schools) are run. Learners are educated to be business pioneers, executives, administrators and teachers of management (UCC Prospectus, 2019).

Due to the significant roles of the programme, the HEIs in the world-front offering MEP have mushroomed, yet quality delivered by them still remains questionable (Nazeer, 2015; Rolla, 2016). Recently, management educators, professional management bodies and employers have “raised concerns about quality in the MEP based on the fact of high unemployment rate among graduates”. The high level of unemployment rate among Management students was due to lack of employability skills (e.g., Tyack, 2020) resulting from poor curriculum programme and QS (e.g., Noronha, 2011; Rao & Hans, 2011; Oza & Parab, 2012).

Researchers have criticised the MEP for failing to match the industry needs, meet students’ expectation, and equip graduates with modern competences, knowledge and attitude needed in the 21st century business

environment (e.g., Abayadeera & Watty 2016; Borges et al., 2014; Gangaiah & Viswanath, 2014; Mahajan, Agrawal, Sharma, & Nangia, 2014; Nazeer, 2015; Bunney et al., 2015; Sithole, 2015a; Rolla, 2016). These concerns are attributed to several quality performance indicators such curriculum structure and standards, quality staff, educational service quality, learning environment, student engagement, quality research and teaching, teacher effectiveness, outmoded instructional pedagogies, static skills and knowledge, infrastructure, facilities and instructional resources, leadership among others (e.g., Arvindbhai, 2012; Oza & Parab, 2012; Mahajan et al., 2014; Nazeer, 2015; Sithole, 2015; Bush, & Glover, 2016; Rolla, 2016).

Based on these concerns, several groups and individuals have called upon Management of HEIs to re-evaluate and review their programmes in order to rectify the perceived deficiencies in the programmes (e.g., Albrecht & Sack, 2000; Awayiga, et al., 2010; Fogarty, 2010; Fouché, 2013; Borges et al., 2014). This is to ensure that quality programmes and educational services are rendered to stakeholders including students. This demands a continuous improvement in academic programmes in order to produce graduates with 21st century competences required in the competitive labour market.

Ghana is no exemption from the global movement of quality assurance practices in HEIs. In Ghana, since 1993, several interventions by the government (e.g., establishment of NBA and NTCE) and individual universities (e.g., establishment of quality assurance unit) were made to ensure quality education delivery in the country (e.g., Seniwoliba, 2014; Fosu & Owusu, 2015; Mbawuni & Nimako, 2015; Alabi et al., 2018). Conversely, the quality of education offered by HEIs in the country is a major concern among

stakeholders. This was accredited to high low quality teaching standards, university' learning environment and conditions, poor educational programmes and services, quality of learning experiences, students' dissatisfaction and high unemployment rate (e.g., Smart, Sim & McMahon, 2001; Gonu, & Agyapong, 2016; Zakari, 2016; Abraham, 2017; Bosu et al., 2018a, 2018b; Mattah et al., 2018; Orchill, 2018; Andoh et al., 2020).

It appears that the MEP in UCC is facing massive and intense competition from other institutions that offer the same programme. A preliminary observation and informal discussion with some of the students in the University of Cape Coast (UCC), indicated that they appears to be dissatisfied with the quality in academic programmes and educational services they experienced. They have issues with the way they are treated by some faculty and administrative staff. Similarly, some of the students criticised the outmoded and inadequate quality instructional resources and facilities in the University. It should be emphasised that the students pursuing the programmes like MEP are coming from different cultural backgrounds. As a result, their expectations, perceptions and satisfaction with the quality in the programme may differ. Therefore, recognising the students as the primary customers in ensuring the universities' success cannot be discounted.

Globally, a plethora of studies have been conducted to examine the quality in academic programmes in HEIs. For example, Accounting programme (e.g., Albrecht & Sack, 2000; Byrne, & Flood, 2003; Awayiga et al., 2010; Sithole, 2015b), Business Studies Programmes (e.g., Hamid & Pihie, 2004; Kimani et al., 2011; Oluwafemi et al., 2012; Walker et al., 2012; Seng & Ling, 2013; Zeshan et al., 2014; Okereke, 2014; Okoro, 2015; Vatjanasaregagul,

2017) and MBA programmes (e.g., Sulaiman & Mohezar, 2007; Merican et al., 2009).

In Ghana, studies exist on the evaluation of quality in academic programmes in HEIs, For example, quality in Business programmes in polytechnic institutions (e.g., Keelson, 2011), Accounting programme in both public and private universities such University of Ghana (e.g., Orchill, 2018), Ghana Christian University College (e.g., Adaboh, 2014) and Bolgatanga Polytechnic (e.g., Apam & Alija, 2017). Other researchers also focused on teacher education programmes in UCC like Home Economics (e.g., Neequaye et al., 2014; Edjah, 2018), Economics (e.g., Quartey, 2016) and Accounting (e.g., Omane-Adjekum, 2016). Other studies were conducted on service quality in Business Education programme (e.g., Hinson & Otioku, 2005; Bosu, 2018a, 2018b), distance education (e.g., Gonu, & Agyapong, 2016; Andoh et al., 2020), educational service quality in HEIs in general (i.e. not in any specific programme) (e.g., Abukari & Corner, 2010; Annor, 2012; Fosu & Owusu, 2015; Asinyo, 2015; Anwowie, Amoako, & Abrefa, 2015; Zakari, 2016; Abraham, 2017; Mattah et al., 2018) and quality teaching and learning (i.e. quality student engagement) in Real Estate programmes (Gavu, 2018).

Findings from these studies, both internationally and locally, are important to the current study, nevertheless, they cannot be generalised to MEP in UCC due to differences in academic programme policies, rationale, social perspectives, socio-cultural and economics background, values, beliefs and expectations of students and lecturers. Also, the studies were inconclusive in nature due to mixed findings across contexts. Some of the studies (e.g., Adaboh, 2014; Apam & Alija, 2017; Orchill, 2018) found that quality in the programme

was moderate while others (e.g., Gonu, & Agyapong, 2016; Bosu et al., 2018a, 2018b) found that the quality was low. Also, some of the studies found that the students were moderately satisfied with some aspect of the programmes and educational service while others found that the students were highly dissatisfied with aspect of the programmes and educational services (e.g., Gonu, & Agyapong, 2016; Bosu et al., 2018a, 2018b; Andoh et al., 2020). These findings may be due to variations in research contexts, populations from which samples are drawn, and the precision of the instruments used to measure the construct.

Methodologically, most of the studies primarily employed quantitative survey design rooted within the positivism research philosophy which findings are only descriptive and lacked insight into in-depth issues (e.g., Abukari & Corner, 2010; Keelson, 2011; Annor, 2012; Adaboh, 2014; Fosu & Owusu, 2015; Asinyo, 2015; Anwowie, Amoako, & Abrefa, 2015; Gonu, & Agyapong, 2016; Zakari, 2016; Abraham, 2017; Apam & Alija, 2017; Bosu et al., 2018a, 2018b; Gavu, 2018; Mattah et al., 2018; Orchill, 2018; Andoh et al., 2020). The early studies also used students only in the study, however, the current study used pragmatist research paradigm (mixed method approach) to explore in-depth issues on the quality in the MEP from the Management lecturers and students.

Equally, in terms of context and content, it seems that no studies have been conducted to evaluate the quality in the MEP in UCC, particularly, focusing on quality learning environment (QLE), quality service (QS), quality teaching (QT), quality student engagement (QSE), student competences acquisition (SCA) and level of satisfaction (SAT) with the programme. Further, the researcher identified an apparent theoretical gap in the prior research

concerning quality evaluation in the programmes. Most of the studies used SERVQUAL model to evaluate quality in educational services, however, this current research amalgamated the TQM, ECT and CIPP to appraise the quality in MEP in UCC. These observations imply that there are research gaps in terms of evidence, knowledge, methodological, empirical, and theoretical and population gaps in the literature on quality in the MEP in Ghana. It is, therefore, reasonable to examine the view of the lecturers and students on the quality in the MEP in a HE.

Purpose of the Study

The main thrust of the study was to assess the perception of faculty and students on the quality in the Management Education Programme (MEP) in the University of Cape Coast (UCC), Ghana.

Research Objectives

Specifically, the study sought to:

1. assess the perception of faculty and students towards quality learning environment (QLE) in the MEP in HE (**context evaluation**);
 2. examine the perception of faculty and students towards quality service (QS) in the MEP in HE (**input evaluation**);
 3. measure the perception of faculty and students towards quality teaching (QT) in the MEP in HE (**process evaluation**);
 4. evaluate the perception of faculty and students towards quality student engagement (QSE) in the MEP in HE (**process evaluation**);
 5. ascertain the perception of faculty and students towards student competences acquisition (SCA) in the MEP in HE (**product evaluation**)
- and

6. identify the level of satisfaction (SAT) among faculty and students with the MEP in HE (**product evaluation**).

Research Questions

To address the research objectives of the study, the following research questions were formulated to guide the study.

1. What is the perception of faculty and students towards QLE in the MEP in HE (**context evaluation**)?
2. What is the perception of faculty and students towards QS in the MEP in HE (**input evaluation**)?
3. What is the perception of faculty and students towards QT in the MEP in HE (**process evaluation**)?
4. What is the perception of faculty and students towards QSE in the MEP in HE (**process evaluation**)?
5. What is the perception of faculty and students towards SCA in the MEP in HE (**product evaluation**)?
6. What is the level of SAT among faculty and students with the MEP in HE (**product evaluation**)?

Research Hypotheses

The following research hypotheses were also formulated to guide the study.

- H₀ 1: There is no statistically significant moderation effect of QS on the influence of QLE on QT in the MEP in HE.
- H₀ 2: There is no statistically significant conditional direct and indirect influence of QLE on QSE through QT as moderated by QS in the MEP in HE.

H₀3: There is no statistically significant conditional direct and indirect influence of QS on the level of SAT among students through QT and QSE as moderated by QLE in the MEP in HE.

H₀4: There is no statistically significant conditional direct and indirect influence of QT on SCA through QSE as moderated by QS and QLE in the MEP in HE.

H₀5: There is no statistically significant difference in the perceived quality drivers (QLE, QS, QT, QSE, SCA and SAT) of the MEP based on demographic variables (gender and age) of the students.

Significance of the Study

HEIs need data concerning quality performance indicators to help them benchmark and market their performance. The outcomes of this inquiry have benefited stakeholders like the management of HEIs, faculty and government. Knowing the predicting power of selected quality performance drivers in MEP in UCC assisted the Management of the University to enhance and improve the programmes and quality assurance policies which would help enhance quality delivery of programme and students' satisfaction. To the Management of the University, they were alerted to continue to provide more and improve on the learning environment, social support systems, quality service (QS) components, "infrastructure facilities" and "learning resources" to ensure quality teaching and learning and learners' engagement. They were also advised to invest more in the tangibles to remain competitive, attract and sustain students. They were notified to make provision that would encourage lecturers to involve students in curriculum planning and implementation since it is what the students do that result in learning. They were informed to continue to provide and strengthen

quality culture via the implementation of TQM that would emphasis continuous improvement in QLE, QS, QT, and QSE and SCA for improving learners' SAT with the academic programmes.

The discoveries of this research have provided valuable information to DAPQA of UCC. They were alerted about the extent of quality implementation in MEP and advised to put in place more effort to guarantee conservation as well as constant enhancement of educational programmes and standards. They were informed to develop the quality indicators (e.g., QLE, QS, QT, QSE, SCA, and SAT) that would be used for institutional self-assessment and quality enhancement in order to attract, retain and engage and retain students.

The faculty were informed to provide balance workload for students, adequate time for completion of assignment and ensure social interaction during teaching, learning and assessment. They should continue to sustain their high level of students' engagement in the programme and not relent in providing students with the required skills need in the job market. The faculty were alerted to take into consideration the age of the students in creating and fostering quality in the programme. The faculty who serves as curriculum planners and designers were further alerted to consider quality drivers (e.g., QLE, QS, QT, QSE, SCA and SAT) when planning and redesigning future MEP that would attract and satisfied students. The outcomes of this research have help to provide valuable information on quality academic programme like MEP in HE that would assist the government and its agencies like NAB, and NCTE in funding decisions. The government and its agencies would use this information as validation for their quality assurance policies in HE.

This research proved substantial in adding to the immature space of inquiry identified with the quality in MEP in HE, and in suggesting various relevant interrogations to direct forthcoming examination. The chief importance of this exploration was based on the fact that no prevailing investigations have ascertained the perceptions of lecturers and students on quality in academic programme in HE, like MEP, offered in UCC. Knowledge and understanding of the perceptions of faculty and students on quality performance indicators in MEP in UCC provided additional insights into quality in academic programmes in HEIs in Ghana.

In furtherance, this exploration yielded important outcomes because of the blended strategies research plan. This study made a stage onward by merging both quantitative and qualitative methodologies. This combination gave a more profound understanding into the issue of quality in MEP in UCC. First, it ascertained the foreseeing influence of designated quality performance indicators in the programme. Afterward, it explored the respondents' perspectives concerning the factual numerical discoveries in more profundity. Thus, methodologically, this current investigation contributed to "mixed methods research by employing sequential explanatory design". Finally, the outcomes of this inquiry contributed to prevailing literature on the quality in the MEP in HE. It also served as a reference material for researchers.

Delimitation of the Study

Geographically, the research was delimited to Management lecturers and students in the Department of Business and Social Sciences Education (DoBSSE) and Department of Management Studies (DMS) of UCC. The study was delimited to lecturers' and students' perceptions of quality in the MEP.

Quality in MEP was delimited to QLE, QS, QT, QSE, ACA, and SAT. Other quality performance indicators like leadership and governance, funding, student admission, accreditation and curriculum implementation, programme goals and objectives were not considered in this current investigation. The study focused on TQM theory, ECT/EDT theory and CIPP model as theoretical framework underpinning the research work.

Limitations of the Study

Like all inquiry, this investigation has certain limitations. One limitation of the study was generalisation. The study was delimited to Management lecturers and Level 400 students in UCC which may not be a representative of all Management lecturers and students in Ghana. This could limit the richness of lecturers' and students' descriptions on the quality in the programme. The findings are still tentative and localized to the Management lecturers and students in UCC.

Another limitation was the weaknesses associated with sequential explanatory mixed method designs. This design demanded an extensive measure of time for carrying out the two stages. The qualitative stage took a lot of time to execute. Some of the participants withdrew from the interview process which made the researcher to take a longer time to gather qualitative information. It was also difficult getting access to the lecturers to fill the questionnaires and be part of the interview process due to their busy schedules. This could also affect the validity and reliability of the results since not all the Management lecturers were involved in the study.

Also, both the quantitative and qualitative data were self-report data. "Self-reported data contains several potential sources of bias". Some of the

respondents exaggerated and were not honest when filling the questionnaire. Further, some of the respondents lost their questionnaire and others also brought half filled questionnaire. The inconsistencies and bias responses were eliminated from the total questionnaire returned. This has reduced the total number of questionnaire retrieved which could affect the validity and consistency of the findings.

Another limitation of the study was internal validity. This study was principally grounded on the conjecture that respondents may provide their responses in an honest and accurate manner. The respondents might have different views, understanding and interpretations of the items on the questionnaire and follow-up interview guide due to their experiences and background. Furthermore, unexpected events of the respondents might have crept in while filling the questionnaire and responding to interview question and this could affect the legitimacy and consistency of the investigation.

To limit the limitations interjected into this inquiry, several steps were taken. First, I used different type of data comprising quantitative (questionnaire) and qualitative (follow-up interviews, field notes) from lectures and students to authenticate the outcomes of the examinations. Second, I worked closely with my supervisors and furthermore utilised departmental research committee's objective criticisms so as to reduce possible preconception.

Thirdly, the respondents' consent was sought and they were "assured of their anonymity and confidentiality". I fully informed respondents of the advantages of their involvement in this study. Additionally, respondents were given the transcribed data to verify whether what they had said were correctly captured. Lastly, I exhibited high feelings of neutrality and transparency in the

data gathering process in order to guarantee dependability, consistency, and trustworthiness of the research outcomes. I also kept a field diary where individual considerations, anecdotal thoughts, reflections and supplementary evidence were written in. The evidence from the diary was communal and discussed consistently with the supervisors.

Operational Definition of Terms

Management Education Programme (MEP): In this study, MEP comprised of Bachelor of Education (Management) (B.Ed. Management) and Bachelor of Management Studies (BMS) in UCC. It is a discipline in UCC where students are taught to be business leaders, managers, administrators and lecturers/teachers.

Quality: “In the context of this study”, “quality is regarded as a descriptive or perspective level of acceptance of a product; in this case, the graduate (students) and the academic programme”.

Quality Assurance (QA): “As far as this research is concerned”, it is defined as a planned and systematic review process of an institution or programme to determine whether or not acceptable standards of education, scholarship and infrastructure are being met, maintained and enhanced.

Quality Academic Programme (QAP): Per this current research, “QAP relates to the faculty and students’ perceptions of all aspects related specifically to the academic course/programme”.

Quality in Management Education Programme (QMEP): It is defined in the context of this study as the fitness of purpose of the programme. Thus,

the extent to MEP fulfil its aims by satisfying customer's requirements, needs or desires.

Quality Learning Environment (QLE): “As far as this research is concerned, QLE is taken to refer to the diverse physical locations, social, contexts, and cultures and climate in which teaching and learning takes place”.

Quality Service (QS): “In the context of this study”, QS refers to a students' evaluation of service expectations as against the actual experience of company's performance.

Quality Teaching (QT): “It is defined in the context of this study” as an appraisal of effective pedagogical practices demonstrated in classroom settings. It refers to those instructional practices that promotes excellence and student learning outcomes through best-practices.

Quality Student Engagement (QSE): “As far as this current research is concerned”, “QSE is defined as the degree of curiosity, interest, optimism, attention, and passion that students show when they are learning or being taught”. Thus, “the amount of time, energy and effort students show in their academic work”.

Student Competence Acquisition (SCA): “In the context of this study”, “SCA is defined as a set of knowledge, attitudes and skills required to perform a job effectively and efficiently”. “It refers to those transferable skills needed by an individual to make them employable”.

Satisfaction (SAT): It is defined in the context of this research as a measurement that determines how happy students are with a HEIs products, services, and capabilities. Thus, “how content students are

after their subjective evaluation of the various outcomes and experiences associated with the MEP”.

Organisation of the Study

This research was divided into five parts. Chapter One presents the introduction which consists of the “background to the study”, “statement of the problem”, “purpose of the study”, “research objectives/questions/hypotheses”, and “significance of the study”, “delimitation and limitations of the study”, “operational definition of terms or concepts”. Chapter Two is a review of carefully selected relevant literature on lecturers’ and students’ perceptions of quality in Management Education Programme. It comprises theoretical framework, conceptual framework and empirical studies. Chapter Three presents information on the research methods. It consists of research “philosophy/paradigm”, “research approach”, “research design”, “population”, “sample and sampling techniques”, “data collection instruments”, “pilot testing”, “reliability and validity of the instruments”, “data collection procedures”, “data processing and analysis procedures”. Chapter Four presents the results and discussions. These are presented according to research questions and hypotheses that guided the study. Chapter Five presents “summary of study”, “conclusions” and “recommendations”, research contributions of the study as well as suggestions for further studies. Finally, the list of reference, questionnaires, supervisors’ consent letter, department’s consent letter, introductory letter, application of ethical clearance, ethical clearance letter were presented as appendices. The next chapter, focuses on literature review (Chapter Two).

CHAPTER TWO

LITERATURE REVIEW

Overview

This chapter reviews relevant literature on the the perceptions of faculty and students towards quality in the MEP in the UCC. The chapter is divided into three parts. The first part deals with the theoretical underpinnings, the second part focuses on conceptual review and framework and the last part deals with empirical studies conducted by earlier researchers based on the sub-research problem.

Theoretical Review

Three major theories of quality evaluation in HE functioned as a theoretical underpinning for this investigation. These include TQM theory (Deming, 1982), Expectation Confirmation/Disconfirmation Theory (ECT/EDT) (Oliver, 1980), and Context, Input, Process and Product (CIPP) Evaluation Model (Stufflebeam, 2007). Thus, the current research was rooted within these theoretical perspectives. TQM was used to identify quality performance indicators based on the quality assurance policy of UCC. ECT/EDT and CIPP evaluation model was utilised to measure lecturers' and students' anticipations and views of the quality performance indicators in the MEP in UCC. Albeit these hypothetical models varied in their way to deal with quality evaluation in HE, they had comparative fundamental components and commended one another. The standard parts of the theoretical models assisted in recognising the basic quality performance drivers based on UCC's quality assurance policy. These include quality learning environment (QLE), quality service (QS), quality teaching (QT), quality student engagement (QSE), student

competences acquisition (SCA) and satisfaction (SAT) with MEP in UCC.

These theories are explained below:

Total Quality Management (TQM) Theory

The theoretical underpinning for this study is based on the TQM theory by W. Edwards Deming (1982). This theory was used to identify and measure the quality performance drivers (QLE, QSE, QT, QSE, SCA and SAT) in MEP in the UCC. Primarily, TQM was developed for the manufacturing industries, but due to its relevance, service institutions including education devoted their considerable attention to the implementation of TQM (e.g., Gómez et al., 2017). For Deming (1986), the principles and practices of TQM can be applied to any organisation including education sector. These philosophies are set of executives' practices that could support any institution expand their productivity and quality.

“TQM is an extensive, structured and effective organisation management philosophy and approach that focuses on continuous improvement of quality academic programmes, products and services, customer satisfaction, and organizational excellence” (Sohel-Uz-Zaman & Anjalin, 2016, p. 210). TQM is a quality approach, which focused on the “process of integrating all activities, functions, and processes within an organisation to achieve continuous improvement in the delivery of goods and services for customer satisfaction” (e.g., students, lecturers and parents) (Sallis, 2014). TQM is a method by which leaders and management of educational institutions, administrators, faculty and students “can become involved in the continuous improvement in the production of goods and services” (teaching and learning). “The theory focuses on providing principles on how to continuously improve quality of academic

programmes, people (students and all other employees), processes, control, goods and services across an organisation to increase efficiency, effectiveness and improve competences for long term-success for customer satisfaction” (Luburić, 2014, pp. 62-65). This can be accomplished by blending all quality-related practices (e.g., QLE, QS, QT, QSE, SCA and SAT) throughout the HEIs.

Currently, it is evident that a growing number of HEIs like UCC, Ghana have accepted and incorporated the TQM philosophy for the very reasons that drove non-education sectors/industries to accept it. In Ghana, it could be envisaged that UCC has embraced the TQM philosophies in order to be more learners’ oriented (i.e., customer focus). Also, to positively response to the job market demands and the requirements of the employers who employ her product (i.e., graduates). Via “continuous improvement”, the UCC management have tried to demonstrate that their services are learner or client centered. Deming (1986) suggested 14 philosophies broadly acknowledged as rudiments of TQM. Overtime, the 14 assumptions were summarised into eight (8) basic philosophies (van Vliet, 2009) as explained below:

Leadership and management commitment: One of the chief factors in TQM implementation is the leadership and management commitment. This is on the grounds that it increases institutional achievement by affecting other TQM practices and principles (Wilson & Collier, 2000). Deming (1986) encourages executives to initiate leadership so as to foster “quality transformation process”. Deming indicates that the essential assignment of leadership and management is to limit the measure of variety inside the framework, bringing everybody toward the objective of flawlessness. In HEIs, this implies bringing everybody toward the objective of learning for all.

The management of UCC should continually act as the main driver for TQM, create a transparent statement of purpose and common objectives, and develop reasonable techniques to help the mission. They should create the climate where staff will actually want to completely focus on the accomplishment of the institution's goals in order to ensure TQM success. The dedication of the University's top leaders will go far in encouraging and inspiring employees to convey excellence services that surpass the presuppositions of the customers. However, the lack of commitment from the top level management could cause a few issues during TQM enactment.

Focus on student: Another key principle and practice of TQM in HE is students' focus, thus, student satisfaction. Students are internal customers of learning institutions (Nadim & Al-Hinai, 2016). In HEIs, "students are the customers who receive services and educators (faculty) are suppliers who provide services". It is crucial to remember that students are among the customers of HE who can determine the level of quality of educational offerings, therefore, improvements in quality should improve their satisfaction. Students' satisfaction positively relates to teaching and learning process improvement (Lakhal, Pasin & Limam, 2006).

Learners' SAT gives both the force to establishing and the norm for assessing quality initiatives. Accordingly, the requirements of the students ought to be established to accomplish a significant degree of excellence in academic programmes and services. For HEIs like UCC to know the requirements of their customers and to gauge how it has been fruitful in meeting up these needs, it is essential for them to keep a nearby connection with their clients (Todorut, 2013; Teeroovengadum et al., 2016). HEIs that view clients as

significant ought to focus on service conveyance to fulfill the requirements of their clients. Since institutions like UCC depend on their customers, they ought to comprehend their current and future necessities; their requests, and attempt to surpass their assumptions. In UCC, the students are involved in quality assurance practices. They are involved in assessing the “quality of teaching and learning and courses at the end of each semester”.

Employee and student involvement: Both employees and students are an organization’s internal customers. An effective and fruitful TQM atmosphere demands a devoted and qualified employees that takes an interest and partakes completely in the quality development and enhancement activities. Faculty and students’ inclusion and participation are imperative for quality advancement (Todorut, 2013; Teeroovengadam et al., 2016). This helps them to make choices regarding their own work and milieu (Ali, & Shastri, 2010; Nadim, & Al-Hinai, 2016). When both faculty and students are involved or integrated in the advancement of scholastic items or services of an institution, it principally evaluates the value of these products or services. The students and staff complete engagement and participation empower the usage of their capability to the advantage of the institution (Ali, & Shastri, 2010; Nadim, & Al-Hinai, 2016).

Consequently, HEIs like UCC should create an ethos wherein both employees and learners would feel that they are part of the university and its operations. This will help them develop their ability to work together to improve quality. The imaginative forces and mental capacities of all stakeholders and staff should be used by the University. They should also be engaged in the excellence improvement process. In the quality assurance policy of UCC, the

University aims to ensure social integration through appropriate involvement of staff and students in decision making and policy implementation. This can help enhance quality staff-student relationship, collaboration, quality service and academic programmes. “Quality teaching and learning at UCC depend on staffing”. Therefore, to ensure quality in the instructional process, academic programme and service, “it requires a committed and well-trained work force that participates fully in the quality improvement activities”.

Process centred and integrated system: Process thinking and handling as well as organisation systems are a fundamental part of TQM. A process is about integration and coordination of a bunch operations and undertakings that utilise assets convert inputs into outputs. “It is the way in which people work to achieve results” (Van der Westhuizen, 2007, p. 314). Process in HEIs is about a combination of “instructional resources”, “facilities”, “equipment”, “materials”, “methods”, and “people” employed in the instructional process. “TQM works on the belief that the overall quality of academic programme, products, and services can be enhanced by improving the quality of the processes directly or indirectly related to their creation” (e.g., Deming, 1986; Alzhrani et al., 2016). According to Hoyle (2001), “anticipated outcomes are more successfully produced when related activities and resources are managed as a process” (p.40). The aim of “process management” is to diminish process discrepancy by incorporating excellence and value into the instructional process (e.g., Deming, 1986; Ganguly, 2015).

According to the philosophy of process centred, it is imperative to have a coordinated and an incorporated HE framework that can be demonstrated or an organisation excellence structure for arrangement and management of the

value of the products or services of HEIs. It should be noted that each time numerous processes become unified using inputs and outputs, a system may result. Accordingly, the system of the HEIs should be structured to accomplish the objective in the best manner conceivable, with a reasonable arrangement that can be carried out in the organization.

UCC should continue to emphasize and incorporate quality into every process. For “quality comes not from inspection, but from improvement of the instructional process, curriculum development process among others”. This involves the administration of processes which have obviously characterized targets, and depends on the requirements and aspirations of all parties involved. Therefore, for the university to achieve success, an outstanding process management structure must be in place, one in which planning, evaluation and progress is managed. The University should likewise comprehend the connection among distinct and independent processes of the system and how they interconnect to form a complete system.

Strategic and systematic approach to management: This, according to Juran and Gryna (1993, p. 300) is a “structured process for establishing long-range quality goals, at the highest levels of the organization, and defining the means to be used to reach those goals”. “The strategic aspects of quality are recognized and embraced by top management in the strategic planning process” (Krumwiede & Charles, 2006, p. 37). This will allow the HEIs to establish flawless primacies and assign resources for the essential things.

In UCC, “the quality assurance policy emphasises that long-term institutional sustainability and a competitive environment are key strategic issues that need to be integral parts of the University overall planning” (pp.2-

5). The strategic plan of the University should accept the amalgamation and excellence development or improvement of services of the institution. The management of the University must identify, understand and manage all interrelated processes with the aim of attaining the projected purpose in order to contribute to organisational effectiveness.

Factual approach to decision-making: The executives of HEIs needs to ceaselessly take choices, yet, viable choices ought to be founded on the examination of data. Concerning decision making, the actual and accurate methods play a significant part inside quality administration (Lee et al., 2009; Billy, et al., 2012). The capacity to settle on compelling and fitting choices is fundamental to guarantee “customer satisfaction”, “loyalty”, employee “management” and overall expanded activities inside the association. Hoyle (2001, p. 45) suggests that, “for an organisation to determine how well it is performing, data on performance measures are important”. “TQM requires that an organisation continually gather and analyse data in order to improve the accuracy of its decision-making, reach a consensus and allow prediction based on past occurrences” (Westcott, 2013, p. 292). This can be done by collecting feedback from students and faculty on the quality of academic programmes, product, services and teaching and learning.

In UCC, policymaking inside the establishment should be founded on realities and not on sentiments, feelings and individual interests. Efficient decisions ought to be founded on sensible or instinctive reality and data inspection. Information should uphold this policymaking process. Thus, quality decisions should be made based on measurements. The University achieve this through the DAPQA by conducting a semester or an annual “students’ appraisal

of quality of teaching and learning of courses”. The data gathered helps to provide the University management with valuable information and feedback for improvement on the quality of education.

Effective communication: Quality and successful correspondence (ie. communication) is viewed as a method for saving force and confidence for excellence and value advancement process. “Communication” additionally assumes a crucial part in proficient creating of “high-quality products and services”. “Face-to-face communication” and recognisable “leadership management commitment” is the main avenue for encouraging and inspiring staff and winning their commitment to TQM execution (Oakland, 2000). Mehra and Agrawal (2003) stated that “communication is often the key for the successful implementation of any plan, including quality goal”. Evidence indicated that opinions of “open communication” add to staff perceptions of fulfillment with and dedication to the institutions and leaders they work for. “More open communication” likewise the consequence of TQM's accentuation on learners' gratification and loyalty and improved connections with suppliers (Dayton, 2001; Ali, & Shastri, 2010). However, the misconception of processes, strategies and guidelines may inversely negatively impact an institution's manufacturing framework.

As indicated by Webb (2002), communication among faculty or employees in HEIs is the most difficult subject. They usually complain that they are not part of it (Webb, 2002). To avoid this so as to provide quality product and services and ensure customers' satisfaction, UCC should continue to formulate a correspondence plan and procedures in a manner that it is in accordance with the mission, purpose and intentions of the institution. This

plan or technique ought to involve the partners, level inside the association, the correspondences mediums, quantifiability of adequacy, efficiency, appropriateness, suitability, etc.

Continuous improvement: “Continuous improvement of all operations and activities is at the heart of TQM”. As indicated by Fuentes-Fuentes et al. (2004), it is an allegiance to steady assessment of the specialised and regulatory process in pursuit of enhanced approaches. Thus, it is the persistent quest for development by the HEIs in the conveyance of worth to clients. Customer fulfillment can be accomplished uniquely through the constant enhancement of academic programmes, product, services and other processes that create product or service. This principle underlines enhancing measures, expanding quality levels, and raising efficiency per staff (Motwani, 2001). “Continuous improvement” can be effectively accomplished in HEIs, if only, an organised “continuous improvement process” is established to direct administrators (Todorut, 2013; Teeroovengadum, et al., 2016).

“Continual improvement represents a permanent objective of HEIs”. HEIs like UCC should continuously work toward improving quality procedures. Once the University perceived that learners’ fulfillment would be acquired only by supplying a “high-quality product academic programmes and services” “continuous improvement of the operations, activities and services is seen as the only way to maintain a high level of students’ satisfaction”. They should use suitable approach and instruments to ensure that non-adherence occurrences are recognised, estimated, and reacted to reliably. The university should continue to constantly refine and improve “products”, “services” and institutional structure to produce value-added to the students. They should keep on searching

for avenues in enhancing the merit and worth of “academic programmes, “product or service” in the absence of customers complain in order prevent a future problem”.

The relevance of TQM theory in the current research

In HE, some indicators of TOM that need continuous improvement are quality curriculum, learning environment, service quality, teaching and learning, student engagement, competences development, student satisfaction, enrollment and retention (e.g., Todorut, 2013; Nadim, & Al-hinai, 2016), academic success, support services, instructional resources and facilities, lecturer-student interactions, academic workload (e.g., Ali, & Shastri, 2010; Soomro & Ahmad, 2012; Alzhrani et al., 2016) quality of management and monitoring, assessment practices, supervision and evaluation, involvement of students, staff and parents, programme appraisal and staff morale (e.g., Zakuan, 2012; Zabadi, 2013; Baporikar & Sony, 2019; Cobbinah & Agyemang, 2020).

The rationale for adopting TQM theory is that, HE can be improved through quality management (QM) (Tribus, 1993). QM plays an integral role in HE by ensuring that quality benchmarks are being met (e.g., courses and programmes meet international and accreditation standards) thereby attributing to its prestige, increased enrollment, and student success (e.g., Baporikar & Sony, 2019; Cobbinah & Agyemang, 2020). The application of TQM in HE like UCC ensures that there is a continuous improvement in the academic programmes, learning environment, instructional process, learner engagement, employability skills, service quality and overall experience and satisfaction of the “students who are primary consumers of the University products”.

The adoption of TQM in HE helps to uphold attractiveness, reduce inadequacies and wastefulness, concentrate on students' fulfillment, improve performance, minimise costs, increase quality, intensify and increase production efficiency, shape reputation and image, foster employee relations and satisfy stakeholders' needs (e.g., Deming, 1993; Altahayneh, 2014; Santarisi & Tarazi, 2018). TQM focuses on the input-process-output of the education sector. Also, it demands quality affirmation and guarantee to certify obedience and acquiescence of customers' requirements and benchmarks (Hénard, 2010; Aminbeidokhti, Jamshidi, & Hoseini, 2016).

TQM could improve educational sector in several ways like enhancing curriculum design and enactment, instructional and pedagogical approaches, cultivating and enlightening learning environment, fostering training and development, decreasing cost (Houston, 2007; Venkatraman, 2007). TQM is a management tool that can help determine issues and concerns related with services just as strategies and schemes in the education sector and also support HEIs adhere to universal educational standards and practices (Venkatraman, 2007; Jaff, 2008).

Expectation-Confirmation/Disconfirmation Theory (ECT/EDT)

The current research was also supported by ECT/EDT. This theory was used to explain the perceptions that lecturers and students have towards the quality in MEP. This theory also helped to “measure the level of satisfaction among lecturers and students with the quality performance drivers” (i.e., QLE, QS, QT, QSE, SCA and SAT) in MEP. ECT/EDT is a model based on social psychology which has proven useful in the evaluation of customer views about products or services they have experienced (Oliver, 1977). ECT or EDT is a

perceptual concept which tries to clarify and describe post-buy or post-selection fulfillment “as a utility of expectations, perceived performance, and disconfirmation of beliefs” (Oliver, 1980; Bhattacharjee, 2001). It is a valuable model used to assess quality performance drivers (i.e., QLE, QS, QT, QSE, SCA and SAT) and students’ satisfaction within the HE sector (Archambault, 2008; Chen, Huang, Hsu, Tseng & Lee, 2010).

“ECT defined QS as the difference between students’ opinions of real service experienced and their anticipations of service provided”. The theory establishes that “students’ satisfaction is influenced by the interaction of previous desires and anticipations and discernment of conveyance” (Oliver, 2014). The ECT model is illustrated in Figure 1. The framework consists of four parts: expectations, perceived performance, disconfirmation, and satisfaction. The first component, *expectation* defines customers’ anticipations about products or services performance or the qualities or features that an individual envisions or predicts will be related with a product or service (Schwarz, 2011) and form a disconfirmation judgment (Elkhani & Bakri, 2012).

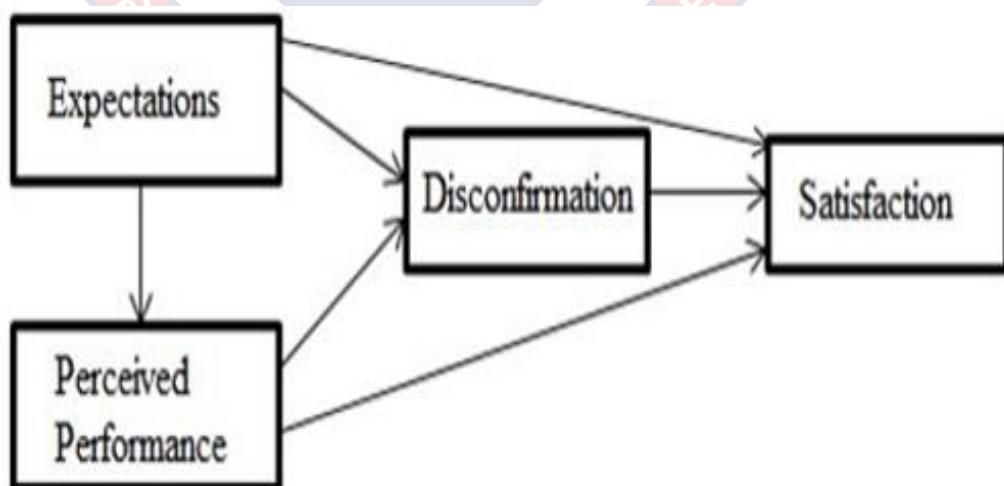


Figure 1: Expectation-Confirmation theory (ECT)
Source: Oliver, 1980

ECT can delineate and describe various behaviors and habits of clients in procurement cycle. To start with, the consumers, Management students, could create a preliminary belief regarding the programme (i.e., MEP) preceding its primary usage. This early expectation is contingent on their past involvement in utilising explicit product or service (i.e., basic or secondary education). The expectations of these students who will re-buy from a particular HEI like UCC is nearer to the reality. However, some of these expectations of the students are likely to be unrealistic as expectations will be based on second-hand feedback provided to the first-time user (Chen et al., 2010). Second, the fresh Management students lacking a direct encounter about the product quality (i.e., MEP) and performance that they plan to acquire from a particular organisation unexpectedly. The underlying desire for such students comprises of comments and criticisms that they obtain from earlier users, promotion, marketing initiatives, broad communications and advertisement. This could lead to “better-than-expected confirmation or worse-than-expected disconfirmation” (Susarla, Barua, & Whinston, 2003; Venkatesh & Goyal, 2010).

In the case of HEIs, prior users such as parents, elder siblings, friends or past students as well as information in brochures may serve as the basis for Management learner’s expectation of a curriculum. Sometimes, before learners pursue their HE, their former educational experience (e.g, basic or pre-tertiary) informs their expectation of the HE. Expectations are placed to impact both the views of performance and disconfirmation of convictions directly. Similarly, they are postulated to inversely effect post-consumption/adoption contentment by mean of a mediational association via the disconfirmation concept. The university products and services are eventually adjudicated and arbitrated on the

basis of pre-purchase/acceptance. This helps to measure and understand the expectations of students pursuing MEP.

The second component, *perceived performance*, according to Jiang and Klein (2009) is an assessment by the customer after the occasion, for example, the view of product value and worth. Perceived performance is an investigation of a customer's experience after using products or service (Elkhani & Bakri, 2012). This may be better or worse than their prior expectations (Schwarz, 2011). According to ECT, pre-procurement/adoption expectations directly affect product/service perceived performance (actual performance). This in turn directly predict disconfirmation beliefs and after-acquisition/adoption fulfillment. Equally, actual performance of service is also theorized to oppositely influence post-adoption/purchase satisfaction in a manner of mediational correlation via the disconfirmation construct.

The nature of Management students in UCC who have direct participation or lacked first encounter with the product/service (i.e, MEP) would utilise the obtained items or provided services for some time and would understand and appreciate the authentic and real worth and value of the University products/services. Most Management students in UCC may never repeat a stage or read the same programme or course at the same level more than once but may further read or specialise in the same subject area as they advance in their educational journey. The feedback obtained after experiencing a curriculum (i.e., MEP) and comparing initial expectation with actual performance or delivery of the curriculum, thus, informs future educational decisions.

The third component, *confirmation or disconfirmation* is the match between expected and actual experience (Bhattacharjee & Premkumar, 2004; Bhattacharjee et al., 2008; Chen et al., 2010; Elkhani & Bakri, 2012). The disconfirmation component is the variance between students' original anticipation and experienced performance (Bhattacharjee & Premkumar, 2004; Lankton & McKnight, 2012). If the university's product (i.e., MEP) meet or outclasses the student's early hopes and anticipations before pursuing the programme, confirmation is affirmative, which is hypothesised to upsurge post-buying/acceptance satisfaction. However, if the university's product/service (i.e., MEP) fall short of expectations or underachieves the students' initial desires, the confirmation is undesirable (ie., disconfirmation), which is speculated to shrinkage post-acceptance/ procurement satisfaction (Chen et al., 2010).

However, in view of Jiang and Klein (2009), disconfirmation construct is gratuitous and superfluous when desires and performance are taken straight into satisfaction construct. Although not explicit in the model, several researchers indicated that disconfirmation to be constituted by three variables, positive disconfirmation, negative disconfirmation and simple disconfirmation or just mere confirmation which may be described as being on a continuum (e.g., Chiu et al., 2005; Elkhani & Bakri, 2012). On one end of the continuum is positive disconfirmation. This occurs when the actual performance standards of products and services exceeds the expected standard of performance. Students whose expectations are over actualized become excited and could even serve as "potential promoters" (very satisfied customers/loyal customers) of the product or service (Reichheld & Covey 2006). Students show their loyalty to

HEIs by recommending services or products to their friends, loved ones or even acquaintances.

Confirmation may be expressed as the neutral point or the point at which actual performance standards completely match with the expected standards. At this point, students have no reservations about the product or service (Reichheld & Covey 2006). Students in this state are “Passives” (Reichheld & Covey, 2006). Thus, their behavior falls between “promoters and detractors”. These students are neither satisfied nor disappointed with the service. These students are actually volatile, as their level of satisfaction lacks the ‘X’ factor which drives excitement and motivates them to be loyal to the producer or service provider. It is, however, deemed to be a stage of satisfaction where individuals get exactly what they want or where actual performance precisely has the good effect that was expected (Elkhani & Bakri, 2012).

Negative disconfirmation is at the other end of the continuum. In effect, it is when actual performance standards fail to meet the expected standard of performance of students resulting in dissatisfaction (Diehl & Poynor, 2010; Elkhani & Bakri, 2012). Students in this state serves as “detractors” (Reichheld & Covey, 2006). These are students who did not like the product or service at all. They always share negative feedback on the university products and services and they do not only take the sales with them but also take away potential sales.

Satisfaction, “the last component of the model is the students’ fulfillment response about the features of the product or service itself” (Ekinci & Sirakaya, 2004). It is the degree to which a student is delighted or gratified with a university’s programmes and services in the wake of having first-hand experience with the product and service. The response may be an indication of

the level of fulfilment ranging from under fulfilment to over fulfilment. ECT conjectures that students' contentment and fulfilment with a university' services and product are predicted by both actual experienced of product (performance) and disconfirmation directly while it is also conversely affected by both perceptions of performance and expectations by methods for a mediational connection via the disconfirmation variable (Chen et al., 2010).

The relevance of ECT in the current research

In this current investigation, the ECT provides a framework for better comprehension of the theory of learners' satisfaction with academic programmes. The ECT model illustrated in Figure 1 formed the foundation for designing the part of the conceptual model that focuses on students' satisfaction with the quality in the MEP. ECT is deemed necessary for this study because it has been used in several studies conducted on students' satisfaction, programme continuance decision or intention. It helps to understand the antecedents and their impacts on learners' contentment and gratification with university's academic programme and services. Lecturers' and learners' SAT with the programme are measured as outcome variable (product evaluation using CIPP model). Thus, this study uses "lecturers' and students' satisfaction with the programme as the key determinant of continuance intention indicating quality in the programme".

CIPP Evaluation Model

The third theory that also supported this present investigation was "Stufflebeam's CIPP evaluation model". The theory is called "CIPP model: Context, Input, Process and Product Evaluation Model" (see Figure 2). This model is used to "evaluate the quality performance drivers in MEP from the

perspectives of lecturers and students” in terms of “context evaluation” (QLE), “input evaluation” (QS), “process evaluation” (QT, QSE) and “product evaluation” (SCA and SAT) in order to inform decision making. Programme evaluation, according to Stufflebeam (2007), is the means of describing, outlining, obtaining and offering relevant evidence for appraising decision choices and it is a continuing process (Ornstein & Hunkins, 2009).

CIPP evaluation model is a “management-oriented (also decision-oriented) evaluation approach serving managers who are responsible for planning, implementing and evaluating academic programmes in HEIs”. This model focuses on improvement (formative-oriented evaluations) and accountability (summative-oriented evaluations). The CIPP model designed to help policy makers, school leaders, administrators and lecturers to make good decisions about the quality of any educational programme like MEP (Fitzpatrick, Sanders & Worthen, 2011).

“Stufflebeam’s CIPP model is consistent with system theory and, to some degree, with complexity theory”. The model involves “a systems approach to education in which decisions are made about inputs, processes, and outputs”. The CIPP evaluation model provides a theoretical framework that can guide the determination of a programme’s overall quality and merit (Stufflebeam, 2007; Stufflebeam, & Shinkfield, 2007; Stufflebeam & Coryn, 2014). “The four evaluation dimensions and the relationship among each other are illustrated in Figure 2”.

The first stage of the model, “*context evaluation*” deals with whether a curriculum programme includes focus, goals and curriculum objectives and environment where curriculum takes place”. “It involves studying the

environment of the curriculum programme. “Context evaluation” is used for planning decisions. Thus, it is used to “define the relevant environment, portray the desired and actual conditions pertaining to that environment, focus on unmet needs and missed opportunities and diagnose the reason for unmet needs” (Ornstein & Hunkins, 2009).

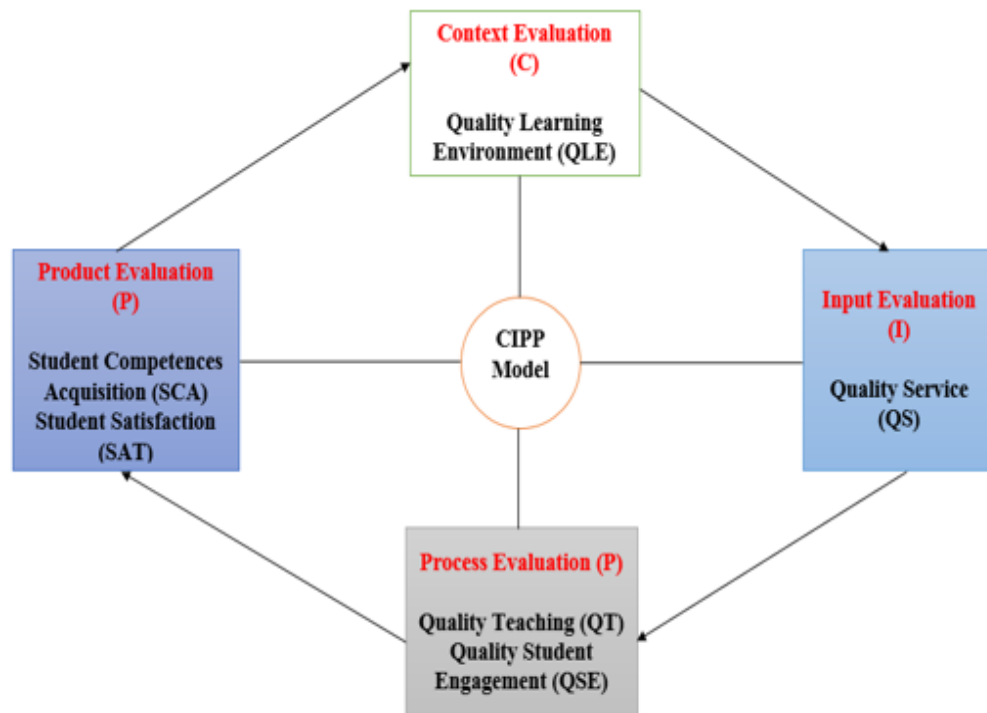


Figure 2: CIPP model for evaluating MEP

Source: Adapted from Stufflebeam, 2007

In this study, context evaluation focuses on the QLE provided in the MEP. The learning environment provided by the Management of UCC is key for effective implementation of the programme (i.e., MEP). It could also determine the inputs (i.e., human and non-human resources), teaching effectiveness, student engagement, skills acquisition and faculty and student satisfaction. According to UCCQAP, the university aims to ensure continuous improvement in the learning environment. “The results of a context evaluation are intended to provide a sound basis for either adjusting or establishing goals and priorities

and identifying needed changes” (Stufflebeam, 2007; Stufflebeam, & Shinkfield, 2007; Stufflebeam & Coryn, 2014).

The second stage of the model, *input evaluation* deals with determining what resources are available for curriculum programme implementation and “how resources will be used to achieve curriculum objectives” (Stufflebeam, 2007; Ornstein & Hunkins, 2009). It also involves “what alternative strategies for the programme should be considered, and what plans have the best potential for meeting needs facilitates design of program procedures” (Stufflebeam, 2007; Ornstein & Hunkins, 2009). Input evaluators assess the school’s strength and capabilities (e.g., facilities, resources, caliber of staff etc) to carry out the task of programme implantation; “they consider the strategies suggested for achieving curriculum programme goals and they identify the means by which a selected strategy will be implemented” (Stufflebeam, 2007; Stufflebeam, & Shinkfield, 2007; Stufflebeam & Coryn, 2014). Input evaluation is used for structuring decision to design instructional procedures.

In this study, input evaluation focuses on the QS provided in the MEP. QS comprises tangibles and intangibles. The tangibles are the physical facilities and resources while the intangibles are the university’s soft resources such as reliability, responsiveness, empathy, assurance, reputation/image among others. These hard and soft resources are needed for effective implementation of the MEP in UCC. In the UCCQAP, the university aims to provide quality services (i.e., tangibles and intangibles) to students and lecturers. The outcomes of the input evaluation would be used to revise the curriculum plan. Thus, the management of the University, faculty members and administrators would

utilise input evaluation data to make decisions regarding subsequent programme implementation.

The third stage of the model, *process evaluation* relates to the implementation of the programme. Process evaluation is used for implementation decisions. The main purpose is to “provide feedback about the fidelity of programme implementation to the expectations, compared with work plan to identify improvements or modifications if the implementation is inadequate, the costs of the implementation, and participants’ judgments of the quality of the effort” (Stufflebeam, 2007; Stufflebeam, & Shinkfield, 2007; Stufflebeam & Coryn, 2014). It is also used by evaluators to forecast challenges and to get input on significant alterations that should be overcome and assess different choices (Ornstein & Hunkins, 2009).

It may include instructional activities, social integration, instructional design and process, instructional methods, student engagement, teacher effectiveness/quality. In this study, process evaluation focuses on the QT and QSE emphasised in the MEP. Both QT and QSE were used as process evaluation because, according to UCCQAP, the university aims to ensure continuous improvement in teaching and learning and prioritise student engagement in the programmes. In UCC, the students are involved in the faculty and programmes’ appraisal as a form of quality assurance practices.

The final stage of the model, *product evaluation* is the assessment of teaching outcomes and faculty and student fulfillment with the university experience. “The primary function of product evaluation is to examine, quantify, clarify, and appraise the achievements and success of a curriculum programme and lecturer and student gratification with the programme”. It, also,

recognizes and involves scheduled and unplanned programme results (Stufflebeam, 2007; Stufflebeam, & Shinkfield, 2007; Stufflebeam & Coryn, 2014). “Product evaluation is used for recycling decisions to judge and to react to the outcomes produced by procedures”. Stufflebeam (2014) suggests that the “product evaluation is conducted for four aspects of evaluation: impact, effectiveness, sustainability, and transportability. Based on the “product evaluation” results, stakeholders make critical decisions, such as continuing, modifying, or terminating the program (Stufflebeam, 2014). In this study, product evaluation focuses on the students’ competence acquisition (SCA) and the level of SAT with the programme. In UCC, per the UCCQAP, the university aims to ensure continuous improvement in the curriculum programme, learning environment, educational service quality, teaching and learning and student engagement in order to equip students with modern competences required for 21st job market. The university also perceived students as key customers, hence, the university intends to ensure their satisfaction with their educational experience by providing educational services that meet their expectations as explained by ECT.

The relevance of CIPP evaluation model in the current research

The CIPP evaluation model is considered relevant in this present research because, it is feasible in curriculum programme like MEP, helps the researcher to evaluate the quality in the MEP focusing on context (QLE), input (QS), process (QT, QSE) and product evaluation (SCA, SAT). The CIPP evaluation model is both formative and summative in nature. This present inquiry is summative in nature. “The information gathered from evaluation is crucial for Management, Curriculum planners, administrators, policy-makers,

and other stakeholders for informed decision making about the MEP”. CIPP model is a basic and valuable instrument which assist assessors to craft queries that are essential significance to be posed in an assessment process. (Stufflebeam & Coryn, 2014). The CIPP framework empowers the investigator to understand the curriculum better by concentrating on improvement of determining programme elements (Fitzpatrick et al., 2011; Ruhe & Boudreau, 2013).

Conceptual Review

This segment of the chapter appraisals important concepts according to the phenomenon been investigated. It focuses on historical development of HE in Ghana, regulatory framework for HE in Ghana, concept of quality in HE, concept of quality assurance practices in HE, quality assurance practices in HE in Ghana, quality assurance policy in UCC, overview of MEP in HE, quality in MEP in HE, concept of QLE, QS, QT, QSE, SCA and SAT in HE.

Historical Development of Higher Education in Ghana

Higher education (HE) “refers to post-secondary education”. In Ghana, HE is synonymous with tertiary education and defined to include all universities, university colleges, polytechnics, and colleges of education (Alabi et al., 2018). Though the 1992 Constitution of Ghana provides for HE, this was replaced with Tertiary Education (TE) after the Universities Rationalisation Committee (URC) in 1987, proposed that all post-secondary institutions be re-classified as tertiary institutions. The recommendation consequently led to the amalgamation of all universities and polytechnics (now technical universities) to constitute one level of education, thus, tertiary education institutions (TEIs) (Constitution of Ghana, 1992). Following that, the “National Council for Higher

Education” (NCHE) gave way to the NCTE, established by the NCTE Act 454 of 1993. In 2008, the Teacher Training Institutes (TTIs) were upgraded to tertiary status and finally established as tertiary institutions by The “Colleges of Education (TCE) Act, 2012, Act 847”.

In Ghana, according to Baryeh (2009), the development of HE can be followed back to the year 1948. “This is by an ordinance dated 11 August 1948, in which the University College of the Gold Coast (now University of Ghana [UG], Legon) was created by the British colonial government in “special relationship” with the University of London, to offer limited programmes of study”. Baryeh (2009) again stated that in 1961, the university college achieved autonomous college position with the authorities to honour its own certificate and degree. This gives an indication that the UG was mentored by the University of London in order to assure quality in terms of programmes, faculty and staff.

To defeat the challenges of fast populace development combined with expanding request for HE, it was convenient and practical for the country to open the entrances for new HEIs. In view of this, according to Daniel, as cited by Baryeh (2009), “the Kumasi College of Technology was upgraded to a university status and was renamed University of Science and Technology” (now “Kwame Nkrumah University of Science and Technology” [KNUST]) by an Act of Parliament on August 22, 1961. The “University was opened officially on the 27th January, 1952 with 200 students”.

In a similar development, “UCC was established in October, 1962 as a University College and was upgraded to a full university status in October 1971 by an Act of Parliament, the UCC Act 1971”, and subsequently the UCC Law 1992 (PNDC LAW 278). This University was set-up with the reason to supply

the proliferation “number of secondary schools and teacher training colleges with graduate teachers”. “Also, in 1992, the University College of Education, Winneba, (presently, University of Education, Winneba [UEW]) was set-up with an affiliation to the UCC”. “The University was established to train teachers for the nation’s secondary schools”. In May, 1992, “the University of Development Studies (UDS) was established in Tamale by Provisional National Defence Council (PNDC) Law 279” (Baryeh, 2009). The UDS is a unique institution not affiliated to any of the “traditional universities”. It is allowed to investigate “amalgamated academic programmes” coordinated at improvement in important parts of “agriculture and health delivery”.

Presently, according to NAB in Ghana, we have 13 public universities, 10 technical universities and 44 colleges of education (CoEs). In addition to these, “the NAB has accredited 81 private universities and university institutions that offer various programmes”. “The Board has also accredited nine (9) tutorial professional colleges, which prepare students for taking examinations of accredited professional bodies within and outside Ghana, and two distance education centers that represent accredited universities outside Ghana” (NAB, 2019). Currently in Ghana, “HE is offered generally at the university and higher professional institutions”. “Academic higher education is offered by both public universities and private national or international universities through transnational education”, while “professional education is offered by specialised and professional institutions, professional bodies and the ten national polytechnics and several national or international specialised colleges that are affiliated to some of the local universities for the award of professional bachelor and postgraduate degrees” (Gondwe & Walenkamp,

2011). “Universities in Ghana offer academic programmes (Bachelor, Master and PhD as well as Certificates and Diplomas)”.

Regulatory Framework for Higher Education in Ghana

In Ghana, the TE sector is well-planned and synchronised. TE sector. Following the endorsements and suggestions of the URC and the successive “Government White Paper (1991) on the Report”, three administrative organizations were set-up. These are: the NCTE, NAB and National Board for Professional and Technician Examinations (NABPTEX). For the purposes of this investigation, the NCTE and NAB will be discussed. The NCTE is mandated by decree to counsel the Minister accountable for education on the development of HEIs and to create policies (Alabi et al., 2018). The NCTE is to advance access, value, significance and quality in TE, to smooth the improvement of elite HR and to help public advancement (ESP, 2010-2020).

“The NAB is a public service establishment under the Ministry of Education (MoE)”. “It was set-up by the GoG in 1993 with the enactment of the NAB LAW 1993 (PNDCL 317)”, to contribute to the continuance of superior administration of TE as a QAA. Kwarteng-Ashia (2014) indicates that the bill has since been substituted by the NAB Act, 2007, (Act 744) and operationalized by “Tertiary Institutions (Establishment and Accreditation) Regulation, 2010 (LI. 1984)”. The NAB is liable for the authorisation of both public and private TE as regards the “excellence of assets”, and “standards and content of their curriculum programmes”. “The Board determines, in consultation with the relevant institution, the programme and requirements for the proper operation of that institution and the maintenance of acceptable levels of academic or professional standards” (Alabi et al., 2018, pp. 20-30). NAB in Ghana also

conducts the Assurance of the “equivalence of diplomas, certificates and other qualifications awarded by institutions”.

“The passage of the National Accreditation Board Act, 2007, Act 744 of the Parliament of the Republic of Ghana retained the above mentioned mandate but also assigned NAB additional responsibility to”:

“Publish as it considers appropriate the list of accredited public and private institutions and programmes at the beginning of each calendar year. Advise the President on the grant of a charter to private tertiary education. Perform any other functions determined by the Minister”.

(Baryeh, 2009, pp. 4-5 as cited in Alabi et al., 2018). “The agency is governed by a board composed of a chairman; representatives from the: UG, UCC, KNUST, UDS, UMAT, Conference of Polytechnic Principals (COPP), Heads of Assisted Secondary Schools (CHASS), Association of Professional Bodies (APB), Public Service Commission (PSC), NABPTEX, MoE, Ghana Institute of Management and Public Administration (GIMPA) and the Government nominees” (Baryeh, 2009, pp. 4-5 as cited in Alabi et al., 2018).

Concept of Quality in Higher Education

The relevance of HEIs in the socio-economic development of nations cannot be disregarded. Hence, quality in HE has been a major perturbation issue among stakeholders. The “concept of quality in HE is an elusive and subjective concept”. There are several “conceptualisations and definitions of the term “quality”, often reflecting the interests of different constituencies or stakeholders in HE”. UNESCO as cited in Vlăsceanu et al. (2007, pp. 70–73) states that “quality in HE is a multi-dimensional, multi-level, and dynamic concept that relates to the contextual settings of an educational model, to the institutional mission and objectives, as well as to specific standards within a

given system, institution, programme, or discipline”. “A wide spectrum of definitions of academic quality has been used” (Harvey & Green, 1993, pp. 11-20; Harvey, 2005, 2014) as follows:

“Quality as excellence is considered to be the traditional academic view that holds as its goal to be the best”. The exceptional view sees quality as something special. *“Quality as perfection* sees quality as a consistent or flawless outcome”. *“Quality as fitness for purpose* sees quality in terms of fulfilling a customer’s requirements, needs or desires” (Harvey & Green, 1993, pp. 11-25; Harvey, 2005, 2014). Theoretically, “the customer specifies requirements”. “In education, fitness for purpose is usually based on the ability of an institution to fulfil its mission or a programme of study to fulfil its aims” (Harvey & Green, 1993, pp. 11-25; Harvey, 2005, 2014). Generally, before the introduction of accreditation in Ghana, HEIs relied solely on the concept of fitness for purpose though in some cases, the practice did not depict the completeness of fitness for purpose where institutions themselves determined quality through peer assessment of the external examiners system. This implies that quality in HE ought to be considered from both the perspective of “fitness of purpose and for purpose”. Thus, the recommendation of the concept fitness to purpose as a concept of quality to be used in Ghanaian context.

“Fitness of purpose is a concept that focuses” on the institution’s ability to meet pre-established standards without consideration to relevance, and does not determine whether output meets the expectations of end users. It focuses on ensuring that products meet the requirement of pre-established specifications or standards (Harvey & Green, 1993; Harvey, 2005, 2014). In practice, this refers to the controls put in place by external bodies or agencies to ensure that the

activities and products of an institution are generally acceptable and are able to fulfill the intended purposes. The current accreditation practices of Ghana typify fitness of purpose, albeit without programmatic benchmarks, or clear quality indicators that institutions need to report on or can be measured against.

Quality as threshold is about setting certain norms and criteria. This approach is synonymous to fitness of purpose and refers to a situation where an institution is considered to deliver quality if it meets certain minimum norms and criteria set as threshold requirements (Harvey & Green, 1993; Harvey, 2005, 2014). These threshold requirements are set by key stakeholders, whilst the institutions mandate is to design mechanisms to satisfy the requirements in order to be justified as “quality”. “Any programme, department, or institution, which reaches these norms and criteria, is deemed to be of quality” (Harvey & Green, 1993; pp. 11-30; Harvey, 2005, 2014). Quality in this context may be described as stakeholder satisfaction based on predefined requirements. “In many HE systems, a variant defining quality as a basic standard is closely linked to accreditation”.

Quality as added value emphasises on value addition to the product or service delivered. In HEIs, quality would be judged based on the value added to students after going through a curriculum. The enhancement in terms of knowledge, skills and behaviour of students during the training process is a means of verification of the quality of the institution (Harvey & Green, 1993; Harvey, 2005, 2014). The technique of expressing the learning results and achieving the results in learners of the institutions become the bases of quality measurement (Vroeijenstijn, 2014).

“Quality as value for money sees quality in terms of return on investment”. “The notion of accountability is central to this definition of quality” (Harvey & Green, 1993, pp. 11-30; Harvey, 2005, 2014). The developing inclination for governments to demand responsibility from HE mirrors a “value-for-money approach”. Progressively, learners demand value-for-money for the escalating expenditure to them of HE. *“Quality as enhancement or improvement* emphasises the pursuit of continuous improvement”. “It is predicated on the notion that achieving quality is central to the academic ethos and that it is academics themselves who know best what quality is at any point in time” (Harvey & Green, 1993, pp. 11-30; Harvey, 2005, 2014).

“Quality as transformation is a classic notion of quality that sees it in terms of change from one state to another”. Harvey (2014) states that “quality as transformation is seen in terms of change from one state to another”. “In educational terms, transformation refers to the enhancement and empowerment of students or the development of new knowledge” (Harvey & Green, 1993, pp-11-30; Harvey, 2005, 2014). This thought of value and excellence might be especially suitable when there is critical variations in the characteristics of students.

Concept of Quality Assurance Practices in Higher Education

HEIs are expected to provide services that meet expectations of all key stakeholders, particularly the labour markets and students. In this regard, Quality assurance (QA) has become critical issues on the global HE landscapes especially in the wake of the need for relevance, accountability and value for money. “Almost half of all countries around the world have created quality

assurance mechanisms of one type or another during the last decade or two” (UNESCO, International Institute for Educational Planning [UNESCO/IIEP], 2009). There are several perspectives regarding QA: for academics, it refers to knowledge; for employers, it is about competence; for students, it is about employability (usability); for society, it is about respect and competent citizens; for the state, it is about the conception assumed (Fernández-Lamarra, 2005; Woodhouse, 2013).

Quality assurance is a “planned and systematic review of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are being met, maintained and enhanced” (UNESCO, 2004; Materu, 2007). It is about the practice of defensive and protective method for guaranteeing the “quality of inputs”, “teaching-learning process”, “and outcome”, “academic achievements” of learners and “environment” before things go crazy. In the same perspective, Mishra (2007) describe it as a “conscious and planned process which is responsibility of everyone in an educational institution, though the top management sets the policies and priorities” (p.32). Thus, “QA should be an ongoing and a continuous process”.

From these definitions, I can say that “QA is a set of activities established by these relevant authorities and bodies to ensure that educational services satisfy consumer requirements in a systematic and reliable fashion”. Thus, it is both an internal and external activities mechanism designed for quality management of educational programmes and operations. Consequently, a quality assurance system in HEIs is about the sum of “the policies”, “values/attitudes”, “procedures”, “structures”, “resources” and “actions” committed to guarantee consistent enhancement of quality of the educational

processes. It ensures constant course of progress in the excellence of instructional process and activities.

In HE, quality assurance practices come in two different forms: Internal and external quality assurance practices. “The internal quality assurance (IQA) practices refer to the institution’s own initiatives, processes, procedures and systems for ensuring that the institution is fulfilling its mission, objectives and intended purposes in an effective, efficient and meaningful manner”. “IQA also ensures that the institution is meeting external benchmarks, standards and norms that apply to higher education in general, or to the profession or discipline in particular” (Tsevi, 2014, pp. 22-23).

The external quality assurance (EQA) practices refer to the controls put in place by external bodies or agencies to ensure that the activities and products of an institution are generally acceptable and are able to fulfill the intended purposes. This requires that there will be in place established acceptable standards and programme level benchmarks which become the yardstick against which quality is measured. “External quality assurance mechanisms would include accreditation, quality audit, and quality assessment” (Tsevi, 2014, pp. 22-23).

In HE, quality assurance is of extraordinary significance since it is a precise, organized and constant process that focuses on quality to ensure the development of value in HE. It additionally targets making HE meet the assorted and developing requirements of the new age learners, employers in both indigenous and worldwide business sectors and sponsors (Van Der Bank & Popoola, 2014a). QA is likewise a significant component for public

responsibility, especially for government, which hopes to see educational activities with proper norms (Harman & Meek, 2000).

Similarly, QA can offer learners helpful data for their selection of colleges or educational programmes amidst numerous different proposals. It gives learning programmes that meet learners' anticipations, principally, because of their dynamic participation in the self-evaluation process and consequently expanding the fulfillment of recipients like "students", "employers" and "parents". And, more prominently, at the meso level, quality assurance can add to the perfection of both management and teaching processes. This can foster the enhancement of overall systems (Harman & Meek, 2000). In addition, it offers a scholarly setting where scholastics can assume accountability concerning individual scholarly and proficient development (Van Der Bank & Popoola, 2014b).

Quality Assurance Practices in Higher Education in Ghana

Quality assurance in HEIs in Ghana started in the mid 1990s because of an expansion in the quantity of private organizations, offering "post-secondary education" and the concern over their level of performance and productivity (Tsevi, 2014). Following the PNDC Law 317 and its succeeding modification into NAB Act 744, 2007, the NAB ensures that HEIs in Ghana set-up Internal Quality Assurance Unit (IQAU). This is a legal necessity among TE in Ghana. Within a limit of five (5) years, tertiary organizations endorsed by NAB are mandated to set-up IQAU for effective administration of programmes and services. As per NAB, the presence of useful IQAU is a vital driver in examining the achievement of an organization towards "institutional re-accreditation" and "the grant of a presidential charter" (NAB, 2012).

Quality assurance activities of universities in Ghana include both institutional and programme accreditation at the external level. Accreditation is mandatory for both public and private institutions. However, institutional accreditation is not required for chartered universities/institutions though programme accreditation continues irrespective of the status of the institution. Chartered universities are rather subjected to five-year cyclical reviews to ensure that governance and other structures are functioning effectively towards achieving the set goals of the respective institutions. On the other hand, institutions that are not chartered are required by law to have institutional affiliation with chartered or recognised institutions, in or outside Ghana, for the purpose of mentoring and award of certificates to graduands of non-chartered institutions. Affiliation is an institutional mentoring process which has been acclaimed as a best practice by the “International Network of Quality Assurance Agencies in Higher Education” (INQAAHE).

“Quality assurance practices in universities in Ghana is prescribed by both fitness for purpose and fitness of purpose” and as such relies on both the external controls of the NAB through Academic Audits and a reliance on an internal quality culture. Though of purpose requires programme level benchmarks, these are not generally not available in Ghana (Alabi et al, 2018). However, steps have been taken by the NAB to develop benchmarks for the various disciplines. Typically, “internal quality assurance practices include but are not limited to the implementation of strict student admission, staff recruitment and promotion policies, examination controls and regulations, resource planning and standardised internal procedures” (Alabi et al, 2018).

There has been advocacy for Ghana to move from the input-based quality approach which is typically a control philosophy to a process and outcome approach. Worthy of note will be a reconsideration of the strict entry requirements to higher institutions in Ghana. Currently in the HE environment, it appears Ghana as a country does not have national policy for quality assurance, national quality assurance framework, national qualification framework, programmatic benchmarks for HEIs and national data repository for HE statistics. In view of these loopholes, there has been myriad of repercussion on the quality assurance practices and initiatives by various HEIs.

“As a regulatory mechanism, quality assurance focuses on both accountability and improvement”. However, “at the moment most national quality assurance agencies seem to focus on the accountability aspect rather than the improvement” (Baryeh, 2009, pp. 22-29; Utuka, 2012; Tsevi, 2014). The subject of balancing responsibility and enhancement in HE quality assurance has turned into a significant worry as of late and numerous researchers have added to the discussion (van Vught & Westerheijden, 1994; Wilger, 1997). As indicated by van Vught and Westerheijden (1994), a public QAA demands to blend both “internal” requirements of HEIs (i.e., improvement) and “external” necessities of society (i.e., accountability) in quality assurance, as referenced previously. Cambell and Rozsnyai (2002) likewise contend that if “external quality assurance” (e.g., necessities for the endorsement and plan of academic programmes) is exceptionally unbending, then, HEIs might not have the adaptability to react quickly or in a creative way to new requests.

Quality Assurance Policy in University of Cape Coast

QA has become a major issue and concerns in contemporary university administration globally and UCC is not exception. This has been occasioned by a number of reasons including competitiveness in the job market, proliferation of HEIs, and emergence of social accountability and rapid expansion in enrolment in the face of dwindling resources imposes a burden with the potential of comprising quality. These trends pose tremendous challenges to a number of universities especially those in Africa where the phenomenon of massification is grossly mismatched by low levels of resourcing (Mohamedbhai, 2008).

Also, this enjoins “universities to assure the quality of their academic programmes and the delivery mechanism and also requires managers of the universities to constantly improve quality and promote transparency in order to safeguard public interest and confidence in their awards” (UCCQAP, 2010, pp. iii-iv). Also, the tenet of globalisation and intense competition locally and international makes it imperative for HEIs to ensure careful internal examination of the various academic processes and procedures and parity in the design and delivery of academic programmes such that irrespective of the location their products are competitive globally (UCCQAP, 2010; QAA for Higher Education, 2014).

On this account, the AUC, AAU and UNESCO Cluster office has accordingly obliged member institutions to set up QA units to strengthen both internal quality and external quality assurance in African universities and harmonise activities at national, regional and sub-regional levels. Many countries have also taken quality of higher education seriously and set up

national bodies to regulate the quality of higher education. In 1992/1993, Ghana, recognising the need for quality in its higher education, system set up three institutions to regulate quality of tertiary education. These include the NAB, NCTE, and NABPTEX.

Since then, several initiatives, policies and regulations have been introduced to enhance “quality in HE and lessons have been learnt over the period”. “The NCTE and NAB have the responsibility of supervising and delivering quality higher education through peer reviews, visits to institutions”, review reports of institutional self-assessments; specific important areas of attention are quality of programmes, numbers and quality of staff, physical facilities such as libraries, laboratories and lecture rooms” (Effah & Mensah-Bonsu, 2001; Materu, 2007).

In Africa, Ghana has been a central member in modern HE quality assurance since it is one of the African nations that has set-up comparatively solid and robust “external quality assurance mechanisms” (Njoku, 2012; Kigotho, 2013). “Ghana is also the headquarters of the Association of African Universities”, which is attempting to fortify institutional capability for quality assurance in Africa’s HE frameworks. Nonetheless, “internal quality assurance” in Ghana’s HEIs requires fortifying, particularly for the polytechnics (Ansah, 2010; Alabi & Mba, 2012; Njoku, 2012; Oyewole, 2012).

In UCC, the institutional vision” to have a university that is strongly positioned with a worldwide acclaim” demands that management strengthen existing processes, put in place quality enhancement mechanisms and monitor them at all levels. This would promote quality delivery in all sectors of the University and ultimately engender high standards in the learners. In view of

this, the early 2000s was characterised by a spate of reviews of academic programmes through faculties, departments and institutes. “The University also, responded to this challenge and call by establishing an Academic Quality Assurance Unit (AQAU) in 2001 to monitor and facilitate the various processes and procedures that directly and indirectly affect academic standards and hence quality of graduates” (UCCQAP, 2010, pp. iii-v).

This unit was later upgraded in 2006 to a DAPQA. This commitment was re-emphasised by the development and implementation of a five (5) year Corporate Strategic Plan (CSP) in 2003 devoted to promoting quality education. This is a clear manifestation of the University’s desire to position itself as one “with a worldwide acclaim”. “DAPQA is charged with the responsibility of monitoring and coordinating the QA practices and processes in the various units/departments and linking the University with relevant external agencies”. “They were also charged with the responsibility to ensure the maintenance as well as continuous improvement of academic standards”. The duties include (a) conducting tracer studies, (b) conducting needs assessment for curriculum review, (c) initiating and monitoring the curriculum review process across the University, (d) monitoring and evaluating instructional quality as well as student performance and (e) organising seminars and training programmes towards academic quality improvement (UCCQAP, 2010, pp. 4-9).

The goal of UCCQAP is to “ensure the attainment of high academic standards through the provision of quality education to students”. This requires the establishment of systems and mechanisms that “continually improve the quality of teaching, learning and research”. The policy aims to: (1) “improve the quality of education” in the University through the development of strong

faculty and quality instructional resources and facilities, (2) engender public trust and thereby safeguard the integrity of the University's academic awards, (3) ensure the development and implementation of high quality and relevant programmes that "respond to the needs of the labour market locally and internationally", (4), ensure establishment of enhanced and continually improved support services for students and staff , (5) encourage the establishment of management system that provide the require ambiance for effective teaching, learning and research, (6) promote quality community service to enhance the University's corporate image, (7) increase to quality education by strengthening the University's learning programmes, (8) "develop strong QA mechanisms that apply to all programmes, processes, procedures, support services and structures across the University" and (9) promote the culture of QA at all the levels in the University (UCCQAP, 2010, pp. 4-11).

Quality assurance dimensions in UCC

The "concept of quality assurance" determinants in HE is quite complicated because there are so many stakeholders involved. Recently, much emphasis has been laid on quality assurance worldwide, and has over the years played a major role in the development of every nation. The UCC has come out with some performance areas under which the evaluation of the entire institution with respect to quality is pinned. This was drafted in the quality assurance policy 2010 as follows:

Admissions: The "quality of inputs" into the educational institutions holds "quality" implications. The quality of students admitted into an institution is an important factor affecting the quality of the final products namely the graduates. UCC has instituted and consistently applied clear and fair admission

policies and procedures to ensure quality and the same time demonstrate equality of opportunity for quality education. Policies and any other information on admission are explicitly defined and made available to applicants. Mechanisms for validating student's entry qualifications are in place (UCCQAP, 2010).

Teaching and learning: The “teaching and learning” constitute a major aspect of the core business of HEIs, such as UCC. The outcomes are largely dependent on the efforts of highly committed and motivated staff, academic programmes, quality governance and management and available resources. To ensure “quality teaching and learning outcomes”, the University ensure that the principle of rational use of resources and cost effectiveness is upheld and effective running of academic programmes and department; regularly open herself to external auditing of the academic programmes with respect to content, delivery methods, and assessment processes; and periodically review and evaluate its academic programmes by involving input from relevant stakeholders. This is done by tracer studies and curriculum review workshops (UCCQAP, 2010). Tutorial support and guidance and counselling services are provided for students. Academic staff are regularly trained and oriented in pedagogy and innovative way of teaching especially the application of ICT to their teaching. The university provides appropriate facilities to provide enhanced teaching and learning. A healthy student-teacher interaction and engagement exist and encouraged to enhance teaching and learning (UCCQAP, 2010).

Assessment of students: The University has strategies for assessing students' performance for adherence to the academic standards that the

university has created for itself. To ensure high academic standards, the university has “effective procedures for designing, approving, supervising, and reviewing assessment strategies for students’ performance”. The assessment practices is rigorous and implemented consistently to “ensure that appropriate academic and professional standard for each award is set and maintained for student performance to be measured against it” (UCCQAP, 2010, pp. 13-14). The university do this by approving and widely publishing mechanisms and regulations for both continuous and end-of-semester assessments. A schedule of examination and duration of assessment are clearly defined, documented and appropriate feedback provided to students to give update of their performance and progression to promote learning and facilitate continuous improvement. The “assessment tools enable students to demonstrate the extent to which they have achieved expected learning outcomes”. The assessment instrument and processes are conducted fairly, varied and validated by external examiners and professional bodies. This makes the process credible and increase students’ confidence in the integrity of the assessment process (UCCQAP, 2010, pp-13-14).

Research and postgraduate studies: Research output and graduate studies have now become key hallmarks of progressive universities. To achieve the University vision of being strongly positioned with a worldwide acclaim, the university actively promote and consistently monitor and evaluate research and graduate studies. The university also emphasised on the provision of adequate financial and other resources for research and graduate studies; relevance research to national socio-economic development needs; meeting national and international standards; fulfilling staff development’s needs;

compliance with institutional policies, procedures, and ethics on research and publications; enhancing teaching with research findings and effective dissemination channels and impacts of research outcomes (UCCQAP, 2010).

Recruitment and development of staff: The quality of staff in a university is a major QS component which directly impacts on students' performance and behaviour outcomes. The University has put in place clear, fair and explicit policies and apply them to consistently ensure bringing on board excellent staff and facilitating their subsequent professional development (UCCQAP, 2010). Transparent qualifications and other requirements should be used to underpin judgements that are made during the selection process for recruitment to bring on board, good quality staff. Staffs is developed and their capacity built to equip them through scholarship, seminars, workshops to highly motivate them to work effectively to deliver their services with professionalism and to satisfy the customer (UCCQAP, 2010).

Support services and facilities: These are facilities and services need to enhance and sustain “quality teaching, learning and research” as well as sustain the welfare of staff and students. These facilities and services should be easily accessible, effective and should meet current trends. The university provides modern and well-equipped library, laboratories and lecture halls, efficient ICT facilities and suitable office and accommodation for staff. Other services provided are health facilities and sanitation services, transport facilities, accommodation facilities, counselling services, cafeteria services, sports and recreational services, security and safety services. The university also provides students' affair unit, students financial support information office and student

handbook/Guide and Charter are made available to all students (UCCQAP, 2010).

Governance: Good governance is an important factor of QS in HEIs in view of far reaching impact it has on the academic ambience. Accordingly, the university operates a dynamic organisational structure that explicitly indicates hierarchy and responsibilities guarded towards the fulfillment of its vision and mission statements. The university do this by ensuring dynamic and open door administrative mechanism that employs the committee system of governance; periodically review institutional statutes, strategy, policies, and regulations; encouraging colleges, faculties, schools, departments, institutes, centers and units to develop their own strategic plans that feed into corporate strategy; ensuring that clear and well-published institutional values are held; providing effective mechanism for staff appraisal; encouraging student involvement in decision making process and their representation on appropriate boards and committees; enhancing vibrant and progressive students governance system and ensuring effective communication among management, staff and students and other stakeholders (UCCQAP, 2010).

Social integration and internationalisation: Internal cohesion is a catalyst for achieving institutional goals and thereby promoting visibility of an institution locally, national and internationally. International visibility is an attribute continually desired by all progressive HEIs in order to effectively push their influence beyond national frontiers. These visibilities are important element of QS (UCCQAP, 2010). The university has put in place sound policies and regulatory mechanism to guide on-campus integration as well as integration with immediate and wider national communities; create a multicultural

environment; establish a vibrant website; facilitate publication in reputable foreign journals and other international publishing houses, encourage the organisation and attendance of international and local workshops and conferences and establish linkage arrangements and collaboration with foreign and local institutions to promote research, internship and staff and student exchange programme. The university also emphasised harmony and team spirit among the different categories of staff and students, appropriate and active “involvement of staff and students in decision making; policy implementation and outreach programmes” (UCCQAP, 2010, pp. 13-17).

Equal opportunity: Equal opportunity relates to the policy of non-“discrimination on the basis of gender, age, physical status, race/ethnicity, political affiliation or creed”. This global human rights provision should be highlighted and upheld by institutions of higher learning. The university has an affirmative action policy exist in favour of women and other marginalised groups which ensures that gender equity and advocacy units exist, gender equity is mainstreamed in the university, sexual harassment policy exist, physical facilities are provided with the physically challenge in mind and aid have access and move freely to conduct their business and to work (UCCQAP, 2010, pp. 13-19).

Finances: A vibrant HEI thrives on a sound financial footing and prudent financial management. Stringent financial control mechanisms are therefore necessary to keep the institution constantly solvent. All staff, under the directorate of finance are familiar with existing financial instruments such as the Financial Regulation Act, Audit Act and Stores and Procurement Act and comply with the same to effectively keep and manage the financial books of the

university to give a true and transparent financial performance of the university. The university has also focus on appointing competent staff to manage its finances; evolving prudent mechanisms and strengthening existing ones for income generation to support the institution's activities and operations; establishing clear and efficient modalities for settling financial obligations to ensure minimal malpractices at all levels and financial planning that addressed the institution's strategic plan (UCCQAP, 2010).

Overview of Management Education Programme (MEP) in HE

In an ever-changing world of business organisation, management trends keep evolving by the day. Now, business institutions and other non-commercial entities are being run purely on business theories and models. This is increasing the demand for management professionals. Accordingly, this has opened more avenues for management graduates in this field. This implies that all business organisations regardless of their size needs managers (management). This is where MEP is needed in the economy.

According to Vargas-Hernández (2020), "Management Education" is an "academic discipline" or programme in HE by which "students are taught to be business leaders, directors, managers, executives, and administrators". It focuses on "process of imparting or acquiring knowledge to develop the members of the executive or administration of an organization or business, managers or employers collectively, or train in the techniques, practice, or science of managing, controlling or dealing, in the skillful or resourceful use of materials and time" (Baporikar, 2018; Karani & Achuthan, 2019; Ramakrishna & Sakkthivel, 2020).

MEP plays a “significant role in the economic development by providing knowledge and skills to the learners which they can apply to solve problems in business and office occupations” (Idialu, 2007; Amoor, 2008). The “main purpose of MEP is to produce employable, ethical, creative and life-long independent thinkers to lead the economy” (Amoor, 2008; Dhaka, 2011). It “produces competent, skillful and dynamic learners who can be management lecturers/teachers, managers, office administrators and businessmen and women that will effectively compete in the world of work” (Odunaike & Amoda, 2008). It “typically prepares students for an occupation in business or a business-related field or a teaching career in academics” (Dhaka, 2011; Esene, 2012).

In UCC, MEP covers both B.Ed. Management and BMS. These programmes train learners on how corporate entities are run and manage. It also trains learners on planning and efficient utilisation of organisation resources in a coordinated manner. Learners are also taught the different structures in organisation management; exposed to effective organisation theories and models (UCC Prospectus, 2019). Core skills such as communication, interpersonal, IT proficient, time management, teamwork spirit, leadership, idea generation, emotional intelligence, good behaviour and attitude, critical and problem-solving skills that are key requirements of a good manager are taught in the programmes (UCC Prospectus, 2019). The programmes also place a lot of focus on entrepreneurship education. Graduates from the programmes are empowered to take up management roles in all sectors. The programmes also train learners to be professional teachers in Management (UCC Prospectus, 2019).

Quality in Management Education Programme (MEP) in HE

HE is a product (i.e., both goods and service) (Nazeer, 2015). This implies that the MEP to be offered by UCC to students is basically a service. Accordingly, “quality” in the MEP is “one of the key elements in determining the socio-economic significance of the programme in HEIs” (e.g., Baporikar, 2018; Baporikar & Sony, 2019; Karani & Achuthan, 2019; Vargas-Hernández, 2020). The “concept of “quality” in HE is of immense concern for academics and academia globally” (Nadim & Al-Hinai, 2016) and HEIs in Ghana are no exception. Quality is an elusive concept which contains multiple-layers (Green, 1994). As a result, quality in the MEP is a multi-dimensional construct. This is because “quality” is often “subjectively associated with certain concepts and certain expectations held by individuals with regard to the perception of what is good” (Oza & Parab, 2012).

“Quality has been described in terms of conformance to standards/specifications/requirements” (Crosby, 1979), “fitness for purpose/use” (Juran & Gryna, 1993), “customer's perception of the overall quality or superiority of a product or service with respect to its intended purpose, relative to alternatives” (Aaker, 1991). Likewise, Deming (1993) explains quality as reducing and managing variation. American Society for Quality [ASQ], (2012) also defines “quality as a totality of features and characteristics of a product or service that bears on its ability to meet a stated or implied need”. Based on these definitions, in UCC, “quality is regarded as a descriptive or perspective level of acceptance of a product; in this case, the graduate (students) and academic programme” (UCCQAP, 2010, p.2). From these explanations, it

is “evident that the main aspect is about satisfying customers’ needs and meeting their expectations” (Takalo, Abadi, Vesal, Mizaei, & Nawaser, 2013).

In this study, quality in the MEP is defined as fitness of purpose/use of the programme and fitness for purpose. Thus, the extent to MEP fulfils its aims by satisfying student’s requirements, needs or desires and the degree to which the products (i.e., students) conform to essential requirements or sectoral standards and meet the needs of users for which they are intended. The fitness of purpose would be evaluated by lecturers and students on certain factors namely QLE, QS, QT, QSE, SCA, SAT with the programme.

To match the requirements and anticipations of stakeholders, it is diaphanous that HEIs in Ghana must sustain the quality in their programmes like MEP because quality is the only currency which appears to be universally recognised and accepted in education. Nowadays, students as consumers of educational offerings are quality conscious and it is essential that a desire for quality in the MEP is developed. Accordingly, providing QLE, QS, QT, QSE, SCA, SAT level with the programme, creating new courses and customising them as per the interest of the industry as well as the students is the need of the current MEP in Ghana. MEP in UCC is a “coherent, organized and structured whole, composed of objectives, activities and means”. To maintain its status quo and stay world-class programme, it has to be reinvented “from time to time” to meet the modern needs of the dynamic global business environment. Also, to ensure that the MEP is fulfilling its mandate (e.g., producing highly capable and competitive graduates), the programme must be evaluated to help in its reconstructing for quality education.

Concept of Quality Learning Environment (QLE) in HE

The main goal of “teaching and learning process” is to achieve in the student helpful change in conduct through basic reasoning and critical thinking. This interaction in any case, does not happen in vacuum yet in a climate and an atmosphere planned and organised to smooth learning. Quality education can only take place in safe and supportive environments, consequently, QLE has attracted many researchers’ attentions for decades (Yang, 2013; Psycharis et al., 2013; Fraser, 2014; Budak, & Kaygin, 2015; Yang et al., 2015). “QLE refers to the atmosphere, ambience, tone, or climate that pervades the particular setting” (Fraser, 2012, pp.1195-1198; Dorman, 2014). The concept of QLE, as applied to educational settings, “refers to social, psychological and pedagogical context in which learning occurs and which affects student’s achievement and attitude”.

QLE has two aspects: “One is the physical environment (the material setting of the classroom such as furniture, lighting, spaces, desks, and chairs) that affects the safety, the comfort of students, and learning and personal development of students”. The other is the “psychological environment referring to the social quality of the school and classroom”. It encompasses the “assessment methods, curriculum, teaching methods, physical locations, context, atmosphere of the institution, culture of a school or class and its presiding ethos and characteristics, including how students interact with and treat one another, as well as the ways in which teachers may organize an educational setting to facilitate learning” (Fraser, 2012; Tripathy & Dudani, 2013; DiTullio, 2014; Dorman, 2014; Bakhshialiabad et al., 2015).

Extant researchers found that QLE is a “potent predictor of student cognitive and affective outcomes” including satisfaction, retention,

participation and engagement, academic success, learning experiences, social behaviours, perceived well-being, enthusiasm and motivation to learn, aspirations, contribute to less aggression and violence, sexual harassment amongst students, learning approaches and skills acquisition (Fraser, 2012; Sayed & El-Sayed, 2012; Chukwuemeka, 2013; Sharkawy et al., 2013; Tripathy & Dudani, 2013; DiTullio, 2014; Bakhshialiabad et al., 2015). It also influences the quality of service, quality of teaching and learning, teacher effectiveness, school efficiency, effective curriculum, assessment and teacher competence and development (Hénard, 2010; Chukwuemeka, 2013; Sharkawy et al., 2013; Tripathy & Dudani, 2013; Bakhshialiabad et al., 2015; Chmielewski-Raimondo et al, 2016).

Lecturers and students may perceive the same QLE differently because it is an elusive and multidimensionality construct. The faculty and learners' perceptions of the institutional site can be a reason for carrying out adjustments and consequently advancing the educational climate. The assessment of the educational milieu is basic to the conveyance of an excellent, "student-centered curriculum". Therefore, QLE should be created to help all learners in their learning interaction, and instructors and support work force in their missions.

Concept of Quality Service (QS) in HE

HEIs are playing an increasingly important roles in the socio-economy development of many nations including Ghana. In today's world of globalisation, proliferation of HEIs, rapid expansion in enrolment, competitiveness in the job market and emergence of social accountability, "rendering quality service (QS) is a key for success for HEIs", and many practitioners and academics harmonise that QS is the "most powerful

competitive tool currently shaping marketing and business strategy” (Briggs & Wilson, 2007; Coles, 2012).

However, “many researchers concur that service quality is an elusive and multidimensionality concept and there is considerable debate about how best to conceptualise this phenomenon” (e.g., Krampf & Heinlein, 2014; Ali & Raza, 2017). “QS stems from a comparison of performance perceptions with expectations” (Parasuraman et al., 1994, p. 116) and overall impression that customers have of an organisation and its services” (Bitner & Hubbert, 1994). Others argued that “QS is derived from perceptions of performance alone” (Cronin & Taylor, 1992, p. 58) and from “a comparison of performance with ideal standards” (Teas, 1993, p. 22). Consistent with general “service quality (SQ)”, “educational quality service (QS) could be considered as the difference between what a student expects to receive and his/her perceptions of actual delivery” (Zeithaml & Bitner, 2003; O’Neill & Palmer, 2004). Synchronising these perspectives, I would say that, since the concept of quality of educational service stems from the concept of modern marketing, QS in HE is a fundamental aspect of educational excellence. Students as consumers of educational offerings seek quality academic programme in order to gain the full academic competence to successfully compete in the labour market.

A plethora of researchers concluded that QS in HEIs influenced students’ behavioural outcomes inclining satisfaction, retention and loyalty (Alves & Raposo, 2010; Krampf & Heinlein, 2014; Kotler & Keller, 2015; Kotler & Armstrong, 2016). QS, also influences the quality of learning environment, teaching and learning, level of student engagement and competencies development of students (Malik et al., 2010; Brown, 2014; Kashif

& Ting, 2014; Dicker et al., 2017). Outstanding QS in MEP could give a HEIs like UCC a “competitive advantage which leads to superior sales and profit growth”. Therefore, knowing what the students expects is an essential step for delivering good service quality. The University (UCC) should become student-focused (client-oriented). They should “develop strategic preferences to ensure that the services meet students’ needs and expectations”.

Dimensions of quality service (QS) in HE

Students as customers of educational offerings may not identify “quality” in a “one-dimensional way”, but somewhat appraise “quality” on different components applicable to the specific circumstance (Zeithaml & Bitner, 2003; Zeithaml et al., 2009). The watershed research of Parasuraman et al. (1994, pp. 111-124) “identified five specific dimensions of service quality (tangibles, reliability, responsiveness, assurance and empathy) that apply across a variety of service contexts, including HEIs”. The five sub-scale are explained below.

Tangibles (Adequacy): It refers to the physical appearance and adequacy of equipment, physical facilities, instructional resources, communication materials and faculty (personnel) of an educational institution (Parasuraman et al., 1994; Zeithaml & Bitner, 2003; Zeithaml et al., 2009). Example of tangibles in the context of this research would be the university having quality academic and non-academic staff, quality teaching and learning materials, facilities, equipment among others.

Reliability (Delivering on promises): It refers to the “ability of educational institutions to comply with what is promised and perform the promised service dependably and accurately without error” (Parasuraman et al.,

1994; Zeithaml & Bitner, 2003; Zeithaml et al., 2009). Examples of “reliability” with regard to this examination would incorporate students getting services from the institution at the time it was guaranteed to them, the institution showing earnest premium in tackling students’ issues as they emerge, rendering services to students accurately the initial time and demanding blunder free records as far as management at the establishment.

Responsiveness (Being willing to help): It refers to the ability of educational institutions to help the students and provide prompt, swiftness and agility service to students. “This dimension focuses on attentiveness and promptness in dealing with customer requests, questions, complaints and problems” (Parasuraman et al., 1994; Zeithaml & Bitner, 2003; Zeithaml et al., 2009). Examples of “responsiveness” with regard to this exploration would involve college workers informing learners precisely when services will be executed, staff giving brief assistance to students just as being willing to help them when needed to do as such.

Assurance (safety, professionalism, courtesy, credibility): It refers to “the knowledge, skills, capabilities, and courtesy of faculty and staff, as well as their ability to convey trust and confidence to students”. It includes “competence, politeness, effective communication, general attitude, safety, professionalism, courtesy and credibility that serve customer effectively and efficiently” (Parasuraman et al., 1994; Zeithaml & Bitner, 2003; Zeithaml et al., 2009). Examples of “assurance” concerning this investigation would comprise the conduct of staff at a college imparting trust in the learners, students having a sense of security in their businesses with the university, workers of the college

being polite with learners and staff having the knowledge and skills to respond to learners' inquiries.

Empathy (accessibility, communication and understanding of the users): It refers to the “willingness of an educational institution to provide meticulous and individualised attention to students, provide care, provides access to information, the capacity to listen or communicate and to understand needs”. “The essence of empathy conveys the message that customers are unique and special” (Parasuraman et al., 1994; Zeithaml & Bitner, 2003; Zeithaml et al., 2009). Examples of “empathy”, in the college setting, would embrace the organisation offering learners’ personal consideration and understanding the particular requirements of their students.

Concept of Quality Teaching (QT) in HE

Quality education is not possible without quality teaching (QT). QT has turned into an issue of important concern as the scene of HE has been confronting ceaseless alterations: expanded global contest, expanding social and topographical differences of the learners, expanding requests of “value for money” from many stakeholders, presentation of data advancements etc forth (Biggs, 2003; Byrne & Flood 2003; Henard & Leprince-Ringuet, 2008; Macfarlane, 2011). The concept and definition of QT “depends on the meaning one chooses to give to the concept of “quality”. Indeed, the concept of “quality” is multi-layered and complex word. This is so, because the conceptions of QT happen to be stakeholders relative. Thus, individual stakeholders may hold different conceptions of what quality teaching means to them (Tam, 2001; Henard & Leprince-Ringuet, 2008).

Researchers defined QT as an effective instruction, understanding and application of pedagogical principles that facilitates quality learning among students through best-practices “as opposed to the didactic “chalk and talk” transmission of information” (Ramsden, 2002; Biggs, 2003; Powell & Bodur, 2016; Burgess & Evans, 2017). In the same vein, Adjei-Boateng and Gourneau (2016) define QT as “teaching practices based on high standards of instruction and student engagement”. Thus, “the ability of the instructor to effectively support students’ learning” (Adjei-Boateng, 2016). Similarly, Burbank et al. (2019) defined QT as “an evaluation of instructional performance based upon indicators demonstrated in classroom settings”. These numerous definitions suggest that QT is an elusive concept and very difficult to measure. Based on these definitions, I conceptualised QT as those activities that promote student development and learning. It encompasses “all those teacher behaviours that encourages student to learn, develop, grow and make move towards the institution’s educational objectives”.

Existing examinations discovered that QT in the form teaching methods, teacher–student relationship, teacher passion and enthusiasm, learning environment, teacher availability, clear goals and standards, appropriate assessment, course structure and organisation, academic independence, teacher preparation, use of feedback, concern for students, intellectual motivation, appropriate workload, communication, quality resources and facilities among others are the key determinants of students’ academic success, satisfaction, retention, participation and engagement, academic success, learning approaches and skills acquisition (e.g., Ramsden, 2002; Biggs, 2003; Trigwell, & Prosser,

2004; Hénard & Roseveare, 2012; Yin et al., 2014, 2016; Neves & Hillman, 2016; Zheng, 2016; Alhija, 2017; Wang & Xiao, 2017).

QT in MEP would be upgraded by further developing quality instructional practices utilising “course experience” and the QLE. Accordingly, HEIs should execute assessment instruments to recognise and encourage “good teaching practices”. This could help improve students’ behaviour outcomes during instructional intercourse. Therefore, evaluating QT in the MEP is normally seen more positively by staff, and for the motivations of upholding and improving quality education inside an organisation.

Concept of Quality Student Engagement (QSE) in HE

Globally, one of the indicators of quality education in HE is the quality of student engagement (QSE). QSE has gotten a lot of consideration as a tool to measure the “quality of student learning experiences” (Kuh, 2003; Price & Tovar, 2014). Investigation on QSE is supported by the constructivist philosophy that “education is fundamentally about students constructing their own knowledge” (Krause & Coates, 2008). “QSE is explained as the amount of time, energy and effort students devoted to their academic activities inside and outside of the classroom, policies and practices those institutions use to induce students to take part in these activities, the resources the institution invests in curriculum and other opportunities provided to support student learning and to enhance student collegial experience” (Hu & Kuh, 2002; Kuh; 2003; ACER, 2017; NSSE, 2018).

“QSE is the degree of students’ willingness, persistence, attention, curiosity, interest, optimism, passion and involvement that students show when they are learning or being taught, the ability to overcome learning obstacles,

demonstrate ownership of work” (Bourke, 2019; Karani & Achuthan, 2019) and it is an “indication of meaningful student involvement which also extends to the level of motivation they have to learn and progress in their education” (Andama, 2020). From these diverse definitions, I conceptualised “QSE as all the learning activities provided by the learning institution which allow students to spend quality cognitive, behavioural and emotional time, energy and effort in their learning and learning process whether for a single activity/assignment or for their overall learning experience”. This could tell the “degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which could reflect students’ attitudes toward their overall educational experience”.

Although student engagement is somewhat dissimilar in its definitions and coverage, investigators have arrived at an agreement that the concept is “multidimensional” and comprises diverse features including “academic, non-academic and social aspects of the student experience operating together to reflect students’ positive approach to learning” (Carter et al., 2012; Upadyaya & Salmela-Aro, 2013; Phan, 2014b). Notwithstanding, scholars have reliably differ on the forms of the scopes of “engagement” (Appleton et al., 2008; Li & Lerner, 2011). Archambault, Janosz, Morizot and Pagani (2009) identified “three distinct categories of student engagement including cognitive engagement, affective engagement and behavioural engagement”.

Cognitive engagement: It refers to the cognitive functions and strategies that students adopt and employ during the learning process. This includes “the level of positive attention and interest paid to tertiary communications, time spent planning, organising academic pursuits, use of metacognitive learning

strategies and self-regulation” (Zepke, Leach & Butler, 2010, 2014; Gunuc & Kuzu, 2015; Zhoc et al., 2019). Learners that are “cognitively engaged” show “higher order thinking”, “understanding of the value” and importance of “academic work”, “higher thought processing” and “strategies employed during academic tasks” (Christenson, Reschly & Wylie, 2012; Kahu, 2013; Gunuc & Kuzu, 2015; Ashkzari, Piryaei & Kamelifar, 2018; Zhoc et al., 2019).

Affective/Emotional engagement: It refers to “learners’ emotional and attitudinal reactions to the tasks (i.e., activities and assessments), people (i.e., instructions and students), and systems that make up the learning environment”. It includes the “experience, feelings, attitudes, and perceptions a student has towards school, specifically the student’s sense of belonging, interest, willingness to learn, and general sense of liking school which may be demonstrated through happiness, pride, delight, enthusiasm, openness, joy, elation and curiosity” (Bowden, 2013; Kahu, 2013; Gunuc & Kuzu, 2015; Zhoc et al., 2019). “Emotionally engaged students are able to identify the purpose and meaning behind their academic tasks, and social interactions” (Gunuc & Kuzu, 2015; Zhoc et al., 2019). AE influences both cognitive and behavioural engagement.

Behavioural engagement: It refers to the “observable level of participation or interaction with the learning environment, other students and faculty, learning activities and co-curricular activities” (Gunuc & Kuzu, 2015; Zhoc et al., 2019). “Positive behavioural engagement is measured through observable academic performance including student’s positive conduct; student’s compliance to rule; attendance; effort to stay on task; contribution; participation in class discussions; involvement in academic and co-curricular

activities; time spent on work; and perseverance and resiliency when faced with challenging tasks” (Gunuc & Kuzu, 2015; Zepke, 2014; Kahu, 2013; Ashkzari et al., 2018; Zhoc et al., 2019).

QSE is often considered as a proxy for quality teaching and positively correlated with students’ “behavioural outcomes including academic performance, school adjustment, college achievement, academic resilience, persistence, completion rates and sense of community or belongingness and academic competences” (Kahu, 2013; Wonglorsaichon et al., 2014; Motti-Stefanidi et al., 2015; Estes, 2016). “Conversely, students who are disengaged from school are more likely to experience academic failure, school dropout, and a lot of other negative outcomes such as inadequately knowledge and skills and future educational and work experiences” (Wang & Holcombe, 2010; Miller, et al., 2011). Extant studies revealed that QSE is predicted by institutional policies and practices, QLE, QS, QT, leadership and management practices, setting clear goals and standards, and motivation (Schlenker et al., 2013; Joyce et al., 2018).

Knowing the degree of students’ engagement would provide useful information to Management of HEIs to provide effective governance leadership practices, QLE, QS and QT students’ engagement. To improve the quality of MEP in HE of Ghana, it is important for faculty to have understandings into those practices which involve students in an instructional practices, inspire learning and which are inherent to their educational achievement instead of just concentrating on “attrition and completion rates”. Measuring “students’ engagement” can give a ways to foster a more full comprehension of the understudy insight beyond anyone's expectations.

Concept of Student Competences Acquisition (SCA) in HE

The world is becoming a global village and businesses are making fundamental shifts in the way they organise their activities and operate in the new world economy. Accordingly, “the world of employment has changed dramatically, technology is impacting practices and experiences, and societies are becoming more global and multicultural”. With the rise of globalisation, today’s employers require employees (students) to acquire observable and measurable competence (knowledge, skills, abilities and personal attributes) in addition to technical skills (hard skills) (Watty, Jackling, & Wilson, 2012; Mathur, 2017). This is line with Human Capital Theory (HCT), that education should “produce a balanced human capital considering emotional, spiritual, intellectual, and physical aspects” (e.g., Wessels, & Jacobsz, 2010; Chiappero-Martinetti, & Sabadash, 2012; Baharom & Idris, 2017). Therefore, “students need to prepare themselves to reduce any mismatch of their skills in order to meet the requirements of industry”.

Students’ competences acquisition (SCA) is more difficult to depict since there is no agreement among analysts about the abilities required by freshly selected graduates. The “concept of SCA” varies among researchers and industry players. SCA are often labelled as “21st century skills”, “soft skills”, “generic skills”, “non-technical skills”, “capabilities”, key “competencies”, “key skills”, “core skills”, “life skills”, “essential skills”, “necessary skills”, and “personal transferable skills” (Binkley et al., 2012) and they are considered relevant to both entry-level and established employees (Watty et al., 2012). However, industry's preferred term is “Employability Skills”.

“SCA is a multidimensional construct composed of the skills, attitudes, and behaviours of a learner that contribute to academic success in the classroom and the field of work” (DiPerna & Elliott, 2002; DiPerna, 2006). SCA is defined as combinations of knowledge, skill, attributes and attitude that students develop and apply for successful learning, living and working (Pool & Sewell, 2007; Alberta Education, 2012). In this study, I conceptualised SCA as those “non-discipline specific knowledge”, “skills”, “attributes and attitude” required to get beginning beneficial work, preserving and advancing in the work, acquiring new job if required, and being fulfilled at work. These abilities are not appropriate to a particular occupation execution however can be useful across all enterprises, business sizes and work level.

SCA is important determinants of student retention, academic achievement, satisfaction, workplace success (Lombardi et al., 2011). However, the level of SCA can be influenced by many factors including quality curriculum, quality staff, teacher knowledge, skills, attitude, attributes, student learning approaches and styles, assessment and evaluation policies, quality teaching, learning environment, quality service, student engagement level, instructional resources and facilities (O’Driscoll, 2012; Abou-Shouk et al., 2014; Asfani et al., 2016; Neves & Hillman, 2016). The imperative for HEIs to improve employment skills among students calls for an improvement in their QLE, QS, QT and QSE within educational institutions (Hénard, 2010).

From these discussions, it is worth noting that SCA depend largely on the role of HEIs in the development of these skills. HEIs should evaluate their curriculum and offerings to the identify academia-industry gap. They should also “take stock of the current state of graduate employability from both the

employers', faculty, graduates' and students' perspectives if they are to respond effectively to the knowledge and skills requirements of the industry”.

Concept of Student Satisfaction (SAT) in HE

HE is a vital determinant of “socio-economic growth and development of any nation”. Student are key clientele and partners of any educational enterprise as they consciously choose and buy services (e.g., Oosterbeek et al., 2012; Sumaedi et al., 2012; Sultan & Wong, 2013, 2014). With the HE sector turning into a progressively “competitive market”, learners' satisfaction (SAT) has become a major concern and it is an important component of quality assurance. The concept of satisfaction (SAT) among students has been conceptualized in many different ways because it is viewed as a multidimensional process comprising several factors (Lo, 2010; Qureshi, et al., 2011).

SAT among students is “based on the ability of a HEIs to meet or surpass the expectations of students” (Khan & Matlay, 2009; Rezaei, Rezaei, Alipour, & Salehi, 2011). More recently, Kotler and Keller (2015) also defined customer satisfaction as the “feeling of pleasure or disappointment resulting from comparing perceived performance in relation to the expectation”. Similarly, Kotler and Armstrong (2016) defined “customer satisfaction as the extent to which product's perceived performance matches a buyer's expectations”. For the purpose of this study, I conceptualised satisfaction (SAT) among students as student happiness or contentment with their overall college experience-the feedback which students give towards MEP. It reflects their outcome related experiences (actual performance) with university services in comparison to pre-

consumption expectations. This is in line with theory of expectation confirmation/disconfirmation theory (ECT/EDT).

In every endeavour, SAT among students has individual, institutional and social implications. The level of students' SAT is an indicator of institutional effectiveness, success, financial position, institution reputation, accountability, accuracy of educational system and monitor quality teaching and learning (e.g., Bryant & Bodfish, 2014; Dhaqane & Afrah, 2016). Students' levels of SAT with their educational experience affect their retention, attraction, loyalty and positive word of mouth (testimonials) for the institutions (e.g., Ijaz et al., 2011; Arambewela & Hall, 2013). However, dissatisfied students may discontinue schooling, complain to the school or other institutions (competitors) or engage in negative word-of-mouth which could produce undesirable consequence on reputation and image of the institution (e.g., Banwet & Datta, 2003; Ijaz et al., 2011; Fitzpatrick et al., 2012).

Several factors influenced students' SAT with quality academic programmes and overall educational experience. These may include learning environment, service quality, quality teaching, teacher characteristic, engagement and academic competence, inadequate financing, administrative issues, sense of community, campus climate, institutional effectiveness, academic programmes, understanding issues (canteen service, transport service, hospital services), academic facilities and infrastructures among others (e.g., Dib & Alnazer, 2013; Coscun, 2014; Le Roux & Van Rensburg, 2014; Kara et al., 2016a, 2016b).

Student SAT is “deemed as an important construct for understanding behavioural outcomes at the individual student level”. Assessing student SAT

with educational programmes and experience would provide data that could be utilised by HEIs in order to ensure that educational standards are high. In this regard, evaluating students' SAT with MEP in HE could assist in identifying and implementing areas for development.

Conceptual Framework

Conceptual framework represents researcher's synthesis of literature on how to explain a phenomenon. Thus, the researcher's "map" in pursuing the investigation and how the research problem would be explored. According to Imenda (2014) and Regoniel (2015), conceptual model maps out the actions required in the course of the research given the researcher's previous knowledge of other researchers' point of view and his observations on the subject of research. Based on TQM theory, ECT and CIPP evaluation model, a conceptual framework has been developed for the current investigation (see Figure 3).

Figure 3 shows the conceptual framework of the inquiry which represents quality performance drivers in the MEP. The conceptual framework contains six (6) key variables: QLE, QS, QT, QSE, SCA and SAT with the programme. I conceptualised these variables to measure the quality in the MEP in UCC. The choice of these variables is based on the quality assurance policy of the University. As already pinpointed earlier, MEP is one of the programmes in UCC. The programme is expected to offer services (i.e., QS) to the students within a particular context (i.e., QLE). The nature of services to be offered by the UCC could determine the kind of environment that needed to be provided in the programme.

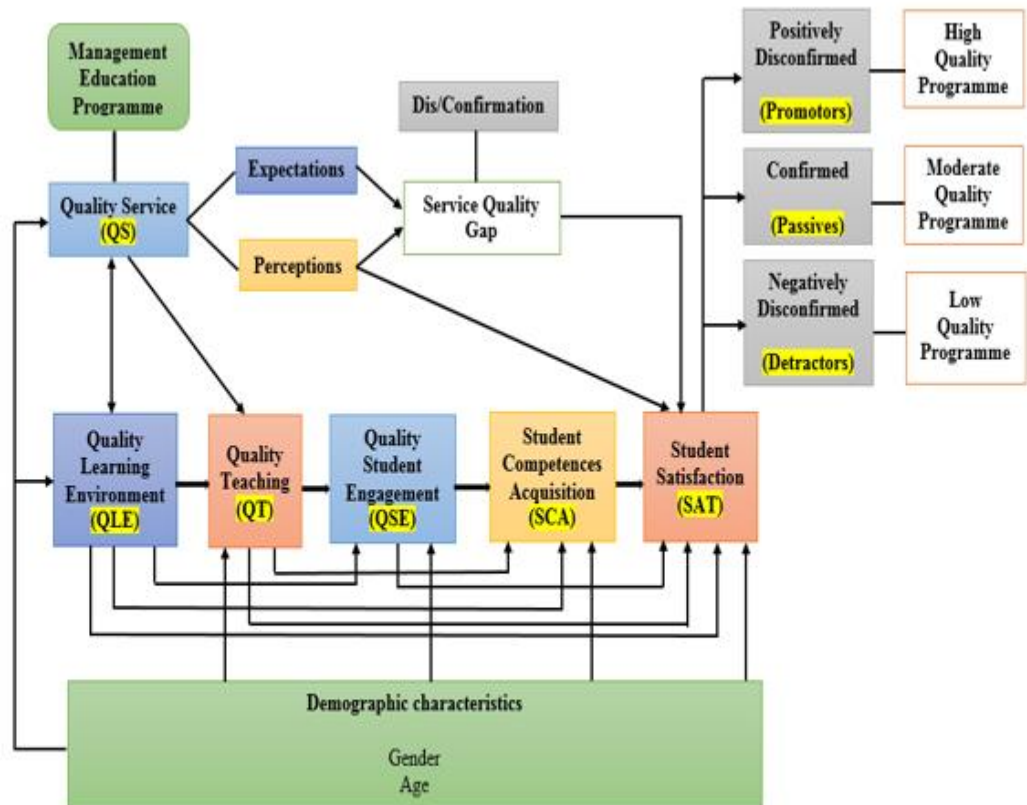


Figure 3: Conceptual framework of quality drivers in MEP
 Source: Author's construct, 2019

However, the learning environment could also influence the kind of services that the university would provide. It is also hypothesised QS would influence quality teaching (QT) that the students may experience in the programme. The QLE to be provided by the university would determine the QT, QSE, SCA and students' SAT level with the programme. It is again hypothesised that QT would predict QSE, SCA and SAT with the programme. Also, the level of QSE could determine the level of competences (i.e., knowledge, skills, attitude, attributes, values etc) to be acquired by the students and their SAT with the programme. All these experiences (QLE, QS, QT, QSE, and SCA) could influence students' SAT with the programme. It is also hypothesised that the way the students perceived the quality in the programme would be based on their demographic characteristics (e.g., gender and age).

Thus, it is believed that the gender and age of the student could influence their perception towards quality in MEP.

Within the quality assurance policy of UCC as defined by TQM theory, the University aims to ensure quality in the academic programmes by ensuring continuous improvement in the learning environment (QLE), services (QS), teaching and learning process (QT), student engagement (QSE), students' competences acquisition (SCA) and the overall satisfaction (SAT) of students with the university product and services (SAT). TQM theory is relevant in this current research because it helps to identify the quality performance drivers in MEP based on the quality assurance policy of the university.

Within ECT/EDT, it is believed that each student had their own expectations of the nature of the programme (programme dimensions/attributes) in terms of QLE, QS, QT, QSE and the SCA. If what the students actually experience (actual performance-perception) is equal to their expectation or does not match their expectations before enrolling on the programme, there would be a service gap (confirmation/disconfirmation) which leads to students' satisfaction or dissatisfaction with the programme. Based on the level of students' satisfaction or dissatisfaction, they could be perceived in three ways, promoters (i.e., actual performance exceed expectation), passive (actual performance equal expectation) and detractors (i.e., actual performance is less than expectation). Both promoters (positively disconfirmed students) and passive (confirmed students) would be an indicator of high quality in the MEP while detractors (negatively disconfirmed students) would be an indicator of low quality in the MEP.

Finally, since providers or managers of the programme need to take decisions about the quality of the programme and its impact in general, the six (6) variables (QLE, QS, QT, QSE, SCA, SAT) as quality performance drivers were evaluated within CIPP model. CIPP model is a management-oriented model for programme evaluation to enhance quality and factual decision making. QLE was used as context evaluation, QS was used as input evaluation, QT and QSE were used as process evaluation and SCA and SAT level were used as product evaluation. An evaluation of these quality performance drivers could determine the worth and merit of MEP in UCC. It could help management takes decisions about restructuring and continuous improvement of the programme. CIPP model is also in line with TQM theory (focusing on the principle of integrated system, strategic and systematic approach, factual decision making and continuous improvement) because it is based on social system theory.

Empirical Review

This section reviews studies conducted by previous researchers on the perceptions of faculty and students concerning quality in academic programmes in HE. This was done according to the thematic areas couched from the research questions/hypotheses that guided the study. The topical areas are lecturers' and students' perception of quality: (1) learning environment (QLE), (2) service (QS), (3) teaching (QT) and (4) student engagement (QSE), student competences acquisition (SCA) and (6) satisfaction (SAT) with the programme in HE.

Lecturers' and Students' Perceptions of QLE in HE

There has been a huge research effort involving the conceptualisations, assessment and investigation of perceptions of aspects of the classroom environment in recent years. However, these studies were conducted in developed and some developing countries using College and University Classroom Environment Inventory (CUCEI) (e.g., Chua, Wong & Chen, 2011; Lay & Khoo, 2012; Strayer, 2012; Dorman, 2014; Farris, 2014; Li, 2014; Tedesco-Schneck, 2016; Matoti, 2019). It seems to suggest that very little is known about the perceptions of faculty and students on QLE in the MEP in HE.

For example, in Malaysia, Lay and Khoo (2012) investigated the “relationships between the perceptions of actual and preferred Science learning environment at tertiary level and the attitudes towards science among pre-service teachers in Sabah, Malaysia”. The study employed survey design and cluster random sampling technique was used to select 23 males and 27 female preservice teachers. Adapted CUCEI was used to collect data from the respondents. The data was analysed using descriptive (frequency, means, standard deviations) and inferential (“Independent samples t-test, Pearson product-moment correlation, and Multiple linear regression”) statistics. The study found that students had a positive perception towards their actual science learning environment ($M = 3.61, SD = .38$) as measured by CUCEI. They had a positive perception towards “cooperation” ($M = 4.16, SD = .58$), “student cohesiveness” ($M = 4.16, SD = .77$), “personalization” ($M = 3.80, SD = .60$), “equity” ($M = 3.79, SD = .81$), “task orientation” ($M = 3.53, SD = .45$), “individualization” ($M = 3.04, SD = .42$) and “innovation” ($M = 2.78, SD = .54$). In contrast, pre-service Science teachers prefer and hope for a better Science

learning environment ($M = 4.30$, $SD = .42$) in most of the CUCEI subscales, especially “Cooperation” ($M = 4.67$, $SD = .51$) and “Equity” ($M = 4.50$, $SD = .60$). There was no significant difference in the perception of the actual ($t = -1.795$, $p = .080$) and preferred ($t = -1.753$, $p = .095$) tertiary Science learning environment between male and female pre-service teachers. Correlation analysis results showed that there were low to moderate, positive and significant correlations between the actual and preferred Science learning environment and the attitudes towards science.

The study of Lay and Khoo is relevant and relates to the current examination, as it dealt with QLE. Conversely, it differs from the present research, because it endeavoured to evaluate the QLE from the views of pre-service Science teachers in Malaysia, while the current investigation focused on Management lecturers’ and students’ perceptions of QLE in the MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Lay and Khoo on QLE and its progress is very ground-breaking in Malaysia, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside pre-service Science teachers’ self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Furthermore, it was noted that Lay and Khoo’s study sampled only 50 pre-service Science teachers. This sample size is insufficient to generate a

satisfactory result, consequently, the need to use a larger sample of lecturers and students. In furtherance, the present research is also dissimilar from the former study due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of Lay and Khoo's study was that it only focused on Science education while the current research focused on MEP.

In a related study in China, Li (2014) validated the CUCEI in the context of Chinese tertiary education. The data was collected from 4617 first-year undergraduate students (116 classes) in two Chinese universities. The students showed positive perceptions towards “personalization” ($M = 3.93$; $SD = .30$), “innovation” ($M = 3.49$; $SD = .49$), “student cohesiveness” ($M = 3.66$; $SD = .26$), “task orientation” ($M = 3.78$; $SD = .32$), “cooperation” ($M = 3.99$; $SD = .29$), “individualization” ($M = 3.15$; $SD = .18$) and “equity” ($M = 4.31$; $SD = .09$). The study concluded that modified CUCEI performs well for the Chinese sample at tertiary schools and it is a promising instrument for assessing learning environment at Chinese university, and can be further applied for empirical studies of Chinese HE.

The study of Li is pertinent to the current investigation because it focused on QLE using CUCEI. However, Li's study was a mere validation of a CUCEI instrument in China using first-year students while the present research strived to examine the perception of Management lecturers and students on QLE in MEP in a HE in Ghana using adapted CUCEI. The former study is different from the current examination in terms of study area, respondents and research philosophy and design. Li's study is interesting and worth commenting in terms of the sample size used. It is believed that it will yield good results. However,

Li's study was conducted in two universities in China, and therefore its outcomes cannot be meaningfully and reminiscently generalised and extended to Management lecturers and students in UCC, Ghana due to discrepancies in socio-economic, cultural, educational policy, programme philosophy and condition of service as well as respondents' values and belief systems. Another drawback of Li's research was that it does not center on MEP as did the current examination.

Equally, in USA, Farris (2014) conducted a study to "explore the relationship of a dominant teaching perspective and student perception of the classroom learning environment". The study employed quantitative correlational design and 12 nursing faculty and 422 students were conveniently selected to respond to CUCEI. The study found that students had a positive perception towards innovation and student cohesion and had negative perception towards satisfaction, task orientation, innovation, and individualisation. The study also found that there was a statistically significant relationship between the transmission and development teaching perspectives and the nursing students' perceptions of the classroom environment.

The study of Farris is relevant and relates to the current examination, as it dealt with QLE. Conversely, it differs from the present research, because it endeavoured to evaluate the QLE from the views of Nursing faculty and students, while the current investigation focused on Management lecturers' and students' perceptions of QLE in MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Farris on QLE and its progress is very ground-breaking in USA, it is a disappointment that the author

did not use other inquiry approaches to triangulate the investigation information aside faculty and students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Furthermore, it was noted that the Farris's study sampled 12 nursing faculty and 422 students. This sample size is quite enough to generate a satisfactory result. In furtherance, the present research is also dissimilar from the former study due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of Farris's study was that it only focused on nursing education while the current research focused on MEP.

In the same year, Dorman (2014) conducted a study to examine "university students' perceptions of their classroom environment and course experiences in Australia". The study used survey design and 495 students participated in the inquiry. Data were collected using CUCEI and the Course Experience Questionnaire (CEQ) and analysed using regression analysis. The study found students had a positive perception towards their classroom learning environment. The students want a learning environment that has an atmosphere of "personalisation", "involvement", "student cohesiveness", "satisfaction", "task orientation", "innovation", and "individualisation". The study further found that CUCEI scales were significant predictors of CEQ scales. Overall, task orientation was the most potent predictor of all five CEQ scales: "clear goals and standards", "generic skills", "good teaching", "appropriate workload"

and “appropriate assessment”. The study concluded that improvements in the classroom environment were linked to more positive course experiences which are being taken as indicators of institutional performance. It was recommended that more attention needed to be paid to classroom environment in colleges and universities.

The study of Dorman is relevant and relates to the current examination, as it dealt with QLE. Conversely, it differs from the present research, because it endeavoured to evaluate the QLE from the views of students in Australia, while the current investigation focused on Management lecturers’ and students’ perceptions of QLE in MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Dorman on QLE and its progress is very ground-breaking in Australia, it is a disappointment that the author did not use other inquiry approaches to triangulate the investigation information aside students’ self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Furthermore, it was noted that the Dorman’s study used 495 students. This sample size is quite enough to generate a satisfactory result. In furtherance, the present research is also dissimilar from the former study due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents’ values and belief systems. Another drawback of Dorman’s

study was that it only focused on learning environment in university in general while the current research focused on QLE in MEP.

In a recent study in UK, Tedesco-Schneck (2016) examined the factors influencing classroom participation of junior-and senior-level nursing students. A quantitative survey research design was used and adapted CUCEI was distributed to 274 junior-and senior-level nursing students in the New England region. The data was analysed using descriptive and inferential (Independent t-tests) statistics. The study found that students had a positive perception towards “personalisation”, “innovation”, “cohesion”, “cooperation”, “individualization”, and “equity”. There was no statistically significant ($p < .001$) relationship between learning environment dimensions (CUCEI) and reported classroom participation (ACPS). However, “there were significant differences between subscales on the CUCEI. Classroom participation was reported to increase when faculty were personal and equitable with students. Classrooms that support cooperation and cohesion amongst students were reported to increase participation. Innovation teaching strategies and individualization allowing shared governance in the classroom were reported to decrease classroom participation”.

The study of Tedesco-Schneck is relevant and relates to the current examination, as it dealt with QLE. Conversely, it differs from the present research, because it endeavoured to evaluate the QLE from the views of junior-and senior-level nursing student, while the current investigation focused on Management lecturers’ and students’ perceptions of QLE in MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the

study by Tedesco-Schneck on QLE and its progress is very ground-breaking in UK, it is a disappointment that the author did not use other inquiry approaches to triangulate the investigation information aside students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Furthermore, it was noted that the Tedesco-Schneck's study sampled 274 students. This sample size is quite enough to generate a satisfactory result. In furtherance, the present research is also dissimilar from the former study due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of Tedesco-Schneck's study was that it only focused on nursing education while the current research focused on MEP.

Most recently, Matoti (2019) in South Africa, "assessed pre-service teachers' perceptions of classroom environments". The study employed survey design and 66 Language student-teachers were used in the study to complete CUCEI scale. The study found that "student teachers' perceptions of their involvement in class ranked high, indicating a moderate to high perception of the tertiary learning environment. Whilst they indicated a positive use of innovative teaching strategies in this particular classroom, task orientation was also ranked highly, indicating that the lecturer still dominated the classroom. The open-ended question revealed both positive and negative experiences. The student teachers perceived positive class experiences included a positive

environment that has been created for them to participate in class through oral presentations including discussions; encouragement and assistance given to students; and emotional stability of the lecturer. The negative aspects revolved around the work overload and inadequate time to prepare for tests. The latter have alerted teacher educators to the concerns that the students have about the course”.

The study of Matoti is relevant and relates to the current examination, as it dealt with QLE. Conversely, it differs from the present research, because it endeavoured to evaluate the QLE from the views of Language pre-service teachers in South Africa, while the current investigation focused on Management lecturers’ and students’ perceptions of QLE in MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Matoti on QLE and its progress is very ground-breaking in South Africa, it is a disappointment that the author did not use other inquiry approaches to triangulate the investigation information aside teachers’ self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Furthermore, it was noted that the Matoti’s study sampled only 66 Language pre-service teachers. This sample size is insufficient to generate a satisfactory result, consequently, the need to use a larger sample in this current investigation. In furtherance, the present research is also dissimilar from the former study due to socio-economic,

cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of Matoti's study was that it only focused on language education while the current research focused on MEP.

Lecturers' and Students' Perceptions of QS in HE

When it comes to students, it is their perceptions of the QS the institution offers that determines success. The perceptions that students form is vital to a HEIs, as the services they offer are intangible and sales rely heavily on a positive perception. A number of studies have looked at QS in several programmes in HE with different findings. Past empirical studies in HE showed that service quality dimensions (i.e., tangibles, empathy, reliable, assurance, reputation and image, understanding and responsiveness) are strong predictors of students' attitudinal responses (e.g., perceived value, satisfaction, retention, loyalty and academic success). There were also service gaps (differences between expectation and actual performance of service) in all service dimensions in education setting (e.g., Bahadori et al., 2013; Mansori et al., 2014; Shaari, 2014; Yousapronpaiboon, 2014).

For example, in Ghana, Banahene et al. (2018) conducted a study to examine the mediating effects of students' attitude towards learning on the relationship between HE Performance (HEdPERF), students' SAT and academic performance in Ghanaian private universities. Explanatory research design was used and structured questionnaire was administered to 600 students in six private universities via purposive and convenience sampling techniques. The data was processed using SPSS version 24.0 and structural equation modelling (SEM). The study found that students perceived satisfactory QS in

terms of “academic aspect”, “non-academic aspect”, and “reputation”, “access” and programme issues”. The study further revealed that “HEdPERF has positive and statistically significant relationships with students’ satisfaction, attitude towards learning and academic performance. Attitude towards learning also has been noted to have positive and statistically significant relationship with students’ satisfaction and academic performance. Attitude towards learning partially mediates between HEdPERF on one hand, and students’ satisfaction and academic performance on the other. The study recommended that managers of private universities should consider service quality effects on students’ satisfaction and academic performance with and without attitude towards learning in their strategic management”.

The study of Banahene et al. is relevant and relates to the current examination, as it dealt with S). Conversely, it differs from the present research, because it endeavoured to evaluate the QS from the views of students in private universities in Ghana, while the current investigation focused on Management lecturers’ and students’ perceptions of QS in MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Banahene et al. on QS and its progress is very ground-breaking in Ghana, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students’ self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the

phenomenon under investigation. Banahene et al.'s study is interesting and worth commenting in terms of the sample size used. It was noted that the Banahene et al.'s study sampled 600 students and this sample size is quite enough to generate a satisfactory result. Although the former study was conducted in Ghana, it is possible that the students' expectation and perception towards QS in the private universities may vary from the public universities in Ghana. Also, the results of Banahene et al.'s study cannot be meaningfully and reminiscently generalised and extended to Management lecturers and students in public universities in Ghana due to discrepancies in educational policy, programme philosophy and condition of service as well as respondents' values and belief systems. Another drawback of Banahene et al.'s study was that it only focused on general quality of service (QS) in private university while the current research focused on QS in MEP.

In another study in Ghana, Bosu, Agormedah and Asare (2018a) investigated students' feedback on QS in HE. The survey design was adopted with a sample of 550 Business Education students selected proportionately from Accounting and Management programmes. Adapted SERVQUAL instrument was used in gathering the data and both descriptive statistics (mean and standard deviation) and inferential statistics (independent samples t-test) were employed in the data analysis. The study found that students provided negative feedbacks on the services offered to them by the University. Apart from the reliability component of the SERVQUAL instrument where students seem to provide positive feedback, negative feedbacks were provided for other components of QS such as tangibility, responsiveness, empathy and assurance. A further analysis of their feedbacks, in terms of gender, indicated that both male and

female students equally concur that that the services provided to them by the University were poor. The study recommended that the management of the University should, therefore, improve the services offered to students in the area of tangibility, responsiveness, and empathy and assurance components of their service quality.

In the same year, Bosu et al. (2018b) in Ghana, assessed the relationship between students' perception of QS and level of SAT in a public university in Ghana. A descriptive cross-sectional survey design was used and SERVQUAL and students' level of satisfaction (SLS) questionnaires were used to collect the data from 550 Business Education students through simple random sampling technique. Descriptive (mean and standard deviation) and inferential (Pearson Product Moment Correlation Coefficient) statistics were used to analyse the data. The study revealed that the students had moderate positive perception towards QS and their level of SAT was moderate. The study also found a significant strong positive relationship between QS and students' satisfaction ($r = 0.70, p < 0.01$). The study recommended that the University should continuously improve their service delivery and that much premium should be placed on students' interest and needs.

The studies of Bosu et al. (2018a, 2018b) are relevant and they relate to the current examination, as they dealt with QS. Conversely, these studies differ from the present research, because they endeavoured to evaluate the QS from the views of Business Education students in a HE in Ghana, while the current investigation focused on Management lecturers' and students' perceptions of QS in MEP in a HE in Ghana. Also, the reviewed studies vary from the present research in terms of respondents and research philosophy and design. Although,

the studies by Bosu et al. on QS and its progress is very ground-breaking in Ghana, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Bosu et al. studies are interesting and worth commenting in terms of the sample size used. The former studies sampled 550 Business Education students and this sample size is quite enough to generate a satisfactory result. Although the former study was conducted in Ghana, typically, in the study area, it is possible that the students' expectation and perception towards QS in the university may vary from each year cohorts. Also, the results of Bosu et al.'s study cannot be meaningfully and reminiscently generalised and extended to Management lecturers and students in public universities in Ghana due to discrepancies in programme philosophy and condition of service as well as respondents' values and belief systems.

A similar study was conducted in Brazil by Arrivabene, Vieira, and Mattoso (2019) to explore the effects of service quality, corporate image on students' satisfaction and loyalty in publicly traded for-profit university (PTFPU) in the state of Rio de Janeiro. Survey design was employed in the research. The study found that students perceived satisfactory of QS in terms of academic aspect, non-academic aspect, and reputation, access and programme issues). The findings revealed further that QS, "student SAT and corporate image have a positive impact on the loyalty of the target PTFPU's students".

Relatedly, in Italy, Masserini, Bini and Pratesi (2019) examine the relationship between quality of educational services, institutional, students' SAT and loyalty. The study used survey design and data was collected through a web questionnaire from 14,870 students enrolled at the University of Pisa. The study revealed that teaching and lectures and teaching and course organization are the main determinants of students' SAT and students' loyalty among the more academic components of the educational service. University image had direct and indirect effects on students' SAT, loyalty and on teaching and lectures.

The study of Arrivabene et al. in Brazil and Masserini et al. in Italy are relevant and they relate to the current examination, as they dealt with QS. Conversely, these studies differ from the present research, because they endeavoured to evaluate the QS from the views of students, while the current investigation focused on Management lecturers' and students' perceptions of QS in MEP in a HE in Ghana. Also, the reviewed studies vary from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Arrivabene et al. and Masserini et al. on QS and their progress are very ground-breaking in Brazil and Italy respectively, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Masserini et al.'s study is interesting and worth commenting in terms of the sample size used. The author used a sample

of 14,870 students and this sample is large enough to produce a satisfactory outcome. In furtherance, the present research is also dissimilar from the study by Arrivabene et al. and Masserini et al. respectively due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of Arrivabene et al.'s and Masserini et al.'s research was that it does not center on MEP as did the current examination.

In a similar study in Indonesia, Suyanto, Usu and Moodoeto (2019) explored the role of QS in building students' SAT. The study employed explanatory study and data was collected through questionnaire from 200 students out of 3,726 population. The study found that QS influenced institution image and student SAT. Further, the inquiry revealed that institution image influenced student SAT. Also, there was significant mediating effect of institution image on the relationship between QS and student SAT. In the same year in Indonesia, Bakrie, Sujanto and Rugaiyah (2019) examined the influence of service quality, institutional reputation, students' satisfaction on students' loyalty in HEI. Quantitative survey design was adopted and data was collected from 185 students at PGRI University Palembang. The study revealed that QS significantly influenced institution reputation and student SAT. The study also found that QS and student SAT have no significant effect on student loyalty. Further, the inquiry discovered that the institutional reputation had significant direct effect on loyalty and QS has significant indirect effect on student loyalty through the reputation of the institution. These findings could help HEIs to make better strategic plans to increase student loyalty.

The study of Suyanto et al. and Bakrie et al. in Indonesia are relevant and they relate to the current examination, as they dealt with QS. Conversely, these studies differ from the present research, because they endeavoured to evaluate the QS from the views of students, while the current investigation focused on Management lecturers' and students' perceptions of QS in MEP in a HE in Ghana. Also, the reviewed studies vary from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Suyanto et al. and Bakrie et al. on QS and their progress are very ground-breaking in Indonesia, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. The sample size of the two studies is really not enough based on the student population. These sample sizes are insufficient to generate a satisfactory result, consequently, the need to use a larger sample of lecturers and students. In furtherance, the present research is also dissimilar from the prior study by Suyanto et al. and Bakrie et al. in Indonesia due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of these studies was that it does not focus on MEP as did the current examination.

In a more recent study in Indonesia, Suprianto, Humaizi and Nasution (2020) examined the effect of the QS on the students' SAT in Medan State

Polytechnic (MSP). Descriptive survey design was adopted and data was collected using adapted SERVQUAL scale from 100 students out of 2,149 respondents. The study indicated that the level of customer satisfaction with QS in the academic section of MSP reached an average of 81.39%. The responsiveness dimension had the highest satisfaction level (84.02%) and tangible had lowest satisfaction (74.88%). The study concluded that reliability, responsiveness, assurance, empathy and tangible simultaneously had significant effect on the students' satisfaction at MSP. Again, in Indonesia, Anggraini (2020) assessed the effect of reputation and academic QS on student SAT at the Interstudi Design College (STDI) in Jakarta. The study used quantitative, explanatory research design and data was collected from 500 students using stratified random sampling method. The study found that the institution reputations and academic QS had significant effect on student SAT. There was significant effect between reputation and academic QS together towards STDI student SAT.

The study of Suprianto et al. and Anggraini in Indonesia are relevant and they relate to the current examination, as they dealt with QS. Conversely, these studies differ from the present research, because they endeavoured to evaluate the QS from the views of students, while the current investigation focused on Management lecturers' and students' perceptions of QS in MEP in a HE in Ghana. Also, the reviewed studies vary from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Suprianto et al. and Anggraini on QS and their progress are very ground-breaking in Indonesia, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside

students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Furthermore, it was noted that the Suprianto et al.'s study sampled 100 students. Based on the students' population, this sample size is insufficient to generate a satisfactory result, consequently, the need to use a larger sample of lecturers and students. Yet, Anggraini's study is interesting and worth commenting in terms of the sample size used. It is believed that it will yield good results. In furtherance, the present research is also dissimilar from the prior study by Suprianto et al. and Anggraini in Indonesia due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of these studies was that it does not focus on MEP as did the current examination.

Lecturers' and Students' Perceptions of QT in HE

A plethora of studies have been conducted to examine the QT in HE programmes. These studies provided strong support for the relationship between faculty and students' perception of QT and student learning, achievement, motivation, students' approaches to learning, student engagement, self-reported development of generic skills, and satisfaction with educational experience.

For example, in UK, Sun and Richardson (2016) assessed students' perceptions of QT, academic environment and approaches to studying in British postgraduate business education. The study adopted quantitative survey design and data was obtained from 469 postgraduate students at six British business

schools via CEQ and Revised Approaches to Studying Inventory (RASI). Path analysis was used to assess the causal relationships among the measurement variables. The study found that students had a positive perception towards QT in the programme. They perceived QT as characterised by “appropriate work load” ($M = 3.12$; $SD = 1.14$), “good teaching” ($M = 3.08$; $SD = 0.98$), “generic skills” ($M = 3.05$; $SD = 0.94$), “emphasis on independence” ($M = 3.01$; $SD = 1.02$), “Clear goals and standards” ($M = 2.99$; $SD = 1.09$) and “appropriate assessment” ($M = 2.91$; $SD = 0.99$). The study also revealed that the students also used deep learning approach followed by strategic and surface learning approach. Furthermore, the results established that there was statically significant relationship between QT as measured by CEQ and learning approaches as assessed by RASI among students. Also, there were direct and indirect effect of gender and age of the students on QT and learning approaches.

The study of Sun and Richardson is relevant and relates to the current examination, as it dealt with QT. Conversely, it differs from the present research, because it endeavoured to evaluate the QT from the views of postgraduate students, while the current investigation focused on Management lecturers’ and undergraduate students’ perception of QT in MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Sun and Richardson on QT and its progress is very ground-breaking in UK, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students’ self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the

phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Sun and Richardson's study is interesting and worth commenting in terms of the sample size used. The study used a sample of 469 postgraduate students and this sample is sufficient to generate acceptable results. In furtherance, the present research is also dissimilar from the former study due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of this study was that it does not focus on MEP as did the current examination.

Recently, in China, Yin and Ke (2017) assessed the relationships between QT in undergraduate education students' motivation and engagement. The study used survey design and data was collected from 882 Chinese undergraduates using "CEQ and Motivation and Engagement Scale for University and College Students (MES-UC)". The study found that the students had a positive perception towards QT as measured by CEQ. They perceived QT characterised by clear goals and standards ($M = 3.15$; $SD = .55$), generic skills ($M = 3.75$; $SD = .54$), emphasis on independence ($M = 3.11$; $SD = .57$), good teaching ($M = 3.26$; $SD = .53$) and appropriate assessment ($M = 3.13$; $SD = .59$). However, they had a negative perception towards appropriate workload ($M = 2.81$; $SD = .61$) as indicators of QT in China. "The correlation matrix revealed that there were positive and significant correlations between the six CEQ factors, although the correlations between clear goals and standards, generic skills, emphasis on independence and good teaching were higher than those between these four factors and appropriate workload or appropriate

assessment”. “The results of structural equation modelling indicate that, although clear goals and standards, generic skills and appropriate workload positively relate to student engagement, appropriate assessment has a dual effect, while good teaching and emphasis on independence have undesirable, negative effects on students’ motivation and engagement”.

The study of Yin and Ke is relevant and relates to the current examination, as it dealt with QT. Conversely, it differs from the present research, because it endeavoured to evaluate the QT from the views of students, while the current investigation focused on Management lecturers’ and undergraduate students’ perception of QT in MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Yin and Ke on QT and its progress is very ground-breaking in China, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students’ self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Yin and Ke’s study is interesting and worth commenting in terms of the sample size used. The study used a sample of 882 students and this sample is sufficient to generate acceptable results. In furtherance, the present research is also dissimilar from the former study due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents’ values and belief systems.

Another drawback of this study was that it does not focus on MEP as did the current examination.

In synchronising these studies, a more recent study was conducted by Yin et al. (2018) in China and Chile to assess undergraduate students' views of QT and approaches to studying. The study adopted quantitative survey design and data was collected from 2043 Chinese and 1669 Chilean undergraduate students using Study Process Questionnaire (SPQ) and CEQ. Data was processed using SPSS version 22.0 and analysed using descriptive (Mean, SD) and inferential correlations, hierarchical regression, MANOVA) statistics. The study found that generally, students had a positive perception towards QT and learning approaches. They positively perceived QT characterised by “clear goals and standards” ($M = 3.35$; $SD = .71$), “good teaching” ($M = 3.31$; $SD = .69$), and “appropriate assessment” ($M = 3.41$; $SD = .85$). However, they negatively perceived their “workload” ($M = 2.89$; $SD = .70$) as an indicator of QT. They also moderately used deep approaches in learning ($M = 3.43$; $SD = .52$). Furthermore, “surface approach was negatively related to deep approach and all four course experience factors. Clear goals, good teaching, appropriate workload and appropriate assessment were positively correlated with each other and were positively related to deep approach but negatively correlated with surface approach”. “The Chinese students and male students were generally in a more unfavourable situation in terms of their approaches to studying and course experiences than their Chilean and female counterparts, and that students who were pursuing majors in science and engineering performed worse than students who were pursuing majors in the humanities and social sciences”.

The study of Yin et al. in China and Chile is relevant and relates to the current examination, as it dealt with QT. Conversely, it differs from the present research, because it endeavoured to evaluate the QT from the views of students, while the current investigation focused on Management lecturers' and undergraduate students' perception of QT in MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Yin et al. on QT and its progress is very ground-breaking in China and Chile, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Yin et al.'s study is interesting and worth commenting in terms of the sample size used. The study used a sample of 2043 Chinese and 1669 Chilean undergraduate students and these samples are sufficient to generate acceptable results. In furtherance, the present research is also dissimilar from the former study due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of this study was that it does not focus on MEP as did the current examination.

Relatedly, in Greece, Asonitou, Mandilas, Chytis and Latsou (2018) carried out a study to examine Accounting students' conceptions of the QT of HE. The study also aims to validate CEQ within the Greek context.

Quantitative, cross-sectional survey design was adopted and data was collected from 268 undergraduate students who were conveniently selected from the Departments of Accounting and Finance in Greece using adapted CEQ. The study found that students had a positive perception towards QT (“good teaching, generic skills, appropriate assessment and clear goals and standards”). The study found that there were statistically significant positive relationships among the four QT variables and students’ overall satisfaction with their educational experience. Further, age, internship scheme and intention to attend postgraduate studies were revealed as predictors of CEQ subscales. More recently in Greece, another study was conducted by Asonitou et al. (2019) to investigate students’ perception of QT in Accounting programme in relation to demographic characteristics. The study used “quantitative, cross-sectional survey design” and data was collected from 268 undergraduate students using adapted CEQ. The study found that students positively perceived QT as measured by CEQ. The study also found that there were statistically significant positive relationships between QT and students’ overall satisfaction and demographic characteristics.

The studies by Asonitou et al. (2018, 2019) in Greece are relevant and they relate to the current examination, as they dealt with QT. Conversely, these studies differ from the present research, because they endeavoured to evaluate the QT from the views of undergraduate Accounting students, while the current investigation focused on Management lecturers’ and undergraduate students’ perception of QT in MEP in a HE in Ghana. Also, the reviewed studies vary from the present research in terms of study area, respondents and research philosophy and design. Although, the studies by Asonitou et al. and their progress are very ground-breaking in Greece, it is a disappointment that the

authors did not use other inquiry approaches to triangulate the investigation information aside students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Asonitou et al.'s studies are interesting and worth commenting in terms of the sample size used. The studies used a sample of 268 undergraduate Accounting students each and this sample is quite sufficient to generate acceptable results. In furtherance, the present research is also dissimilar from the former study due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of Asonitou et al.'s study was that it only focused on Accounting education while the current research focused on MEP.

Relatedly, Avcı and Kalelioğlu (2019) did a study to assess "students' perceptions of education and QT in a teacher training programme in Turkey". A convergent parallel design was used and adapted CEQ was administered to 74 students "enrolled in a pedagogical formation certificate program of a private university". The data was processed using SPSS version 18.0 and analysed using "t-test and one-way ANOVA for independent samples and content analysis for qualitative data". The study found that students had a positive perception towards QT. They indicated "good teaching", "clear goals and standards]", "appropriate assessment", "appropriate workload" and "generic skills" as drivers of quality teaching in Turkey. "Student perceptions of education and QT did not differ significantly according to their gender and type

of programmes. The study suggested that the University administrators should take the lead in improving the quality of education and teaching. They should consider the effects of class size, teaching methods and techniques, student-centered learning, practical course content, visual aids, technology, and teachers' qualifications so as to provide quality education".

The study by Avcı and Kalelioğlu in Turkey is relevant and relates to the current examination, as it dealt with QT. Conversely, it differs from the present research, because it endeavoured to evaluate the QT from the views of students in a teacher training programme, while the current investigation focused on Management lecturers' and undergraduate students' perception of QT in MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Avcı and Kalelioğlu on QT and its progress is very ground-breaking in Turkey, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Furthermore, it was noted that the Avcı and Kalelioğlu's study used only 74 students and this sample size is quite small to generate a satisfactory result, consequently, the need to use a larger sample of teachers and students. In furtherance, the present research is also dissimilar from the former study due to socio-economic, cultural, educational policy, programme philosophy and condition of service

disparity as well as respondents' values and belief systems. Another drawback of Asonitou et al.'s study was that it did not focus on MEP as did the current investigation.

In a related study in Iran, Haghgoo, Asady, Armoon and Bayat (2019) investigated "the relationship between QT and academic engagement among medical students". The study adopted "descriptive-correlational study" and CEQ and academic engagement questionnaire (AEQ) were administered to 124 anesthesia and operating room nursing students using simple random sampling. Data was processed using SPSS version 24.0 analysed analysis using descriptive and inferential (independent t-test, Pearson correlation) statistics. The study showed that there were statistically significant relationships between "good teaching", "clear goals", "appropriate assessment", "appropriate workload", "independence", and "generic skills" with academic engagement (AE) except for the "appropriate workload" sub-scale ($p = 0.234$). However, in Ghana, a study by Quansah, Ankoma-Sey and Asamoah (2019) discovered that assessment practices, a dimension of QT, in HE did not help students to apply their learning to real life. The universities failed to examine their ability to answer practical questions even in their field of study.

The study by Haghgoo et al. is relevant and relates to the current examination, as it dealt with QT. Conversely, it differs from the present research, because it endeavoured to evaluate the QT from the views of medical students, while the current investigation focused on Management lecturers' and undergraduate students' perception of QT in MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by

Haghgoo et al. on QT and its progress is very ground-breaking in Iran, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Furthermore, it was noted that the Haghgoo et al.'s study used 124 medical students and this sample size is quite small to generate a satisfactory result, consequently, the need to use a larger sample of teachers and students. In furtherance, the present research is also dissimilar from the former study due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of Haghgoo et al.'s study was that it only focused on nursing education (medical students) while the current examination focused on MEP.

More recently, Thien and Jamil (2020) examined undergraduate students' perception of QT in HE in Malaysia. The study adopted quantitative cross-sectional survey design and data was collected from 315 students at a Malaysian Research University using adapted CEQ. The data processed and analysed using partial least squares SEM (PLS-SEM). The study found that students positively perceived QT measured by CEQ. They were also satisfied with their educational experience. Furthermore, the study found that "QT ("good teaching, clear goals and standards, and appropriate assessment") had significant effects on students' overall SAT, but a negative relationship between

the appropriate workload and overall SAT”. “There were also no significant differences between male and female groups with the five course experience quality factors on students’ overall satisfaction. Good teaching was noted as the strongest predictor of overall SAT for female students. There is no significant effect of good teaching on male students’ satisfaction. Both male and female students did not perceive the importance of enhancing generic skills that integrated in the course offered by the university. The study recommended that policymakers should improve QT and its quality assurance in terms of course planning and lecture delivery. It was also recommended that the Management of the university should facilitate effective teaching skills, course objectives and learning outcomes to enhance students’ SAT. Changes in the strategies and methods of course delivery and pedagogical aspects at the university should always be in place to support students in developing the skills, knowledge and understanding needed to achieve the intended learning outcomes and increase students’ SAT over their learning experience”.

The study by Thien and Jamil is relevant and relates to the current examination, as it dealt with QT. Conversely, it differs from the present research, because it endeavoured to evaluate the QT from the views of undergraduate Accounting students, while the current investigation focused on Management lecturers’ and undergraduate students’ perception of QT in MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Thien and Jamil on QT and its progress is very ground-breaking in Malaysia, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students’ self-

report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Thien and Jamil's study is interesting and worth commenting in terms of the sample size used. The study used a sample of 315 students and this sample is quite sufficient to generate acceptable results. In furtherance, the present research is also dissimilar from the Thien and Jamil's study due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of Asonitou et al.'s study was that it did not focus on MEP as did the current investigation.

Lecturers' and Students' Perceptions of QSE in HE

To improve the quality of the MEP offered at Ghanaian universities, there is a need for us to understand the levels at which students are engaged in the instructional discourse. QSE is strong proxy for academic achievement, persistence, retention, skills acquisition and satisfaction. A plethora of research has been conducted on QSE in HE, however, these studies produced mixed findings (e.g., ISSE, 2016; NSSE, 2016; Schreiber & Yu, 2016).

For example, in South Africa, Schreiber and Yu (2016) investigated undergraduate student engagement practices in a South African University and its effect on academic performance. "South African Survey of Student Engagement (SASSE) questionnaire" was used to collect data from 13,636 students in seven South Africa HEIs. Data were analysed using descriptive and econometric analysis. The study found that students were highly engaged in

discussion with diverse others and higher-order learning. Contrariwise, they were lowly engaged in student-staff interaction and quality of interactions. “The male students scored significantly higher than female students in quantitative reasoning and student-staff interaction. Female students’ low engagement in quantitative reasoning may be reflective of gender typical responses and of introjected stereotypes. The study concluded that engagement practices at this university differ across gender and they are reliable predictors of academic performance among students”.

The study by Schreiber and Yu is relevant and relates to the current examination, as it dealt with QSE. Conversely, it differs from the present research, because it endeavoured to evaluate the QSE from the views of students, while the current investigation focused on Management lecturers’ and undergraduate students’ perception of QSE in MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Schreiber and Yu on QSE and its progress is very ground-breaking in South Africa, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students’ self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Furthermore, it was noted that the Schreiber and Yu’s study used 13, 636 students and this sample size is very large to generate a satisfactory result. In furtherance, the present research is also

dissimilar from the former study due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems.

In the same vein, a national study was conducted in USA using NSSE (2016) to explore students' engagement which aim at measuring the quality of undergraduate education. A cross-sectional survey design was employed in the study and 530 U.S and 27 Canadian institutions participated in the research. The study found that students from all NSSE Universities were highly engaged with “higher order learning” (first year = 38.8%; final year = 40.8%), “discussions with diverse others” (first year = 40.4%; final year = 41.3%), “effective teaching practices” (first year = 39.4%; final year = 40.3%) and “quality of interactions” (first year = 41.8; final year = 42.5). They were moderately engaged with “reflective and integrative learning” (first year = 35.6; final year = 38.7), “learning strategies” (first year = 39.2; final year = 39.9), “collaborative learning” (first year = 32.3; final year = 32.4) and “supportive environment” (first year = 36.8; final year = 32.9). They were also lowly engaged with “quantitative reasoning” (first year = 28.0; final year = 30.3).

Similarly, another national study was conducted in Ireland using ISSE (2016) examine Irish students' level of engagement in higher education. A survey design was used to sample a total of 29,173 students to respond to the survey. The study found that students from all ISSE universities were moderately engaged with “higher-order learning” (37.5%), “reflective and integrative learning” (31.8%), “learning strategies” (31.1%), “effective teaching practices” (34.2%), “quality of interactions” (37.0%), “supportive environment” (30.1%), however, they were poorly engaged with “quantitative

reasoning” (19.3%), “collaborative learning” (28.9%), and “student-faculty interactions” (12.0%). The study found that the male students are highly engaged in “quality of interactions, quantitative reasoning, faculty-student interaction and experienced effective teaching practices” more than the female students and the female students were more engaged in “higher order learning, reflective and integrative learning and learning strategies” than the male counterparts. Both male and female students had equal level of engagement in “collaborative learning and supportive environment”. The study found that scores for “higher order learning, reflective and integrative learning and learning strategies” are higher for students aged 24 years and older than for other students. Younger students generate higher scores for “collaborative learning and for supportive environment”.

The national study by NSSE (2016) in USA and ISSE (2016) in Ireland respectively are relevant and they relate to the current examination, as they dealt with QSE. Conversely, these studies differ from the present research, because they endeavoured to evaluate the QSE from the views of students, while the current investigation focused on Management lecturers’ and undergraduate students’ perception of QSE in MEP in a HE in Ghana. Also, the reviewed national studies vary from the present research in terms of study area, respondents and research philosophy and design. Although, the study by NSSE (2016) and ISSE (2016) on QSE and their progress are very ground-breaking in USA and Ireland respectively, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students’ self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist

paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. NSSE's and ISSE's national study are worth commenting in terms of the sample size used in the study. It was noted that these national studies used very large student samples and these sample sizes are sufficient to generate a satisfactory result. In furtherance, the present research is also dissimilar from the former study due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems.

Again, in a recent study in USA, Burnette (2017) explored "college academic engagement and first-year students' intention to persist". The study used quantitative, correlational study and data was collected from 2,970 students using "Beginning College Survey of Student Engagement" (BCSSE), the NSSE, and the "First Year Experience" (FYE) module. The study found that the students had a positive perception towards their engagement in academic activities. They indicated a high level of engagement in "learning strategies" ($M = 40.50$, $SD = 13.72$), "supportive environment" ($M = 39.69$, $SD = 13.39$) and "collaborative learning" ($M = 33.72$, $SD = 13.45$) and a low level of engagement in "student-faculty interactions" ($M = 22.51$, $SD = 14.78$). Further, the study discovered that "there was no evidence of a significant relationship between intention to persist and the total or individual academic engagement scores for learning strategies, student-faculty interactions, and collaborative learning". There was "no difference in the mean scores of engagement indicators (student-faculty interactions, collaborative learning, learning strategies, and supportive environment) based on gender".

The study by Burnette is relevant and relates to the current examination, as it dealt with QSE. Conversely, it differs from the present research, because it endeavoured to evaluate the QSE from the views of students, while the current investigation focused on Management lecturers' and undergraduate students' perception of QSE in MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Burnette on QSE and its progress is very ground-breaking in USA, it is a disappointment that the author did not use other inquiry approaches to triangulate the investigation information aside students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Furthermore, it was noted that the Burnette's study used 2,970 students and this sample size is very large to generate a satisfactory result. In furtherance, the present research is also dissimilar from the former study due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of Burnette's study was that it does not focus on MEP as did the current examination.

Relatedly, in USA, a national study was conducted using NSSE (2018) to assess "the extent to which students were engaged in educational practices associated with high levels of learning and development. Quantitative survey design was employed in the study". It was established that students from all NSSE universities were highly engaged with discussions with diverse others

(first year = 39.4; final year = 40.3) and quality interactions (first year = 41.7; final year = 42). They were also moderately engaged with higher order learning (first year = 37.8; final year = 39.8), reflective & integrative learning (first year = 35.1; final year = 37.8), learning strategies (first year = 38; final year = 38.3), collaborative learning (first year = 32.3; final year = 32.5), effective teaching practices (first year = 38.5; final year = 39.4) and supportive environment (first year = 36.1; final year = 32). However, they were lowly engaged with quantitative reasoning (first year = 27.5; final year = 29.6) and student-faculty interaction (first year = 21.1; final year = 23.9). The students also indicated that their “college experience helped them develop a range of career-relevant skills and competencies”. Most faculty indicated that it was “important for undergraduates to participate in high educational impact practices (HIPs) such as an internship, culminating senior experience, service-learning, research with undergraduates, and learning communities”.

In the same vein, a national study was conducted in Ireland using ISSE (2018) with a total of 38,371 students. A cross-sectional survey design was used in the investigation. The study found that on average, students from all ISSE Universities were moderately engaged with “higher-order learning” (38.1%), “reflective and integrative learning” (32.1%), “learning strategies” (31.8%), “collaborative learning” (30.2%), “effective teaching practice” (34.1%), “quality of interactions” (38.7%), “supportive environment” (30.3%). However, they were poorly engaged with “quantitative reasoning” (20.1%), “student-faculty interactions” (12.9%). The study further found that “scores for most indicators are broadly similar for male and female students and that there is no statistically significant difference for collaborative learning and for supportive

environment”. “Indicator scores for female students are higher than those for male students for higher order learning, reflective and integrative learning and learning strategies”. “Indicator scores for male students are higher for quantitative reasoning, student-faculty interaction and for quality of interactions”. “The study revealed that indicator scores for higher order learning, reflective and integrative learning, learning strategies, effective teaching practices, quality of interactions are higher for students aged 24 years and over than for other students”. “Students aged 23 and under report more frequent experience of activities that relate to collaborative learning and supportive environment. The difference in scores for quantitative reasoning between the two age groups is not statistically significant”.

The national study by NSSE (2018) in USA and ISSE (2018) in Ireland respectively are relevant and they relate to the current examination, as they dealt with QSE. Conversely, these studies differ from the present research, because they endeavoured to evaluate the QSE from the views of students, while the current investigation focused on Management lecturers’ and undergraduate students’ perception of QSE in MEP in a HE in Ghana. Also, the reviewed national studies vary from the present research in terms of study area, respondents and research philosophy and design. Although, the study by NSSE (2018) and ISSE (2018) on QSE and their progress are very ground-breaking in USA and Ireland respectively, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students’ self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up

interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. NSSE's and ISSE's national study are worth commenting in terms of the sample size used in the study. It was noted that these national studies used very large student samples and these sample sizes are sufficient to generate a satisfactory result. In furtherance, the present research is also dissimilar from the former study due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems.

In a more recent study, Kaniuka and Wynne (2019) in USA, explored the "relationship between the collegiate learning assessment, student learning activities, and study behaviours". Quantitative survey design was used in the examination. "The participants were freshmen and senior students from 2013 to 2015 that took both the NSSE and CLA. The study used multivariate linear regression using maximum likelihood estimation with missing values utilizing robust standard errors". The study found that the students were highly engaged in "learning strategies" ($M = 42.67$; $SD = 13.88$), "quality of interactions" ($M = 42.25$; $SD = 12.23$), "effective teaching" ($M = 41.81$; $SD = 14.45$), "higher order learning" ($M = 40.77$; $SD = 14.13$) and "discussions with diverse others" ($M = 40.06$; $SD = 17.32$). They were also moderately engaged in "supportive environment" ($M = 38.69$; $SD = 14.24$), "reflective and integrative learning" ($M = 37.28$; $SD = 13.29$), "quantitative reasoning" ($M = 32.26$; $SD = 16.62$) and "collaborative learning" ($M = 32.17$; $SD = 14.51$) but lowly engaged in "student-faculty interactions" ($M = 28.56$; $SD = 15.74$).

The study by Kaniuka and Wynne is relevant and relates to the current examination, as it dealt with QSE. Conversely, it differs from the present

research, because it endeavoured to evaluate the QSE from the views of students, while the current investigation focused on Management lecturers' and undergraduate students' perception of QSE in MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Kaniuka and Wynne on QSE and its progress is very ground-breaking in USA, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Furthermore, it was noted that the Kaniuka and Wynne's study used a very large sample which is sufficient to generate a satisfactory result. In furtherance, the present research is also dissimilar from the former study due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of Kaniuka and Wynne's study was that it does not focus on MEP as did the current examination.

In a similar study, NSSE (2019) was conducted in USA to examine the level of student engagement. "Data was gathered from 281,136 first-year (46%) and senior (54%) respondents from 491 U.S. colleges and universities". The study found that on average, students from all NSSE Universities were moderately engaged with students-faculty interactions. They talked about

“career plans, discussing course topics outside of class, and working with faculty on activities other than coursework. They spend more time on academic preparation. Support for helping students manage their non-academic responsibilities such as work or family increased for first-year students and seniors. These results revealed that the frequency of advising is not nearly as important as the quality of advising to crucial aspects of student engagement and success. Though meeting more often with an advisor had some benefits, the study revealed that the strongest and most consistent relationships were with the quality of academic advising”.

In a related national study, ISSE (2019) was conducted in Ireland to measure the level of students’ engagement in HE. A total of 40,558 students responded to the 2019 survey. The study found that students from all ISSE universities were highly engaged with quality of interactions (first year = 39.4%; final year = 37.5%), higher order learning (first year = 34.9; final year = 36.2%) and experienced high effective teaching practices (first year = 34.8%; final year = 33.4%). They were also moderately engaged with learning strategies (first year = 30.2%; final year = 30.4%), reflective and integrative learning (first year = 29.2%; final year = 31.1%) and collaborative learning (first year = 30.5%; final year = 32.9%). However, they were lowly engaged with student-faculty interactions (first year = 12.1%; final year = 16.2%) quantitative reasoning (first year = 18.4%; final year = 21%), supportive environment (first year = 31.1%; final year = 26.1%). Again, 46.6% of respondents agreed that “lecturers/ teaching staff provided prompt and detailed feedback on tests or completed assignments. Indicator scores for female students were higher than those for male students for higher-order learning, reflective and integrative

learning and learning strategies”. “Indicator scores for male students were higher for quantitative reasoning, student-faculty interaction, quality of interactions, and effective teaching practice. Respondents aged 24 years and over demonstrated higher indicator scores for higher-order learning, reflective and integrative learning, learning strategies, effective teaching practices, quality of interactions, and student-faculty interaction than for respondents aged 23 years and under”. “Respondents aged 23 years and under had higher indicator scores for collaborative learning and supportive environment. The difference in scores for quantitative reasoning between the two age groups was not statistically significant”.

The national study by NSSE (2019) in USA and ISSE (2019) in Ireland respectively are relevant and they relate to the current examination, as they dealt with QSE. Conversely, these studies differ from the present research, because they endeavoured to evaluate the QSE from the views of students, while the current investigation focused on Management lecturers’ and undergraduate students’ perception of QSE in MEP in a HE in Ghana. Also, the reviewed national studies vary from the present research in terms of study area, respondents and research philosophy and design. Although, the study by NSSE (2019) and ISSE (2019) on QSE and their progress are very ground-breaking in USA and Ireland respectively, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students’ self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management

lecturers and students on the phenomenon under investigation. NSSE's and ISSE's national study are worth commenting in terms of the sample size used in the study. It was noted that these national studies used very large student samples and these sample sizes are sufficient to generate a satisfactory result. In furtherance, the present research is also dissimilar from the former study due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems.

Lecturers' and Students' Perceptions of SCA in HE

Students' competences acquisition (SCA) in the 21st century job market cannot be ignored. "The world of employment has changed dramatically, technology is impacting practices and experiences, and societies are becoming more global and multicultural. With the rise of globalisation, employability is becoming one of the main goals for education systems. Today's employers require employees to have both soft skills (non-technical skills) and technical skills. Per this, graduate employability is a key issue for HE". On this account, MEP has a vital role to play in today's dynamic global arena, where the challenges to be met are increasing at a faster pace.

In a study in Germany, Mah and Ifenthaler (2018) examined "first-year students' perceptions toward academic competencies". The study used a "proposed model of five academic competencies (time management, learning skills, technology proficiency, self-monitoring, and research skills)". "Using quantitative data, an initial exploratory study was conducted" (N = 155). The study found that the students had a positive perception towards their academic competencies ($M = 3.46$; $SD = .90$). The students indicated that they were equipped with time management skills ($M = 3.48$; $SD = 1.44$), technology

proficiency skills ($M = 3.95$; $SD = 1.61$), self-monitoring ($M = 3.28$; $SD = 1.01$) and research skills ($M = 4.09$; $SD = 1.31$). However, they were lowly equipped with learning skills ($M = 2.51$; $SD = 1.01$). The study further revealed “first-year students’ perceptions of the role of academic staff in supporting their development, especially in research skills, as well as low self-reported confidence in this competence. First-year students expect little support on self-monitoring and learning skills”.

The study by Mah and Ifenthaler is relevant and relates to the current examination, as it dealt with SCA. Conversely, it differs from the present research, because it endeavoured to evaluate the SCA from the views of first-year students, while the current investigation focused on Management lecturers’ and undergraduate students’ perception of SCA in MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Mah and Ifenthaler on SCA and its progress is very ground-breaking in Germany, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students’ self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Furthermore, it was noted that the Mah and Ifenthaler’s study used a quite enough sample which may generate a satisfactory result. In furtherance, the present research is also dissimilar from the former study due to socio-economic, cultural, educational policy, programme

philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of Mah and Ifenthaler's study was that it does not focus on MEP as did the current examination.

Relatedly, in Malaysia, Paramasivam, Tan and Muthusamy (2018) explored "students' perceptions towards development of employability skills via a module analysis". Quantitative survey design was used and data was gathered from 55 engineering students using questionnaire. The study revealed that most of "students are satisfied with the module in terms of nurturing them with crucial employability skills desirable for the workforce". They were highly competent in communication skills ($M = 3.89$; $SD = .85$), leadership skills ($M = 3.96$; $SD = .90$), market sense ($M = 3.96$; $SD = .82$), critical thinking ($M = 3.76$; $SD = .942$), ethical values ($M = 4.04$; $SD = .86$), entrepreneurial skills ($M = 3.87$; $SD = .86$), optimization of modern tools ($M = 3.84$; $SD = .94$), responsibility ($M = 3.96$; $SD = .88$), dependability ($M = 3.87$; $SD = .98$), and collaborative learning ($M = 3.96$; $SD = .88$). The study concluded that "adoption of teaching content mode could enhancing the teaching and learning process towards producing graduates with broader employability skills".

The study by Paramasivam et al. is relevant and relates to the current examination, as it dealt with SCA. Conversely, it differs from the present research, because it endeavoured to evaluate the SCA from the views of engineering students, while the current investigation focused on Management lecturers' and undergraduate students' perception of SCA in MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Paramasivam et al. on SCA and its progress is very ground-breaking

in Malaysia, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Furthermore, it was noted that the Paramasivam et al's study sampled only 55 engineering students. This sample size is insufficient to generate a satisfactory result, consequently, the need to use a larger sample of lecturers and students. In furtherance, the present research is also dissimilar from the former study due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of Paramasivam et al's study was that it only focused on STEM or engineering education while the current research focused on MEP.

In recent study, Chadha and Sachdeva (2019) in India, explored the perceptions of students on employability skills. "Survey design was employed and questionnaire was distributed to 325 students from various disciplines from nine engineering and management institutions of Punjab". The study found that students were competent in "communication skills", "coping to change with changing environment", "decision-making skills", "motivation", "stress-management skills", "time management skills", "computer programming skills", and "IT skills", "leadership skills" and "problem-solving skills". There was significant difference between male and female students' rating of their employability skills. However, no significant difference was found in students'

rating of leadership skills and problem - solving skills based on gender. Similarly, Griffin and Coelho (2019) in United Arab Emirates (UAE), using qualitative approach, “assessed the status of employability skills from the perspective of students”. The study found that students attributed a degree of importance “communication skills, teamwork skills and time management skills. Students indicated that most skills were addressed in the classroom; however, there appears to be a lack of awareness in the areas of critical thinking, self-management, intercultural skills and taking initiative”.

The study by Chadha and Sachdeva in India and Griffin and Coelho in UAE are relevant and they relate to the current examination, as they dealt with SCA. Conversely, these studies differ from the present research, because they endeavoured to evaluate the SCA from the views of students, while the current investigation focused on Management lecturers’ and undergraduate students’ perception of SCA in MEP in a HE in Ghana. Also, the reviewed studies vary from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Chadha and Sachdeva and Griffin and Coelho on SCA and their progress are very ground-breaking in India and UAE respectively, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students’ self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Furthermore, it was noted that the Chadha and Sachdeva’s study used a large sample (n = 325)

and this sample size is sufficient to generate a satisfactory result. In furtherance, the present research is also dissimilar from the former studies due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of the study by Chadha and Sachdeva and Griffin and Coelho was that, they never focused on MEP as did the current examination.

Equally, in Scotland, Douglas and Gammie (2019) assessed undergraduate students' non-technical skills in accounting programmes. The study was rooted in institutional theory and survey questionnaire was used to collect data. The study found "Accountancy degree providers appeared to prioritise interpersonal and communication skills at the detriment of intellectual skills". In another study in Australia and UK, Hill, Overton, Thompson, Kitson and Coppo (2019) conducted a study to explore students' perceptions of skills development. The study used exploratory research approach and data was gathered from 990 undergraduates (774 Monash University, Australia, and 216 University of Warwick, UK) using open-ended survey. The study found that "students valued and recognised development of some key skills sought by employers" ("teamwork, communication, thinking/problem solving, organisation/time management and laboratory/practical skills"), but are very unlikely to value or recognise others ("numeracy, independent learning, commercial awareness, interpersonal, research, IT, creativity and innovation, flexibility and adaptability and initiative").

The study by Douglas and Gammie in Scotland and Hill et al. in UK are relevant and they relate to the current examination, as they dealt with SCA. Conversely, these studies differ from the present research, because they

endeavoured to evaluate the SCA from the views of students, while the current investigation focused on Management lecturers' and undergraduate students' perception of SCA in MEP in a HE in Ghana. Also, the reviewed studies vary from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Douglas and Gammie and Hill et al. on SCA and their progress are very ground-breaking in Scotland and UK respectively, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Furthermore, it was noted that the Hill et al.'s study used a large sample and this sample size is sufficient to generate a satisfactory result. In furtherance, the present research is also dissimilar from the former studies due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of the study by Douglas and Gammie was that, it only centered on Accounting education while this current research focused on MEP.

Similarly, in Ghana, Dsane-Nsor, Tetteh, Dzisi and Appiah (2019) assessed the employability skills in polytechnic curriculum. The study found that "the computer science curriculum was skewed more toward theoretical and technical skills with very minimal hands-on industry training due to lack of infrastructure, human resource, lack of collaboration between lecturers and

industry, among others in most polytechnics”. In the same way, Quansah et al. (2019) examined the perceptions of graduate university students on the gap between academia and industry in Ghana. A survey was conducted and questionnaires were conveniently administered to 2,200 university graduates in Ghana. The study showed that universities did not equip students with practical skills in their field of study due to lack of relevant, practical and valid learning experiences, inappropriate assessment and lack of experiential training. The study suggested that the management of Ghanaian universities should quickly put in place mechanisms in the reformation of assessment and the curriculum as a whole. University curriculum/course designers should ensure that there is consistency in all the elements of the curriculum such that programme objectives can be achieved.

The study by Dsane-Nsor et al. and Quansah et al. in Ghana are relevant and they relate to the current examination, as they dealt with SCA. Conversely, these studies differ from the present research, because they endeavoured to evaluate the SCA from the views of students, while the current investigation focused on Management lecturers’ and undergraduate students’ perception of SCA in MEP in a HE in Ghana. Also, the reviewed studies vary from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Dsane-Nsor et al. and Quansah et al. on SCA and their progress are very ground-breaking in Ghana, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students’ self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and

follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Quansah et al.'s study is interesting and worth commenting in terms of the sample size used in the study. It is believed that it will yield good results. Although Dsane-Nsor et al.'s and Quansah et al.'s study was conducted in Ghana, it is possible that the respondents' expectation and perception towards SCA in the university may vary. Also, the results of these studies in Ghana cannot be meaningfully and reminiscently generalised and extended to Management lecturers and students in UCC, Ghana due to discrepancies in educational policy, programme philosophy and condition of service as well as respondents' values and belief systems. Another drawback of Dsane-Nsor et al.'s study was that, it only focused on Computer Science education while this current examination focused on MEP.

In another study in Nigeria, Aina, Oyerinde, Onajite and Falade (2020) assessed the perceived entrepreneurial skills for self-reliance among business education undergraduates in South-Western States' Universities. The study adopted survey research design structured questionnaire was administered to 150 out of 630 final year Business Education students in four public universities. The study found that students are highly competent in communication, financial management and management skills. The study concluded that "Business Education students should make judicious use of the management skills possessed to establish their own entrepreneurial outfits and nurture them to maturity after graduation, among others". In the same year in Tunisia, Mameche, Omr and Hassine (2020) examined the "employability skills of accounting graduates using International Education Standards (IES)". The study

employed descriptive, cross-sectional survey design and questionnaire was used to gather data from 419 respondents, including students. The data was analysed using PLS-SEM with Lisrel 8.8. The study found that “Accounting programme equipped students with intellectual, organisation, and general skills significantly, yet, interpersonal and communication skills were lowly emphasised in the programme”.

The study by Aina et al. in Nigeria and Mameche et al. in Tunisia are relevant and they relate to the current examination, as they dealt with SCA. Conversely, these studies differ from the present research, because they endeavoured to evaluate the SCA from the views of students, while the current investigation focused on Management lecturers’ and undergraduate students’ perception of SCA in MEP in a HE in Ghana. Also, the reviewed studies vary from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Aina et al. and Mameche et al. on SCA and their progress are very ground-breaking in Nigeria and Tunisia respectively, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students’ self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. The study by Aina et al. and Mameche et al. used quite a large sample which is expected to yield to satisfactory outcomes. In furtherance, the present research is also dissimilar from the former studies due to socio-economic, cultural, educational policy, programme

philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of Aina et al.'s and Mameche et al.'s study was that they focused on Business and Accounting Education respectively while this current investigation focused on MEP.

Lecturers' and Students' Satisfaction (SAT) in HE

Faculty and students' SAT with quality academic programmes and educational experiences in HE is very important for making informed decisions about the quality assurance practices. Consequently, exploring the level of faculty and students' SAT and their determinants is critical for HEIs. However, it seems, "there is a lack of consensus in the existing literature as to how this can be achieved and previous studies utilise models that vary in terms of the number of dimensions considered and the methodologies used to examine the strengths and significance of the relationships" (e.g., Kara, 2017; Agbanu, Sonyo and Ahiase, 2018; Bayal & Arac, 2019; Andoh et al., 2020). Likewise, SAT towards HE and quality of programmes varies across disciplines and this could be attributed to several factors like "institutional-related factors", "faculty-related factors", "curriculum-related factors", "student-related factors" among others (e.g., Weerasinghe & Fernando, 2018; Daud, Ali & Jantan, 2019; Andoh et al., 2020).

For example, in Turkey, Kara (2017) explored "students' satisfaction levels of teaching program and services provided". Descriptive survey design was used and data was gathered from 106 students Teaching Department at Cukurova University using satisfaction survey questionnaire (SSQ). "Descriptive statistics was used to analysed the data and found that satisfaction levels of the students were low. The study concluded that students' expectations

should be taken into consideration and emphasized while a teaching program is prepared". The study by Kara is relevant and relates to the current examination, as it dealt with the level of students' SAT with academic programme in HE. Conversely, it differs from the present research, because it endeavoured to evaluate the SAT from the views of students, while the current investigation focused on Management lecturers' and undergraduate students' SAT with the MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Kara on SAT and its progress is very ground-breaking in Turkey, it is a disappointment that the author did not use other inquiry approaches to triangulate the investigation information aside students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Furthermore, it was noted that the Kara's study used only 106 students. This sample size is insufficient to generate a satisfactory result, consequently, the need to use a larger sample of lecturers and students. In furtherance, the present research is also dissimilar from the former study due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of Kara's study was that it only focused on teaching programmes while the current research focused on MEP.

In Ghana, Agbanu et al. (2018) explored the factors that affect students' satisfaction in distance education programmes. The study employed

quantitative survey design. The data was collected from 309 students using structured questionnaire through stratified random sampling technique. The data was analysed using logistic regression. The study found that distance education students were moderately dissatisfied. Students' dissatisfaction was driven by administrative support services, course evaluation by students, instructor's performance and the student-instructor interactions. The study by Agbanu et al. is relevant and relates to the current examination, as it dealt with students' SAT with academic programme in HE. Conversely, it differs from the present research, because it endeavoured to evaluate the SAT from the views of students, while the current investigation focused on Management lecturers' and undergraduate students' satisfaction with the MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Agbanu et al. on SAT and its progress is very ground-breaking in Ghana, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Agbanu et al.'s study is interesting and worth commenting in terms of the sample size used in the study. It is believed that Agbanu et al.'s study would yield good results based on the sample size. Although Agbanu et al.'s study was conducted in Ghana, it is possible that the respondents' expectation and perception towards SAT in the university may

vary. Also, the results of this study in Ghana cannot be meaningfully and reminiscently generalised and extended to Management lecturers and students in UCC, Ghana due to discrepancies in educational policy, programme philosophy and condition of service as well as respondents' values and belief systems. Another drawback of Agbanu et al.'s study was that, it only focused on distance education while this current examination focused on MEP.

In a related study, in Sri Lanka, Weerasinghe and Fernando (2018) explored the critical factors affecting students' SAT with HE. The study used quantitative survey design and data was collected from 650 management undergraduate students using questionnaire via stratified sampling techniques. The data was processed by SPSS and analysed using descriptive and inferential statistics. The study found that students were highly satisfied with HE. The level of students' satisfaction was significantly and positively correlated with "quality academic staff", "university facilities", "degree programme", "administrative staff", "university location and image". "The statistically significant predictors are: the quality of university facilities, the quality of the degree program and the university image, with the image being the strongest predictor". In another related study, Kaur and Bhalla (2018) in India, examined "students' perceptions about the determinants of effectiveness in public colleges of Punjab". "The study used survey approach and structured questionnaire was distributed to 369 students from 19 public/government general degree colleges of Punjab (India)". "The data was processed using SEM and analysed by exploratory factor analysis (EFA), t-test and ANOVA. The study found infrastructure facilities, academic environment, learning material, college administration, extracurricular activities and financial administration had

positive and significant impacts on the students' satisfaction. Significant differences in overall satisfaction have been found for gender and level of education". "The study concluded that students are the internal customers of educational institutions and their satisfaction towards HEIs needs to be considered by management".

The study by Weerasinghe and Fernando in Sri Lanka and Kaur and Bhalla in India are relevant and they relate to the current examination, as they dealt with students' SAT with academic programme in HE. Conversely, these studies differ from the present research, because they endeavoured to evaluate the SAT from the views of students, while the current investigation focused on Management lecturers' and undergraduate students' SAT with the MEP in a HE in Ghana. Also, the reviewed studies vary from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Weerasinghe and Fernando and Kaur and Bhalla on SAT and their progress are very ground-breaking in Sri Lanka and India respectively, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. The study by Weerasinghe and Fernando and Kaur and Bhalla used quite a large sample which is expected to yield to satisfactory outcomes. In furtherance, the present research is also dissimilar from the former studies due to socio-economic, cultural, educational policy,

programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of Kaur and Bhalla's study was that it never focused on MEP as did the current research.

In a more recent study, Daud et al. (2019) in Malaysia, identified the influential determinants of international students' SAT in HE. Survey design was employed and questionnaire was administered to 281 international postgraduate students at public HEI in Malaysia. Multiple Regression was used to analyse the data. The study showed that lecturers' expertise, facilities, learning environment, and course structure influenced international students' SAT significantly except for costs and reputation. The results indicated learning environment as the most influential determinant of students' SAT. Likewise, in India, Hossain, Hoq, Sultana, Islam and Hassan (2019) examined the determinants of students' SAT at HEIs in Bangladesh. "Quantitative survey research design was used and data was collected using questionnaire from 182 students in universities in Bangladesh. The study revealed that students were mostly satisfied with teachers' expertise and design of course curriculum in both categories of universities in Bangladesh while food facilities had the lowest positive response factor of the students. Female students were less likely to be satisfied overall on their respective institutions than their male counterparts. Understanding these variables could assist educational institutions with bettering their strategies to achieve their desired goal".

The study by Daud et al. in Malaysia and Hossain et al. in India are relevant and they relate to the current examination, as they dealt with students' SAT with academic programme in HE. Conversely, these studies differ from the present research, because they endeavoured to evaluate the SAT from the

views of students, while the current investigation focused on Management lecturers' and undergraduate students' SAT with the MEP in a HE in Ghana. Also, the reviewed studies vary from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Daud et al. and Hossain et al. on SAT and their progress are very ground-breaking in Malaysia and India respectively, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. The study by Daud et al. and Hossain et al. used quite a relatively large sample which is expected to yield to satisfactory outcomes. In furtherance, the present research is also dissimilar from the former studies due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of Daud et al.'s and Hossain et al.'s study was that it never focused on MEP as did the current research.

Similarly, in Turkey, Baysal and Araç (2019) assessed the factors affecting SAT levels of prospective teachers in HE. Quantitative survey design was used and Faculty of Education--Student Satisfaction Scale (FESSS) was used to gather data from 136 senior prospective primary school teachers from a state university. The data was processed using SPSS version 18.0 and analysed using descriptive (frequency, percentage, mean and standard deviation) and

inferential (Mann Whitney U Test and Kruskal Wallis H Test) statistics. The study found that prospective teachers were moderately satisfied ($M = 2.68$; $SD = .58$) with HE. They were highly satisfied ($M = 3.65$; $SD = 1.07$) with consultancy services and moderately satisfied with teaching staff ($M = 2.98$; $SD = .66$) and courses and curriculum ($M = 2.84$; $SD = .81$) but lowly satisfied with computer facilities ($M = 2.14$; $SD = .82$), resources ($M = 2.24$; $SD = .71$) and management ($M = 2.16$; $SD = .81$). “Satisfaction levels of prospective teachers do not vary significantly by their genders and type of high school they graduated but vary by academic grade-point average”. Relatedly, in Pakistan, Mastoi, XinHai and Saengkrod (2019) investigated the “SAT level of students enrolled in undergraduate and/or graduate programs from different universities”. Cross-sectional study design was used and data was collected from 500 students using questionnaire through stratified random sampling technique. The data was processed using IBM SPSS 21.0 and analysed using descriptive and inferential (EFA and multiple regression) statistics. The study found that students were highly satisfied with HE programme. The following determinants (“facilities quality, administrative quality, transformative quality, core educational quality and physical environment quality”) statistically and positive influenced students’ SAT and explained 90% of the variance in SAT. The most important predictor of students’ SAT was “support facilities quality” ($B = .271$; $t = 10.404$) and the least predictors was “physical environment quality” ($B = .130$; $t = 4.110$).

The study by Baysal and Araç in Turkey and Mastoi et al. in Pakistan, are relevant and they relate to the current examination, as they dealt with students’ SAT with academic programme in HE. Conversely, these studies differ from the present research, because they endeavoured to evaluate the SAT

from the views of students, while the current investigation focused on Management lecturers' and undergraduate students' SAT with the MEP in a HE in Ghana. Also, the reviewed studies vary from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Baysal and Araç and Mastoi et al. on SAT and their progress are very ground-breaking in Turkey and Pakistan respectively, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. The study by Baysal and Araç and Mastoi et al. used a relatively large sample which is expected to yield to satisfactory outcomes. In furtherance, the present research is also dissimilar from the former studies due to socio-economic, cultural, educational policy, programme philosophy and condition of service disparity as well as respondents' values and belief systems. Another drawback of Daud et al.'s and Hossain et al.'s study was that it never focused on MEP as did the current research.

More recently, in Ghana, Andoh et al. (2020) "conducted a study to examine students' perceptions of postgraduate distance education in UCC". Descriptive, census survey was used and questionnaire was administered to 186 students. The data was processed using SPSS version 21.0 and analysed using mean, standard deviation and ordinal regression analysis. The study found that students were satisfied with postgraduate distance education in UCC. "They

were generally satisfied with physical facilities, staff-students relationship, and facilitator quality but were unimpressed with student support services. The respondents' SAT was not dependent on age, gender, or programme of study but was significantly related to study centre location and semester of study. The study concluded that those aspects of the programme that received positive feedback should be maintained but improved on with time while those aspects with negative perception should be critically considered for immediate improvement".

The study by Andoh et al. is relevant and relates to the current examination, as it dealt with students' SAT with academic programme in HE. Conversely, it differs from the present research, because it endeavoured to evaluate the SAT from the views of students, while the current investigation focused on Management lecturers' and undergraduate students' satisfaction with the MEP in a HE in Ghana. Also, the reviewed study varies from the present research in terms of study area, respondents and research philosophy and design. Although, the study by Andoh et al. on SAT and its progress is very ground-breaking in Ghana, it is a disappointment that the authors did not use other inquiry approaches to triangulate the investigation information aside students' self-report survey. The current investigation used the sequential explanatory design of the mixed method approach rooted within the pragmatist paradigm to examine the phenomenon. Both questionnaire and follow-up interview guide were used to collect information from the Management lecturers and students on the phenomenon under investigation. Furthermore, it was noted that the Andoh et al.'s sampled 186 students. This sample size is insufficient to generate a satisfactory result based on the total students'

population in the distance education in UCC, consequently, the need to use a larger sample of lecturers and students. Although, Andoh et al.'s study was conducted in Ghana, it is possible that the respondents' expectation and perception towards SAT in the university may vary. Also, the results of this study in Ghana cannot be meaningfully and reminiscently generalised and extended to Management lecturers and students in UCC, Ghana due to discrepancies in educational policy, programme philosophy and condition of service as well as respondents' values and belief systems. Another drawback of Andoh et al.'s study was that, it only focused on distance education while this current examination focused on MEP.

Chapter Summary

This investigation examined faculty and students' perception of quality in the MEP in HE. The research was guided by TQM theory, expectation-confirmation/disconfirmation theory (ECT) and CIPP model. According to TQM theory, QLE, QS, QT, QSE, SCA and SAT were identified as quality performance drivers in the MEP in UCC. These quality performance drivers (QLE, QS, QT, QSE, SCA and SAT) were aligned to the quality assurance practices of UCC. Also, the University's quality assurance policy is based on the TQM theory. ECT helps to assess the level of SAT among faculty and students concerning the quality performance indicators. ECT also helps to identify service gaps (i.e., the difference between students' expectation and perception of services actually received). This has the potential of affecting students SAT with the programme. CIPP model helps to evaluate the quality performance indicators in terms of context evaluation (QLE), input evaluation (QS), process evaluation (QT, QSE) and product evaluation (SCA, SAT). This

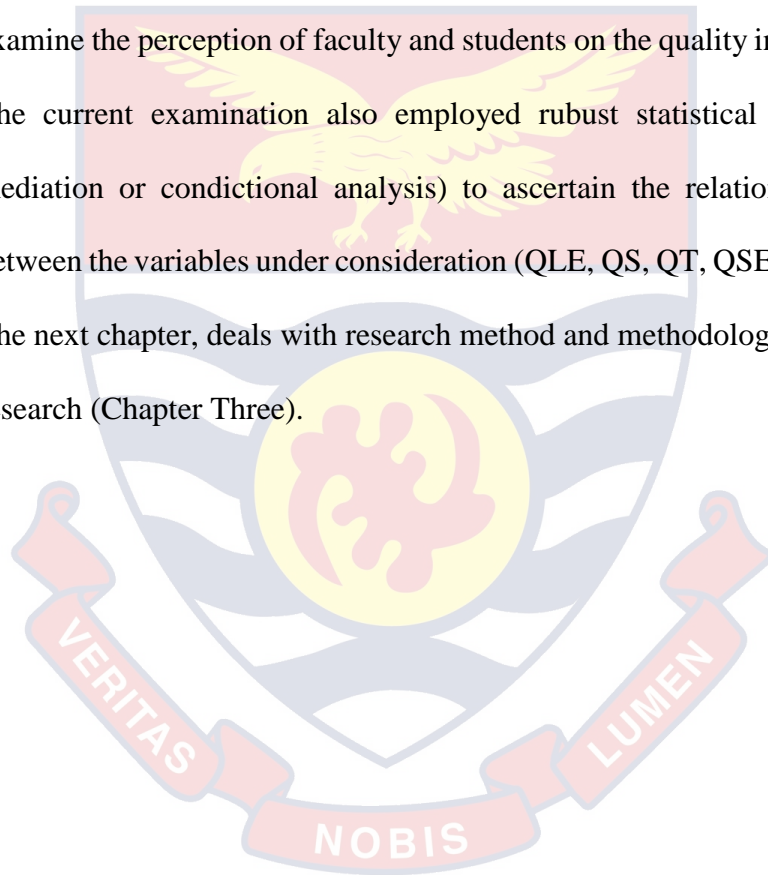
would help the Management of the University to make decisions about the quality in the MEP in UCC.

From the literature review, it was concluded that both QLE, QSE, QT, QSE, SCA and SAT are multi-dimensional construct and elusive to measure. It was adduced that QLE, QS, QT, QSE affect students competence development and level of satisfaction with educational experience as well as retention and loyalty. There are also inter-correlations between QLE, QS, QT and QSE. It was evident from the literature that several studies have been conducted, globally, to examine quality in academic programmes go. Most of the examinations focused on Accounting (e.g., Albrecht & Sack, 2000; Byrne, & Flood, 2003; Awayiga et al., 2010; Sithole, 2015b), Business Studies (e.g., Hamid & Pihie, 2004; Kimani et al., 2011; Seng & Ling, 2013; Zeshan et al., 2014) and MBA (e.g. Sulaiman & Mohezar, 2007; Merican et al., 2009).

In Ghana, studies exist on the evaluation of quality in academic programmes in HEIs. For example, Business programme (e.g., Keelson, 2011), Accounting programme (e.g., Adaboh, 2014; Apam & Alija, 2017; Orchill, 2018) and teacher education programmes such as Home Economics (e.g., Neequaye et al., 2014; Edjah, 2018), Economics Education (e.g., Quartey, 2016) and Accounting Education (e.g., Omane-Adjekum, 2016). Other studies were conducted on Real Estate programmes (e.g., Gavu, 2018), Distance Education (e.g., Gonu, & Agyapong, 2016; Andoh et al., 2020) and Quality in HEIs in general (Zakari, 2016; Abraham, 2017; Bosu et al., 2018a, 2018b; Mattah et al., 2018).

However, it appears that none of these studies have focused on MEP, particularly in Ghana. Also, most of the studies purely used quantitative survey

and students' views in the programme evaluation without looking at the perspectives of faculty on quality in the programme evaluation. Majority of the investigations also assessed the quality in the programmes by looking at the variables (QLE, QS, QT, QSE, SCA and SAT) separately without examining them as collective quality drivers. Others studies also made inferences and insinuations without testing the relationships that exist between the variables used. The current research employed sequential explanatory mixed methods to examine the perception of faculty and students on the quality in the MEP in HE. The current examination also employed robust statistical tool (moderated mediation or conditional analysis) to ascertain the relationships that exist between the variables under consideration (QLE, QS, QT, QSE, SCA and SAT). The next chapter, deals with research method and methodology adopted for the research (Chapter Three).



CHAPTER THREE

RESEARCH METHODS

Overview

The present research investigate the perceptions of faculty and students towards quality in the MEP in UCC. This chapter presents the methods that were used for the current research. It focuses on research philosophy (paradigm), research approach, research design, population, sample and sampling procedures, data collection instruments, reliability and validity tests of quantitative data, trustworthiness of qualitative data, data collection procedures, ethical considerations, data processing and analysis procedures. It would enable researchers who want to replicate the research to precisely follow the measures and procedures used in arriving at the findings.

Research Philosophy

The nature of every research is often influenced by a researcher's philosophy. According to Creswell and Plano-Clark (2018), every research needs a foundation, and that this foundation, whether explicit or implicit, is found in the philosophical framework chosen by the researcher. A research paradigm is the set of common beliefs and agreements shared between scientists about how problems should be understood and addressed, how data about a phenomenon should be gathered, analysed and how results should be interpreted and used (Tuli, 2010; Kivunja & Kuyini, 2017). For the purpose of this study, the pragmatist paradigm was considered more relevant by the researcher because they seek to debunk concepts such as truth and reality and focuses instead on what works as the truth regarding the research questions to be investigated (Tashakkori & Teddlie, 2010). They recognised that there are many

different ways of interpreting the world and undertaking research (Saunders, Lewis, & Thornhill, 2012). Accordingly, no single point of view can ever give the entire picture about quality in MEP in UCC and that there are multiple realities (ontology) on the current problem under investigation (quality in MEP in UCC). They “can combine both, positivist and interpretivism positions within the scope of a single research according to the nature of the research question” (Collis, & Hussey, 2014, p. 54) like the current examination.

Pragmatism was born out of paradigm war between two diametrically opposite worldviews as proposed by positivists, on the one hand, and interpretivists, on the other (Kivunja & Kuyini, 2017). The pragmatic paradigm in its simplest terms implies that, the overall approach to research is that of mixing data collection procedures and analysis within the research process (Creswell & Plano-Clark, 2018). The pragmatists believed that reality (like “lecturers’ and students’ perceptions of quality in MEP in HE”) is constantly renegotiated, debated, and interpreted, therefore the best method to use is the one that solves the problem (Scotland, 2012; Antwi & Hamza, 2015). The nature of the current problem under investigation “faculty and students’ perceptions of quality in ME in UCC” validates the use of the pragmatist world view (mixed methods). This is because, the pragmatist paradigm is most suitable in situations where complex and pluralistic social contexts demand analysis that is informed by multiple and diverse perspectives (Teddlie & Tashakkori, 2009).

This paradigm was adopted for the current research because it has intuitive appeal, permission to study areas that are of interest and embracing methods that are appropriate to solve the current problem under investigation

(Tashakkori & Teddlie, 2010; Creswell & Creswell, 2018). Also, it places methodology rather than philosophical stance at the centre of the research and allows the researcher to use whatever methods are appropriate to answer the research questions that were crafted in this study (Morgan, 2007). With this paradigm, both quantitative (questionnaire) and qualitative data (follow-up interview) were collected simultaneously from both lecturers and students on their perception of quality in MEP in UCC. The dominant research approach in this study was quantitative and it was supported by qualitative data.

The pragmatic philosophy helps the researcher to embrace the idea of multiple realities (ontology) by reporting different perspectives (i.e., quantitative and qualitative information) from the lecturers and students on quality in MEP in UCC (Tashakkori & Teddlie, 2010). Second, knowledge (i.e., epistemology) about quality in MEP in UCC was based on subjective views of the lecturers and students as depicted in the interview results. Third, the value nature of the research (axiology) was revealed by acknowledging the researcher's interpretations of the results in consonance with that of the lecturers and students (Teddlie & Tashakkori, 2009). Lastly, the research process used was characterised by a combination of both inductive and deductive methods of data collection and analysis that give more strength for the findings (Teddlie & Tashakkori, 2009).

Research Approach

Considering the phenomenon under investigation, the mixed method approach embedded within the pragmatic paradigm was used to investigate faculty and students' perceptions of quality in the MEP in HE. Mixed method approach is a methodology for collecting, analyzing, and "mixing" both

quantitative and qualitative data during the research process within a single study, to understand a research problem more completely (Tashakkori & Teddlie, 2010; Pluye & Hong, 2014; Creswell & Creswell, 2018; Creswell & Plano-Clark, 2018). The underlying principle for mixed method approach is that neither quantitative nor qualitative methods are adequate by themselves to capture the details and understand the complexity of the phenomenon being studied. When used in combination, quantitative and qualitative methods complement each other and allow for more complete analysis and an understanding of the problem being investigated (Teddlie & Tashakkori, 2009; Fetters, Curry, & Creswell, 2013). Tashakkori and Teddlie (2010) also claimed that mixed methods research is valuable when the research problem in an educational context is complex. Accordingly, quality delivery in MEP in UCC is multidimensional, which is driven by several performance indicators. Hence, we need both quantitative and qualitative information from the consumers (i.e., students) and providers (i.e., lecturers) to fully understand their perceptions towards quality delivery in MEP in UCC.

While designing a mixed methods study, three issues need consideration: priority, implementation, and integration (Tashakkori & Teddlie, 2010; Fetters et al., 2013; Creswell & Plano-Clark, 2018). Priority refers to which method, either quantitative or qualitative, is given more emphasis in the study ((Tashakkori & Teddlie, 2010; Fetters et al., 2013; Creswell & Plano-Clark, 2018). In this study, the researcher placed more weight on the quantitative strand as emphasized by the explanatory sequential design. Implementation refers to whether the quantitative and qualitative data collection and analyses come in sequence or in chronological stages, one following

another, or in parallel or concurrently (Tashakkori & Teddlie, 2010; Fetters et al., 2013; Creswell & Plano-Clark, 2018). In this study, data collection and analysis were done in sequence, where quantitative data was collected first and analysed, for which the outcome informed the qualitative phase of the study.

Integration refers to the phase in the research process where the mixing or connecting of quantitative and qualitative data occurs (Tashakkori & Teddlie, 2010; Fetters et al., 2013; Creswell & Plano-Clark, 2018). In this study, the mixing was done at various stages of the research process. First, at the introduction stage of the research. This is where the purpose of the study and the research questions were given both quantitative and qualitative touch. Second, data integration was achieved at the study design level. Here, the current research adopted the sequential explanatory design which commenced with quantitative data (Phase 1), followed by qualitative data (phase 2). Again, mixing was done at the data collection stage, where the results from the quantitative phase were connected to the building or development of the qualitative data collection (follow-up interview guide). Likewise, data integration was done at the result presentation where qualitative data were used to explain and elaborate the quantitative results. Finally, data mixing was done at the data interpretation stage, where findings from both strands were used as basis for discussion.

This research approach was deemed necessary for the study because it helps to provide a more complete picture on the quality in MEP from the perspectives of lecturers and students in UCC. Thus, comprehensive and rich information were collected from both the lecturers and students so as to provide

a more complete description of problem under investigation (Willig & Stainton-Rogers, 2008; Pluye & Hong, 2014; Creswell & Creswell, 2018).

In furtherance, this research approach was necessary for the study because it enriches and strengthens the findings. Thus, it helps to increase the confidence in the findings because the qualitative data collected helps to explain and elaborate on the quantitative findings (Mason, 2006; Caruth, 2013; Bryman, 2016; Creswell & Creswell, 2018). Also, both quantitative and qualitative information help to increase the validity of the findings during the interpretation and discussion of the results (Bazeley, 2003; Stange, 2006; Creswell & Plano-Clark, 2018). Thus, the lecturers and students' voice were given and the study findings are grounded in participants' experiences.

Research Design

To help gain a wider and an in-depth understanding of the faculty and students' perceptions of quality in MEP, and to also get detail results of the investigation, this present examination employed a sequential explanatory mixed methods design (QUAN + qual) (Creswell & Plano-Clark, 2018). This involves the collection of quantitative data first and then explaining the quantitative results with qualitative data. According to Creswell and Creswell (2018), the purpose of sequential explanatory mixed methods design (QUAN + qual) is that qualitative data is used to enrich, explain, or elaborate upon, results gained from quantitative approaches. With this research design, weight is typically given to the first, quantitative phase and the mixing of data occurs when the results from the initial phase inform the data collection in the second, qualitative phase (Creswell & Creswell, 2018) (see Figure 4).

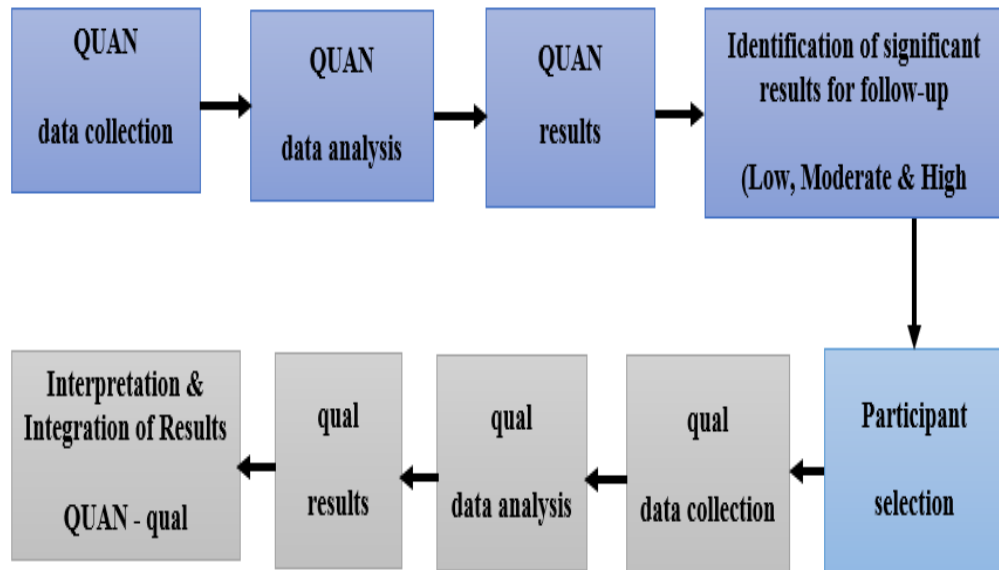


Figure 4: Sequential explanatory mixed methods: follow-up explanations model
Source: Adapted from Creswell and Plano-Clark (2018).

In Figure 4, phase one of the research design was the quantitative data. At this phase, I collected numeric information (quantitative data) from the lecturers and students on the research questions/hypotheses using structured questionnaire. The data collected at phase one was analysed and the results were obtained. Based on the quantitative results (i.e., significant, outlier, or surprising results), I followed it up by an in-depth qualitative study using follow-up interviews. I used the qualitative results to explain the initial quantitative results (Creswell & Plano-Clark, 2018). In the process of collecting the qualitative data, I used a “variant of explanatory design” called the “the follow-up explanations model” (Creswell & Creswell, 2018, p.72). According to Creswell and Creswell (2015), “the follow-up explanations model is used when a researcher needs qualitative data to explain or expand on quantitative results” (p.73).

In this model, I ascertained and isolated specific quantitative findings that need additional explanation. It includes lecturers and students who scored at extreme levels, or unexpected results on their perceptions of quality in MEP in UCC (i.e., low, moderate and high quality). I then gather qualitative data from

the lecturers and students who can best help explain these findings. Thus, I used the qualitative information to help explain why lecturers and students perceived certain quality performance indicators as low, moderate and high quality in the MEP in UCC. In the final stage or analysis, I then mixed both the quantitative and qualitative data. This helps to provide more detailed results on the problem under examination (Cohen, Manion & Morrison, 2018; Creswell & Creswell, 2018; Fraenkel, Wallen & Hyun, 2019).

This design was deemed necessary for this current investigation because the systematic review of the literature on the phenomenon under enquiry highlighted a dearth of mixed methods design studies. Thus, most of the works reviewed on quality in academic programme in HE mainly used quantitative approach. Therefore, this design was chosen as no other studies have used this research approach and methodology to explore faculty and students' perception of quality in MEP in UCC. This design was considered fit for this current research because it combines both quantitative and qualitative methods to gather information on quality in MEP from the perspectives of lecturers and students in UCC. This helps to provide rich insights on the problem being examined (Cohen et al., 2018; Creswell & Creswell, 2018; Fraenkel et al., 2019). Thus, the quantitative and qualitative approaches were used to complement each other so as to provide detailed information on the problem being assessed.

However, the design has its own challenges. One major challenge is length of time involved in collecting and analysing multiple data sets or two distinct sets of data. Thus, by first conducting the quantitative phase and then examining the results to see which ones are unclear or unexpected, an informed strategic decision could be made about which results to follow up on and this

requires enough time. It also requires additional resources (Ivankova et al., 2006; Cohen et al., 2018; Creswell & Creswell, 2018; Fraenkel et al., 2019). Another challenge to this type of design is that the second phase of the study cannot be fully developed until the first phase has been completed. Thus, it is difficult to plan and implement one method by drawing on the findings of another (Ivankova et al., 2006; Cohen et al., 2018; Creswell & Creswell, 2018; Fraenkel et al., 2019).

Population

A population includes all the members of a real or hypothetical set of people, events, or objects to which a researcher would like to generalize the results of a study (Cohen et al., 2018; Fraenkel et al., 2019). The study population was all Management lecturers and Level 400 Management students in the DoBSSE and DMS in UCC. From UCC staff directory, there were about forty-five (45) lecturers of management in DMS and ten (10) in DoBSSE (ie those who teaches management students). According to Students' Record and Management Information System (SRMIS) in UCC (2019/2020), there were 561 Level 400 Management students. This composed of 233 B.Ed. Management students and 328 BMS students. Table 1 shows the population distribution of the lecturers and students per programme.

Table 1: Population Distribution of Lecturers and Students

| Programmes | Lecturers | Students |
|------------------|-----------|------------|
| B.Ed. Management | 10 | 233 |
| BMS | 45 | 328 |
| Total | 55 | 561 |

Source: SRMIS, UCC (2019/2020)

Sample and Sampling Procedures

The sample frame for the study was the list of all Management lecturers and final year (Level 400) Management students from DMS and DoBSSE. The sample for the study was all 55 lecturers and 561 students from the two programmes. For the first phase (quantitative study), census was used to include all the lecturers (N = 55) and students (N = 561) from the two programmes in the study. Census method is the method of statistical enumeration where all the units or members of the population are studied. The census was used because the number of lecturers and students were small and it was realistic to include everyone in the study. The census method was appropriate because it helped to provide reliable and accurate data for the study. The census helped to avoid sampling error by providing a true measure of the population.

In the second phase (qualitative study), the extreme (deviant) case of purposive sampling technique was used to select eight (8) lecturers and twelve (12) Management students for a follow-up interview based on the results of the first phase (quantitative study). Extreme case sampling means selecting results that are unusual or special in some way (McMillan & Schumacher, 2010). This was done by utilising low, moderate and high extreme results that emerged from the quantitative phase of the investigation. The eight (8) lecturers and twelve (12) students were used in the study because after the 6th and 10th person, the main ideas or themes emanating from the interviews were almost the same. Thus, there were data saturation (the degree to which new data repeat what was expressed in previous data) (O'Reilly & Parker, 2012).

In a follow-up interviews (i.e., phenomenological studies), a minimum sample of 6-25 has been recommended by researchers (e.g., Morse, 1994;

Creswell, 1998). Also, it has been indorsed that qualitative studies require a minimum sample size of at least six (6) to twelve (12) to reach data saturation (e.g., Guest et al., 2006; O'Reilly & Parker, 2012; Clarke & Braun, 2013; Fugard & Potts, 2015). Therefore, in this current examination, a sample of 12 students and 6 lecturers were deemed appropriate and sufficient for the qualitative analysis and data saturation.

The extreme (or deviant) case sampling technique was useful in this current examination because it helped to provide significant insight into the problem under exploration. This also provides credibility to the results. In order to learn and develop a richer and more in-depth understanding of the problem being investigated, I purposively selected the lecturers and students because they stood in the best position to answer the research questions by providing rich information on the problem (McMillan & Schumacher, 2010; Patton, 2015).

The lecturers were used for the study because they are providers of the educational offerings (i.e., programme) and experiences that the students consumed. They were included in the research because they provided valuable information about the quality of the product (i.e., MEP) they are selling to students. The academic staff also have direct and indirect influence on how students perceive educational programme and service quality. Also, the final year (Level 400) Management students were used in the study because they had undertaken almost all of the educational offerings and experiences that the two departments provide. Students receive the knowledge from their lecturers directly and they are major consumers of the higher education system, as well as being the observers of the lecturers in the classroom. In UCC, students are

involved in quality assurance system at an institutional level because they are classified as stakeholders, clients, customers, input and products to the educational system. In view of this, they are key informants to provide relevant and accurate data on the quality of programme they are consuming. Accordingly, they deserved to evaluate the quality of academic programme like MEP and lecturers. Students' evaluation of quality in academic programme provides the students' opinion and comments on their programme and lecturers. The feedback may help the management of the University and faculty to improve their products and services. Their involvement in this current research also promotes student engagement and involvement within the institution and contributes to quality enhancement.

Data Collection Instruments

No single method is completely adequate to solve research problems because each technique contributes in a unique way to empirical reality (Denzin, & Lincoln, 2018). Therefore, the design, nature and purpose of this current study demanded the use of a quantitative data collection instrument as well as qualitative instrument. In this regard, primary data was collected using questionnaire and follow-up interview guide (Babbie & Mouton, 2014; Denzin, & Lincoln, 2018).

Questionnaire

The quantitative phase of this study focused on ascertaining lecturers' and students' perceptions of quality in the MEP in a HE in Ghana. Questionnaire named "Quality in Management Education Programme Questionnaire" (QUAMEP-Q) was used to gather primary data from lecturers and students for the first phase of the study. Part of the questionnaire was adapted from

standardised instruments while other part of the questionnaire was self-developed from the literature. The adapted instruments were standardised and validated scales use in measuring quality performance indicators in HE. I self-developed the other part of the questionnaire because they were no standardised and validated instruments in measuring students' competences and satisfaction towards academic programme in HE. The questionnaire was close-ended format having five (5) point Likert type scale ranging from "strongly disagree" (SD) to "strongly agree" (SA). The respondents were required to indicate the degree of their agreement or disagreement with the statements on the questionnaire. Both lecturers' and students' questionnaire were organised into seven (7) sections (A, B, C, D, E, F, & G) (Appendix A & B).

Section "A" contained two (2) items which was used to elicit the background information of the respondents. Section "B" sought information about the perceptions of QLE in the programme. The items were adapted from College and University Classroom Environment Inventory [CUCEI] (Fraser & Treagust, 1986). CUCEI helped to assess students' and faculty perceptions of their classroom environment. It was also suitable for HE learning environment. The CUCEI has 49 items grouped under seven (7) dimensions ("personalisation, involvement, student cohesiveness, task orientation, innovation, individualisation, and satisfaction"). Each of the dimension has seven (7) items. The CUCEI was validated in Australian with a sound internal consistency reliabilities. The Cronbach alpha coefficient values ranged from 0.72 to 0.92. It was also cross-validated using American and Australian student samples (Fraser & Treagust, 1986). A number of other studies have supported the validity and usefulness of the CUCEI for higher education settings (Fisher & Parkinson,

1998; Yarrow, Millwater, & Fraser, 1997). I adapted the CUCEI in this research because it was developed in using students and teachers from Australia. Accordingly, some of the items or statements does not apply in Ghanaian context.

Section “C” measured the perceptions towards QS in the programme. The items were adapted from service performance [SERVPERF] (Cronin & Taylor, 1992). SERVPERF is purely a Performance based approach to the measurement of service quality in HE. It was used to assess both lecturers’ and students’ perceptions of QS in MEP. Originally, SERVPERF consists of five (5) service dimensions: “tangibles, reliability, responsiveness, assurance, and empathy”, with 22 perception items. It has a sound internal consistency reliability ($\alpha = .9509$). However, SERVPERF does not measure university’ reputation/image and understanding issue as a dimension of service quality in HE. In this current study, the adapted SERVPERF scale had seven (7) dimensions with 42 items (“tangibles, reliability, responsiveness, assurance, empathy, reputation/image, and understanding”). Literature has supported the reliability and validity of SERVPERF due to its ability to produce a better result (Abdullah, 2006; Carrillat et al., 2007; Bayraktaroglu, & Atrek, 2010). I adapted SERVPERF in this research because it fails to measure other quality service dimension like reputation/image.

Section "D" contained items relating to QT. The items were adapted from extended Course Experience Questionnaire [CEQ] (Ramsden, 1991; Wilson et al., 1997; Griffin et al., 2003). The original CEQ was developed and validated by Ramsden (1991) and Wilson et al. (1997) in Australia. It was based on the theory of teaching and learning as a teaching performance indicator. It

focuses on aspects of the classroom teaching environment. It has six (6) dimensions (“clear goals and standards, emphasis on independence, generic skills, good teaching, appropriate workload and appropriate assessment”) with a sound internal consistency (i.e., reliability co-efficient) which ranges from .71 to .87 (Ramsden, 1991; Wilson et al., 1997). The updated or extended CEQ has 66 items with 12 dimensions. The extended CEQ added six (6) new dimensions to the old dimensions previously validated (“student support, learning resources, course organisation, learning community, graduate qualities, and intellectual motivation”). Since its development in the 1980s, several researchers had established CEQ’s reliability and validity in a variety of settings and it has been widely used in evaluating QT in HEIs across the world. For example, in Australia (Ramsden, 1991; Wilson et al., 1997; Lizzio et al., 2002), Canada (Kreber 2003), UK (Richardson, 1994, 1997; Richardson et al., 2007), Netherlands (Jansen, van der Meer & Fokkens-Bruinsma, 2013), Ireland (Byrne & Flood, 2003), Italy (Barattucci & Zuffo, 2012), China (Law & Meyer, 2011; Price et al., 2011; Yin et al., 2016) and India (Chakrabarty et al., 2016). The CEQ assessed students’ experiences and feedback on teaching quality in HEIs (Ramsden, 1991; Wilson et al., 1997; Richardson, 2005; Ginns et al., 2007). I adapted the extended CEQ in this research because it was developed in Australia. Accordingly, some of the items or statements does not apply in Ghanaian context.

Section “E” examined the perceptions concerning QSE in the programme. The items were adapted from the NSSE (Kuh, 2001). The NSSE is an instrument developed by Indiana University Center at USA. It provides a global perspective of student engagement in United States and Canada. It is

designed to assess the quality of student involvement in educationally purposeful activities that directly impact their learning and success in college (Koljatic & Kuh, 2001; Krause & Coates, 2008; Kuh, 2009). HEIs use NSSE to compare themselves with other schools and to focus in on ways to improve the educational experiences of their students. In 2013, NSSE was updated and modified which has four (4) major themes (“academic challenge, learning with peers, experiences with faculty and campus environment”) with ten (10) engagement indicators (“higher-order learning, reflective & integrative learning, quantitative reasoning, learning strategies, collaborative learning, discussions with diverse others, student-faculty interaction, effective teaching practices, quality of interactions, and supportive environment”). The NSSE was validated using first-year and final (senior) year students. The instrument yielded a sound reliability coefficient of both first-year and final (senior) year students. For the first-year students, the reliability coefficient ranges from .77 to .89 while with the seniors, it ranges from .78 to .90. Since it developed and validation, it has been adapted and used by other countries like Australian and New Zealand (“Australasian Survey of Student Engagement” [AUSSE]), the UK (“United Kingdom Engagement Survey” [UKES]), Ireland (“Irish Survey of Student Engagement” [ISSE]), China (“China College Student Survey” [CCSS]) and South Africa (“South African Survey of Student Engagement” [SASSE]). I adapted the NSSE in this research because it was developed and used by HEIs in other developed countries. Although, NSSE has been proved to be a reliable instrument, some of the items or statements does not apply in Ghanaian context.

Section “F” contained items that measured SCA in the programme. SCA measured generic skills emphasised in the programme. The items in this section were self-developed from the literature based on the 21st century skills. Finally, Section “G” measured the level of SAT with the programme. SAT items were self-developed from the literature based on the component of the programme. Both Section “F and G” were self-developed because, it appears that there was no single instrument that measured either students’ skills or SAT with any academic programme in HE. Accordingly, these sections of the questionnaire were self-developed and validated to measure students and lecturers’ perceptions about the skills or competences emphasis in the programme implementation and whether they are satisfied

The Likert type scale has been found to be one of the most suitable types of instrument for the measurement of perceptions. This is because it enables the lecturers and students to indicate their degree of agreement or disagreement with a series of statements on how they feel about an issue, in this case, the quality in the MEP in UCC. It is the most preferred instrument because it was easy to construct, administer and score. The need to use the questionnaire as a data collection instrument in this study was related to three major factors; (a) the very limited time in which to gather data (b) the need to maintain the anonymity of the respondents and (c) the need for achieving as wide a coverage as possible at an affordable cost in terms of money and effort (Cohen et al., 2018; Fraenkel et al., 2019).

Questionnaire was chosen because it is feasible in collecting the data for the study and enabled the researcher to collect factual information on perception of quality in the programme from both groups of respondents in wide areas (Uys

& Basson, 2005). The use of the questionnaire also allowed the respondents to complete them at their own convenient time and devoid of the pressure that is often generated by the presence of the researcher during interview process in giving responses (Burns & Grove, 2011). The questionnaire was used for the study because it is stable, consistent and of uniform measure without variation and this ensured a more systematic tabulation. The questionnaire also offered a considerable and objective view because it is more reliable since its anonymity encourages greater honesty than interview (Cohen et al., 2018; Fraenkel et al., 2019).

However, the use of questionnaire as a data collection instrument has some limitations. Some of the respondents filled the questionnaire very hurriedly. Some others did not respond to some of the items. Also, some of the respondents did not allow probing, prompting and classification of questions (Gall, Gall & Borg, 2007; Fraenkel et al., 2019). It was also not possible to follow-up omissions or inadequate answers. Despite these disadvantages, the questionnaire was deemed necessary for data collection (Appendix A & B).

Follow-up interview guide (FIG)

In the second phase of the study (qualitative study), a semi-structured follow-up interview guide (FIG) was used to investigate in-depth, the trend identified from the analysis of the questionnaire data (Appendix C). This was done to help explain the quantitative findings. The semi-structured FIG had eight (8) questions. The first question was about participants opinion on how they would rate the quality in MEP. The second to five questions focused on participants' description of QLE, QS, QT and QSE. The six question was about participants' views on whether the MEP has prepared and equipped them

necessary skills needed for job market and social life. The seven question was about participants' satisfaction with the programme offered/purused. The last questions elicited participants' general conclusion on the discussion/and MEP. The questions used for interviews were informed by research questions and results from the quantitative study (first phase). The questions were open-ended and similar for all the respondents making it possible for the researcher to probe further for detailed information in order to make true assessment of what the participants (lecturers and students) perceive regarding quality in MEP in HE.

A semi-structured FIG was chosen because it was a flexible design which allows the researcher to ask questions in different ways for different participants. It also allowed the researcher the opportunity to maximize the data collected (Lindlof & Taylor, 2011). Also, it allowed the researcher to probe in-depth and resolve misunderstandings from the participants (Cohen et al., 2018) and give the researcher some control over the interview process (Creswell & Creswell, 2018). Conversely, interviews only provide indirect information filtered through the views of the interviewee (Creswell & Creswell, 2018). Some of the participants got diverted from the interview process. In order to mitigate some limitations of interviews, I used semi-structured questions so that all participants were asked the same or similar questions and all interviews were recorded so that the discussion could be verified. I also allowed the interviewees to do the talking during the interview process

Pilot Testing of Data Collection Instruments

It is easy to overlook mistakes and ambiguities in question layout and construction when designing a questionnaire. It is, also, possible to design a questionnaire that is reliable because the responses are consistent, but may be

invalid because it fails to measure the concept it intends to measure. On that account, the data collection instruments were pilot tested. The questionnaire for the first phase (quantitative study) was pilot tested using 10 lecturers from Department of Accounting and Finance (DAF), UCC and 120 Level 400 Accounting students from the DoBSSE (n = 60) and DAF (n = 60) of UCC. The participants of the pilot test were asked to complete the questionnaires and to provide comments or suggestions for revising any ambiguous items. The filling of the questionnaire lasted for 10-15 minutes.

The main reasons for pilot testing were to ascertain any need for revisions of the question, to ensure that the instruments function well, increase the reliability, validity and practicality of the instruments to be used for a main study. It also helped to determine the length of the time that would be needed in filling the questionnaire and also to check whether the questionnaire was too long or too short, too easy or too difficult. It also helped to uncover ambiguities, poorly worded questions, omissions, redundant and irrelevant items (Cohen et al., 2018; Fraenkel et al., 2019). After the pilot test, minor changes were made in collaboration with the supervisors. Items which were found to be misleading were removed while others were modified to facilitate reading and understanding. The final instruments for the study were produced after the pilot test (Appendix A & B).

Based on the results of the first phase (quantitative study), a semi-structured FIG was developed (Appendix C). Once the FIG was developed, a pilot study was conducted. It was conducted to check vocabulary, language level as well as respondents' understanding and reactions to the questions. Five (5) participants were selected for the interview process using a convenience

sampling technique. The pilot interviews lasted about 40-45 minutes. This provided an indication of the potential duration of subsequent interviews. The pilot study served two purposes. It allowed the interviewer to assess the comprehensiveness of the interview guide and facilitated identification of any difficulties with the interview process itself. After the pilot study, no issues were identified and subsequently, no changes were made to the interview guide or process.

The Accounting lecturers and Level 400 students were used for the pilot testing because they had similar characteristics with Management lecturers and students in terms of qualification, some core courses, number of credit hours and contact hours. Also, some of the Accounting lecturers have been teaching the Management students in courses like introductory accounting. The Accounting lecturers are also providers of the programme and the students are consumers of the University offerings hence, they could provide valuable information about the quality of the programme.

Reliability and Validity of Data Collection Instruments

The quality of any research is contingent upon the strength and worth of the research. In quantitative research, the concepts of reliability and validity are used as quality indicators. When one modifies or adapts an existing instrument or combines instruments in a study, the original reliability and validity may not hold for the new instrument. Accordingly, it becomes necessary to establish reliability and validity for the new instrument during data analysis (Creswell & Creswell, 2018; Fraenkel et al., 2019). In this present inquiry, I adapted and combined different scales in order to develop the inventory “QUAMEP-Q”. The instrument “QUAMEP-Q” was validated and reliability coefficients were

computed to check the internal consistency of the survey items. Also, the QUAMEP-Q was built on existing instruments that had previously been tested for reliability and validity and therefore ensured sound psychometric properties.

Reliability refers to the consistency or dependability and stability of data measured using the same instrument (Johnson & Christensen, 2019). The internal consistency of the questionnaire was computed using Cronbach’s alpha co-efficient. Cronbach’s alpha estimates the degree to which items are interrelated. Thus, it measures the amount of true variance operating in the item scores (Aron & Aron, 2003; Cohen & Swerdlik, 2005). A general ‘rule of thumb’ for reliability is that the coefficient alpha should be greater than 0.7 (Fraenkel & Wallen, 2010; Fraenkel et al., 2019; Johnson & Christensen, 2019).

Table 2 shows the results of the reliability analysis for both pilot test and actual data of lecturers and students. Concerning the pilot test of students, Cronbach’s alpha value showed that the questionnaire (QUAMED-Q) overall reached acceptable reliability, $\alpha = .98$. This value ranged from .81 to .96. Also, regarding the main data of the students, the overall instrument was found to be highly reliable ($\alpha = .99$). This value also ranged from .74 to .99.

Table 2: Reliability Analysis of Pilot Test and Actual Data

| QUAMEP_Q | Pilot test | | Actual data | |
|--------------------------------------|------------|------------|-------------|------------|
| | Lecturers | Students | Lecturers | Students |
| Quality learning environment (QLE) | .76 | .81 | .75 | .74 |
| Quality service (QS) | .94 | .96 | .94 | .98 |
| Quality teaching (QT) | .77 | .94 | .77 | .95 |
| Quality student engagement (QSE) | .86 | .92 | .89 | .94 |
| Student competence acquisition (SCA) | .97 | .96 | .98 | .99 |
| Satisfaction level (SAT) | .92 | .93 | .96 | .96 |
| Overall Scale (QUAMEP_Q) | .97 | .98 | .98 | .99 |

Source: Field data, 2020

It is evident that 98% and 99% of the variances in the pilot test and actual data scores of the students' data were reliable and acceptable variance while the remaining 2% and 1% of the variances in the pilot test and main data scores were error variance respectively. For the lecturers' pilot test, the overall questionnaire yielded internal consistent of .97 ranging from .76 to .97 while the actual data had an overall reliability co-efficient of .98 ranging from .75 to .98. Also, concerning the lecturers' main data, it was obvious that 97% and 98% of the variances in the pilot test and main data scores were reliable and acceptable variance while the remaining 3% and 2% of the variances in the pilot test and actual data scores were error variance respectively.

Accordingly, most of the items in QUAMEP-Q appeared to be worthy of retention. So, the scale "QUAMEP-Q" was considered reliable and appropriate measure of determining quality of the programme. According to researchers, these reliability co-efficients were considered high and fairly an indication of a good internal consistency (Creswell & Creswell, 2018; Fraenkel et al., 2019; Johnson & Christensen, 2019). Going by these, the researcher concluded that the instrument "QUAMEP-Q" was adequately reliable and acceptable for the sample.

Validity refers to the extent or the quality of data gathering instruments that enables it to measure the variable which it is supposed to measure (Burns & Grove, 2011; Muijs, 2011). The instrument was validated using translation, internal and construct validity. The translation validity was ensured by face and content validity. This was done by the use of non-statistical approaches including expert review (supervisors), peer review and pilot testing (Fraenkel & Wallen, 2010; Fraenkel et al., 2015). Questionnaire items have a content

validity, if there is an overall agreement among researchers that the instrument incorporates questions that spread all parts of the factors/construct being estimated (Pruzan, 2016; Locharoenrat, 2017; Cohen et al., 2018).

Systematic review by my supervisors, experts in the DoBSSE and peers (fellow researchers) were used to ensure the face and content validity of the questionnaire. My supervisors and some experts scrutinised the questionnaire to ensure both face and content validity. Since all the items utilised in this investigation were adapted from standardised scales, others were incorporated after exhaustive literature review and comprehensive conversation with my supervisors, and peers, the items were said to have a content validity. Equally, the peer review provides support, plays devil advocate, challenges the researchers' assumptions, pushes the researcher to the next step, and asks in-depth questions about methods and interpretations (Lincoln & Guba, 2000; Guba, & Lincoln, 2005; Schwandt, Lincoln & Guba, 2007). The peer reviewers were PhD candidates who had expertise and knowledge of the subject matter of the thesis and provided quality advice and feedback. The corrections and suggestions of the supervisors, experts and peers review led to a modification of some items in the questionnaire. This was meant to ensure that the items adequately, and comprehensively cover the areas of the quality in MEP in UCC.

There are many threats to internal validity influencing the data collection and analysis, such as the strength of research design, sampling adequacy, local cultural values, language barrier, and environment/study area site (Fraenkel et al., 2019). Four of these threats are very common in quantitative research: mortality, location, instrumentation, and instrument decay. Mortality threat is attributable to the loss of subjects and results in a low response rate. Location

threat is attributable to the varied worksite environment that can introduce a bias and affect the results. The instrumentation and instrument decay threats are related to the changes in questionnaire items and scoring method, and include the bias on part of the data collector (Fraenkel et al., 2019).

In view of these, to enhance the study's reliability, lessen the threats to internal validity, and reduce the researcher and respondent biases, the census method was adopted. Moreover, responses were collected from all types of faculty and students' groups (gender, age groups). Instrumentation threat was minimised by using an adapted well-designed and already validated questionnaire. To curtailed instrument decay, translation (e.g., face and content) validity was ensured. Some changes were made in the questionnaire based on the pilot test. This helped to reduce the threats to internal validity related to instrument decay. To decrease the location related threats, an effort was made to collect the data in a similar environment. The questionnaire was given to both lecturers and students and collected within a week period. Finally, to reduce the data inconsistency and abate the bias attributable to outliers and non-serious responses, data screening was carried out.

After the translation and internal validity, the questionnaire was pilot tested to ensure its construct validity. Construct validity is about ensuring that the method of measurement matches the construct the researcher want to measure. It refers to whether the scores of a test or instrument measure the distinct dimension (construct) they are intended to measure (Fraenkel et al., 2019). The construct validity was performed using the covariance-based SEM, thus Analysis of Moments Structure (AMOS). This type of SEM is very efficacious in performing a Confirmatory Factor Analysis (CFA). In the CFA,

the theoretically predetermined factor structure is confirmed by the current data. The CFA was done using 10,000 bootstrap samples (Streukens & Leroi-Werelds, 2016). The part of the questionnaire that was developed by the researcher was subjected to EFA using principal component analysis (PCA). In both EFA and CFA, items, which had low factor loadings (estimate) (thus, below .30) were rejected before the final data collection (Pallant, 2016).

The construct validity was checked using convergent, discriminant validity and model fit indices (see Table 3-20 and Figure 5-10). Convergent validity refers to the closeness with which an item relates to (or converges on) the construct that it is purported to measure. This was assessed using (1) the size of factor loadings (regression weights) and significance value of 0.05 or less, (2) Cronbach's Alpha, (3) Composite Reliability (CR), (4) Average Variance Extracted (AVE) and (5) correlation between each sub-scale and total scale score. A "high factor loading (regression estimate) on an item indicates that they converge on a common point, the latent construct" (Hair et al., 2010, p. 686). In this current study, a factor loading of .30 and above was accepted for all the items to achieve a convergent validity and when the significance of each regression weight (factor loading) was less than 0.05 (Hair et al., 2010; Pallant, 2016; Xiong et al., 2015). The internal consistency level of questionnaire was achieved when the Cronbach's Alpha coefficient was greater than 0.7 and a value of $CR > .60$ or $.70$ (Hair et al., 2010; Awang, 2012). In addition, AVE of $.50$ or higher was used to assess convergent validity (Fornell & Larcker, 1981; Hair et al., 2010; Kline, 2015).

Likewise, discriminant validity is the extent to which the items/scales of the same instrument are independent of each other. Thus, the degree to which

an item does not measure (or discriminates from) other constructs that it is not supposed to measure. This validity was achieved when the measurement model was free from redundant items. The square roots of AVEs ($\sqrt{\text{AVEs}}$) and mean inter-item correlations of each scale or among each scale were used as an index of the discriminant validity. According to Fornell and Larcker's (1981) criterion, the square roots of AVEs should be greater than the correlation among the dimensions (Awang, 2012; Xiong et al., 2015).

Also, a low correlation co-efficient between or among the items or sub-scale/dimensions indicated a discriminant validity. Thus, the items or the sub-scales are measuring different concept. If the measure of correlation between or among latent exogenous constructs (sub-scale) are less than .85 or .90, then, the discriminant validity has been achieved (Hair et al., 2010; Awang, 2012; 2014). This indicates that there was no problem of multicollinearity. However, the correlation value exceeding .85 or .90 indicates the two exogenous constructs are redundant or having serious multicollinearity problem (Hair et al., 2010; Awang, 2012; 2014).

Finally, the model fit indices were used to measure construct validity of all the scale (measurement model) used in this current investigation. The model-fit indices of the measurement model was assessed using the three most common goodness-of-fit (GOF) indices, namely, absolute, parsimonious fit and incremental fit (Awang, 2012; Xiong et al., 2015; Wu et al., 2015). Table 3-19 shows the results of convergent; discriminant and construct validity and Figure 5-10 shows the measurement model of the various scales.

Table 3: Item Loadings, Reliability and AVE of QLE Scale

| Construct: QLE | Item | Loadings | Alpha | CR | AVE | Scale r |
|-----------------|------|----------|-------|----|-----|---------|
| Personalisation | PS1 | .684* | | | | |
| | PS2 | .697* | | | | |

| | | | | | | |
|----------------------|-----|-------|------------|------------|------------|----------|
| | PS3 | .735* | | | | |
| | PS4 | .757* | .79 | .83 | .42 | .77* |
| | PS5 | .603* | | | | |
| | PS6 | .478* | | | | |
| | PS7 | .541* | | | | |
| Involvement | IV1 | .536* | | | | |
| | IV2 | .603* | | | | |
| | IV3 | .622* | | | | |
| | IV4 | .613* | .78 | .79 | .36 | .70* |
| | IV5 | .585* | | | | |
| | IV6 | .610* | | | | |
| | IV7 | .596* | | | | |
| Student Cohesiveness | SC1 | .645* | | | | |
| | SC2 | .675* | | | | |
| | SC3 | .573* | | | | |
| | SC4 | .643* | .81 | .82 | .39 | .76* |
| | SC5 | .560* | | | | |
| | SC6 | .663* | | | | |
| | SC7 | .633* | | | | |
| Task orientation | TO1 | .679* | | | | |
| | TO2 | .607* | | | | |
| | TO3 | .597* | | | | |
| | TO4 | .570* | .81 | .81 | .38 | .75* |
| | TO5 | .652* | | | | |
| | TO6 | .562* | | | | |
| | TO7 | .642* | | | | |
| Innovation | IN1 | .627* | | | | |
| | IN2 | .564* | | | | |
| | IN3 | .707* | | | | |
| | IN4 | .715* | .79 | .83 | .42 | .76* |
| | IN5 | .617* | | | | |
| | IN6 | .685* | | | | |
| | IN7 | .583* | | | | |
| Individualisation | ID1 | .497* | | | | |
| | ID2 | .649* | | | | |
| | ID3 | .739* | | | | |
| | ID4 | .800* | .81 | .82 | .41 | .77* |
| | ID5 | .790* | | | | |
| | ID6 | .507* | | | | |
| | ID7 | .339* | | | | |
| Satisfaction | SF1 | .509* | | | | |
| | SF2 | .595* | | | | |
| | SF3 | .597* | | | | |
| | SF4 | .595* | .78 | .78 | .34 | .76* |
| | SF5 | .544* | | | | |
| | SF6 | .595* | | | | |
| | SF7 | .620* | | | | |
| Overall scale | | | .74 | .97 | .39 | 1 |

Source: Field data, 2020

*P < .05

As shown in Table 3, all the factor loadings (.339 - .800) met the minimum threshold of 0.3 or more as recommended (Pallant, 2016; Hair et al., 2010) and they were significant at $p < .05$ (Hair et al., 2010; Xiong et al., 2015). The inter-construct reliability as measured by composite reliability ($CR = .78 - .83$) and Cronbach' alpha ($\alpha = .78 - .81$) exceeded the minimum threshold of .60 or .70 (Hair et al., 2010; Awang, 2012). However, all the AVE values (.34 - .42) for the various dimensions were less than the recommended value of .50 (Fornell & Larcker, 1981; Hair et al., 2010; Kline, 2015). Despite the low values of AVE, convergent validity was established. According to Fornell and Larcker (1981), if AVE is less than 0.5, but CR is higher than 0.6, the convergent validity of the construct is still adequate. Also, there was high intercorrelations between the sub-scales and the total scale score ($r = .70 - .77$). From the results, it was concluded that construct validity has been established through convergent validity and the instrument (QLE) is fit for purpose. The results of discriminant validity of QLE scale are shown in Table 4.

Table 4: Discriminant Validity of QLE Scale

| Variable: QLE | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 1. Personalisation | .65* | | | | | | |
| 2. Involvement | .41 | .60* | | | | | |
| 3. Student Cohesiveness | .21 | .27 | .63* | | | | |
| 4. Task orientation | .44 | .60 | .27 | .62* | | | |
| 5. Innovation | .25 | .32 | .29 | .27 | .65* | | |
| 6. Individualisation | .18 | -.06 | .18 | .02 | .24 | .64* | |
| 7. Satisfaction | .42 | .52 | .28 | .66 | .25 | .09 | .58* |

Source: Field data, 2020

*Bold diagonal values are \sqrt{AVE}

In Table 4, the diagonal values (in bold) are the square root of AVE while other values are the relationship between the respective constructs. From

the results, apart from the connection between task orientation and personalisation ($r = .60$) and satisfaction ($r = .66$), all the square roots of AVEs (\sqrt{AVE}) were higher than the association values in its row and column (Fornell & Larcker, 1981; Awang, 2012; Xiong et al., 2015). Also, the correlation values among all the dimensions of QLE ranges from $-.06$ to $.66$ and these values were less than $.85$ or $.90$ (Hair et al., 2010; Awang, 2012; 2014). This means that there was no problem of multicollinearity. Based on this, it was settled that discriminant validity has been established. Accordingly, all the items on the QLE scale have been grouped under their respective dimensions. The measurement model and goodness of fit (GOF) indices of QLE scale are shown in Figure 5 and Table 5 respectively.

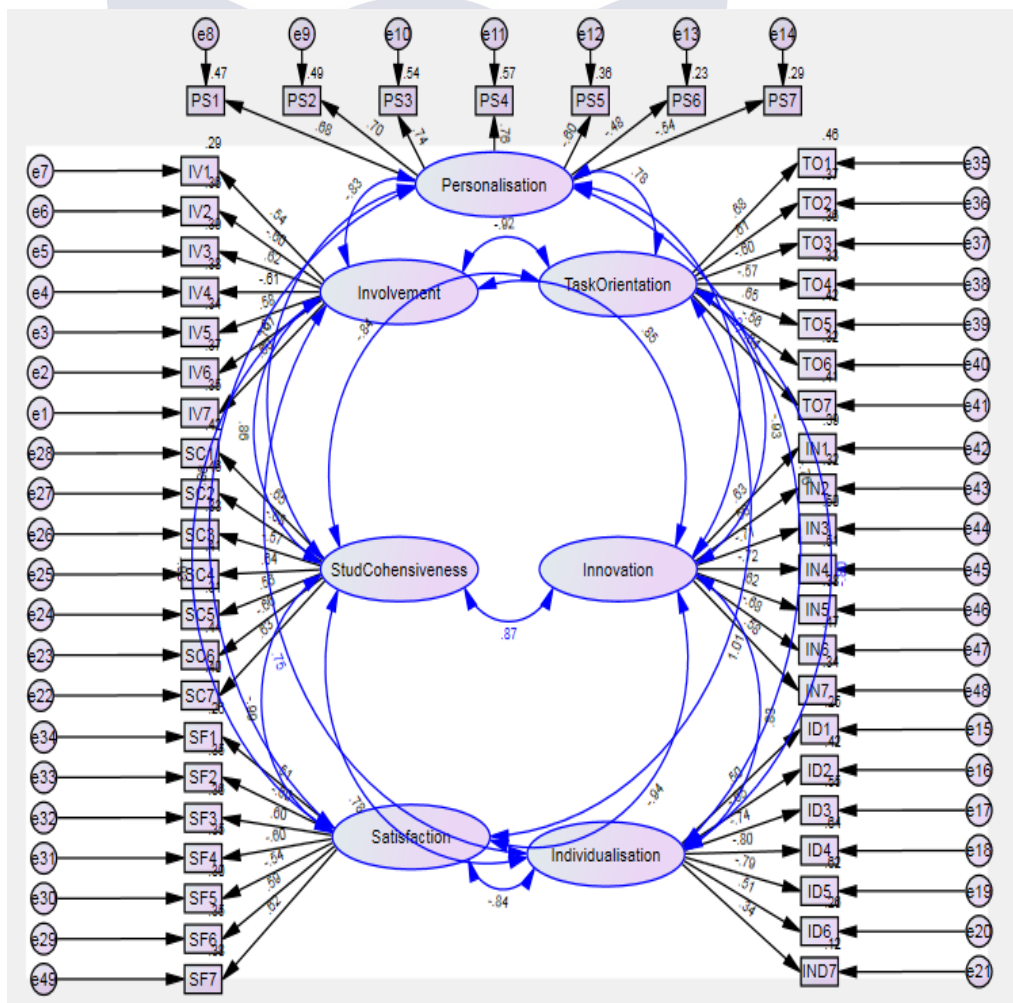


Figure 5: CFA results for the measurement model of QLE scale

Table 5: Construct Validity: Goodness of Fit Indices of QLE Scale

| Type of Fit | Measures | Threshold | Obtained Value | Authors |
|-------------------|-------------|------------|--------------------------------|--|
| Absolute fit | χ^2 | $P > .05$ | 7112.793 (1106), $P = .000$ | Barrett (2007); Hair et al. (2010) |
| | RMSEA | $\leq .08$ | .061 | Browne & Cudeck (1993); Hu & Bentler (1999); Steiger (2007) |
| | RMR | $\leq .08$ | .044 | |
| | GFI | $\geq .90$ | .927 | |
| Incremental fit | AGFI | $\geq .90$ | .935 | Byrne (1994); Hu & Bentler (1999); Schumacker & Lomax (2004) |
| | CFI | $\geq .90$ | .918 | |
| | TLI | $\geq .90$ | .907 | |
| | NFI | $\geq .90$ | .903 | |
| Parsimonious fits | χ^2/df | ≤ 5.0 | 3.43 | Ullman (2001); Schumacker & Lomax (2004); Kline (2015) |

Source: Field data, 2020

As shown in Table 5, the results of the measurement model demonstrated an excellent fit to the data (QLE scale) with a model chi-square (χ^2) of 7112.793(1106), $p = .000$, Normed chi-square (χ^2/df) of 3.43, Root Mean Square Error of Approximation (RMSEA) of .06, Goodness of Fit (GFI) of .93, Comparative Fit Index (CFI) of .92, Tucker Lewis index (TLI) of .91 and Normed-Fit Index (NFI) of .90. All these fit indices results indicated that the QLE scale is approximately fit. The results of the validation of QS scale are presented in Table 6-8 and Figure 6.

Table 6: Item Loadings, Reliability and AVE of QS Scale

| Construct: QS | Item | Loadings | Alpha | CR | AVE | Scale r |
|----------------|------|----------|-------|-----|-----|---------|
| Tangibles | TAN1 | .735* | | | | |
| | TAN2 | .875* | | | | |
| | TAN3 | .661* | .88 | .89 | .57 | .86* |
| | TAN4 | .794* | | | | |
| | TAN5 | .740* | | | | |
| | TAN6 | .696* | | | | |
| Reliability | REL1 | .754* | | | | |
| | REL2 | .776* | | | | |
| | REL3 | .753* | .87 | .87 | .58 | .93* |
| | REL4 | .764* | | | | |
| | REL5 | .753* | | | | |
| Responsiveness | RES1 | .781* | | | | |

| | | | | | | |
|----------------------|------|-------|------------|------------|------------|----------|
| | RES2 | .825* | | | | |
| | RES3 | .748* | .89 | .92 | .61 | .89* |
| | RES4 | .777* | | | | |
| | RES5 | .788* | | | | |
| Assurance | ASS1 | .808* | | | | |
| | ASS2 | .783* | | | | |
| | ASS3 | .779* | | | | |
| | ASS4 | .741* | | | | |
| | ASS5 | .782* | .94 | .94 | .63 | .92* |
| | ASS6 | .821* | | | | |
| | ASS7 | .863* | | | | |
| | ASS8 | .768* | | | | |
| | ASS9 | .817* | | | | |
| Empathy | EMP1 | .740* | | | | |
| | EMP2 | .773* | | | | |
| | EMP3 | .747* | | | | |
| | EMP4 | .757* | .90 | .91 | .54 | .95* |
| | EMP5 | .751* | | | | |
| | EMP6 | .687* | | | | |
| | EMP7 | .652* | | | | |
| | EMP8 | .779* | | | | |
| Reputation & image | REP1 | .706* | | | | |
| | REP2 | .820* | | | | |
| | REP3 | .745* | | | | |
| | REP4 | .742* | .90 | .90 | .56 | .92* |
| | REP5 | .773* | | | | |
| | REP6 | .702* | | | | |
| | REP7 | .729* | | | | |
| Understanding | UND1 | .752* | .66 | .67 | .51 | .80* |
| | UND2 | .667* | | | | |
| Overall scale | | | .98 | .98 | .58 | 1 |

Source: Field data, 2020

*P < .05

In Table 6, the factor loadings (.661 - .875, $p < .05$) for all the items of QS were statistically significant and surpassed the suggested threshold of .60, .70 or higher (Hair et al., 2010; Awang, 2014). The Cronbach's alpha ($\alpha = .66 - .94$) and composite reliability ($CR = .67 - .94$) for all the dimensions of QS ameliorated the proposed of .70 and .60 respectively (Hair et al., 2010; Awang, 2012). Furthermore, AVE values ($AVE = .51 - .63$) were higher than the prescribed value of .50 (Fornell & Larcker, 1981; Hair et al., 2010; Kline, 2015). Also, the intercorrelations between the sub-scale of QS and the total scale score were high ($r = .80 - .95$). It was concluded that all the conditions for achieving

convergent validity of QS scale have been met and satisfied. Accordingly, the instrument, QS scale, is deemed fit for purpose. The results of discriminant validity of QS scale are shown in Table 7.

Table 7: Discriminant Validity of QS Scale

| Variable: QS | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 1. Tangibles | .76* | | | | | | |
| 2. Reliability | .75 | .76* | | | | | |
| 3. Responsiveness | .72 | .79 | .78* | | | | |
| 4. Assurance | .67 | .76 | .71 | .79* | | | |
| 5. Empathy | .70 | .78 | .76 | .74 | .74* | | |
| 6. Reputation & image | .75 | .76 | .74 | .75 | .74 | .75* | |
| 7. Understanding | .69 | .71 | .67 | .69 | .73 | .73 | .71* |

Source: Field data, 2020

*Bold diagonal values are \sqrt{AVE}

As presented in Table 7, the square roots of AVEs (\sqrt{AVE}) for the sub-scale of QS were significantly greater than their corresponding intercorrelations except for the correlations between reliability and responsiveness ($r = .79$) and empathy ($r = .78$), understanding and empathy ($r = .73$) and reputation and image ($r = .73$). Thus, the AVEs were higher than the variance shared between the dimensions and other dimensions in the QS model (Fornell & Larcker, 1981; Awang, 2012; Xiong et al., 2015). In addition, the intercorrelations values ($r = .67 - .79$) of the sub-scale of QS were lower than the value of .85 or .90 (Hair et al., 2010; Awang, 2012; 2014). This condition explains that problem of multicollinearity does not exist between or among the construct. Consequently, all the observed variables of QS scale have been grouped under their respective dimensions. All these criteria confirmed that discriminant validity has been established for QS scale. The measurement model and GOF indices of QS scale are shown in Figure 6 and Table 8.

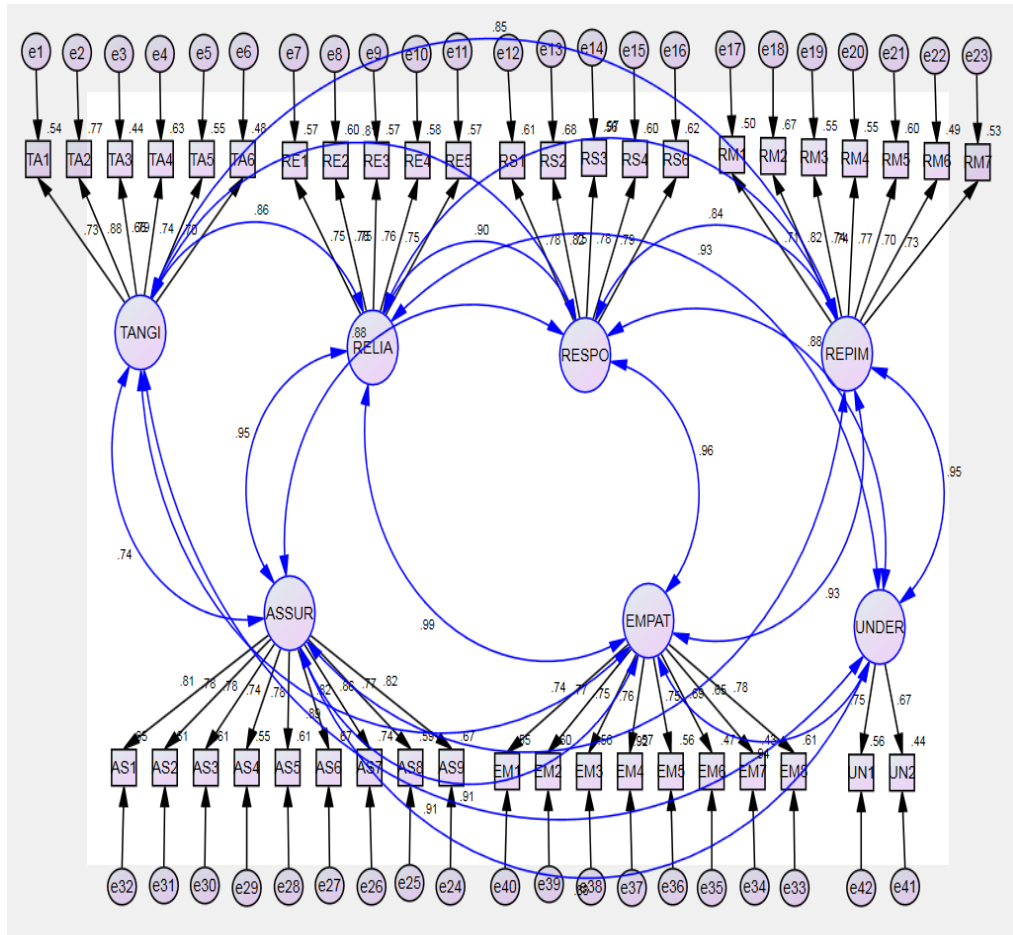


Figure 6: CFA results for the measurement model of QS scale

Table 8: Construct Validity: Goodness of Fit Indices of QS Scale

| Type of Fit | Measures | Threshold | Obtained Value | Authors |
|-------------------|-------------|------------|-------------------------------|--|
| Absolute fit | χ^2 | $P > .05$ | 1725.937 (526), $P = .000$ | Barrett (2007); Hair et al. (2010) |
| | RMSEA | $\leq .08$ | .067 | Browne & Cudeck (1993); Hu & Bentler (1999); Steiger (2007) |
| | RMR | $\leq .08$ | .060 | |
| | GFI | $\geq .90$ | .990 | |
| Incremental fit | AGFI | $\geq .90$ | .989 | Byrne (1994); Hu & Bentler (1999); Schumacker & Lomax (2004) |
| | CFI | $\geq .90$ | .912 | |
| | TLI | $\geq .90$ | .917 | |
| | NFI | $\geq .90$ | .989 | |
| Parsimonious fits | χ^2/df | ≤ 5.0 | 2.67 | Ullman (2001); Schumacker & Lomax (2004); Kline (2015) |

Source: Field data, 2020

As demonstrated in Table 8, the results of the measurement model revealed an excellent fit to QS scale with a χ^2 of 1725.937(526), $p = .000$, χ^2/df of 2.67, RMSEA of .067, GFI of .99, CFI of .91, TLI of .92 and NFI of .99. It was concluded that all these model fit indices of QS scale were generally good and adequate. The outcomes of the authentication of QT are offered in Table 9-11 and Figure 7.

Table 9: Item Loadings, Reliability and AVE of QT Scale

| Construct: QT | Item | Loadings | Alpha | CR | AVE | Scale r |
|-----------------------|------|----------|-------|-----|-----|---------|
| Good teaching | GT1 | .800* | .82 | .88 | .50 | .83* |
| | GT2 | .743* | | | | |
| | GT3 | .698* | | | | |
| | GT4 | .715* | | | | |
| | GT5 | .785* | | | | |
| | GT6 | .783* | | | | |
| | GT7 | .192* | | | | |
| | GT8 | .705* | | | | |
| Clear goals/standards | CG1 | .728* | .64 | .67 | .34 | .77* |
| | CG2 | .747* | | | | |
| | CG3 | .237* | | | | |
| | CG4 | .182* | | | | |
| | CG5 | .708* | | | | |
| Appro. workloads | AW1 | .784* | .77 | .79 | .45 | .72* |
| | AW2 | .769* | | | | |
| | AW3 | .738* | | | | |
| | AW4 | .671* | | | | |
| | AW5 | .235* | | | | |
| Appro. assessment | AA1 | .471* | .81 | .82 | .43 | .74* |
| | AA2 | .636* | | | | |
| | AA3 | .754* | | | | |
| | AA4 | .709* | | | | |
| | AA5 | .707* | | | | |
| | AA6 | .621* | | | | |
| Emp. Independence | EI1 | .297* | .73 | .74 | .34 | .66* |
| | EI2 | -.763* | | | | |
| | EI3 | .757* | | | | |
| | EI4 | .634* | | | | |
| | EI5 | .491* | | | | |
| | EI6 | .400* | | | | |
| Generic skills | GS1 | .798* | .93 | .93 | .69 | .84* |
| | GS2 | .838* | | | | |
| | GS3 | .825* | | | | |
| | GS4 | .849* | | | | |
| | GS5 | .811* | | | | |
| | GS6 | .850* | | | | |

| | | | | | | |
|-----------------------|-----|-------|------------|------------|------------|----------|
| Student support | SS1 | .689* | | | | |
| | SS2 | .731* | | | | |
| | SS3 | .808* | .86 | .86 | .55 | .83* |
| | SS4 | .713* | | | | |
| | SS5 | .759* | | | | |
| Learning resources | LS1 | .743* | | | | |
| | LS2 | .680* | | | | |
| | LS3 | .762* | .87 | .87 | .57 | .82* |
| | LS4 | .802* | | | | |
| | LS5 | .778* | | | | |
| Course organisation | CO1 | .784* | | | | |
| | CO2 | .725* | | | | |
| | CO3 | .765* | .86 | .86 | .56 | .84* |
| | CO4 | .781* | | | | |
| | CO5 | .664* | | | | |
| Learning community | LC1 | .781* | | | | |
| | LC2 | .770* | | | | |
| | LC3 | .801* | .88 | .88 | .60 | .86* |
| | LC4 | .742* | | | | |
| | LC5 | .778* | | | | |
| Graduate qualities | GQ1 | .805* | | | | |
| | GQ2 | .854* | | | | |
| | GQ3 | .775* | | | | |
| | GQ4 | .821* | .92 | .92 | .66 | .85* |
| | GQ5 | .778* | | | | |
| | GQ6 | .850* | | | | |
| Intellect. motivation | IM1 | .860* | | | | |
| | IM2 | .891* | | | | |
| | IM3 | .884* | .89 | .90 | .65 | .80* |
| | IM4 | .558* | | | | |
| | IM5 | .804* | | | | |
| Overall scale | | | .95 | .99 | .53 | 1 |

Source: Field data, 2020

*P < .05

As presented in Table 9, the observed items (GT 7, CG 3, CG 4, AW 5 and EI 1) were deleted because they had a factor loading below .30 as endorsed (Pallant, 2016). All the regression estimates were significant ($p < .001$) (Hair et al., 2010; Awang, 2014). The measurement results shown that the values of Cronbach alpha ($\alpha = .64 - .93$) and CR (.67 - .93) were above the acceptable threshold of .60 or .70 (Hair et al., 2010; Awang, 2012). Therefore, these values indicated that there was adequate internal consistency reliability between the latent constructs of this investigation. All the values of AVE of the sub-scale of

QT were greater than the suggested threshold of .50 (Fornell & Larcker, 1981; Hair et al., 2010; Kline, 2015). However, the constructs (Clear goals/standards, appropriate workload, assessment, and emphasis on independence) had low AVE values indicating that they lacked convergent validity. Nevertheless, if AVE is less than .50, but CR is higher than 0.6, the convergent validity of the construct is still adequate (Fornell & Larcker, 1981). So, convergent validity has been established for those construct regardless of low AVE values. In furthance, high intercorrelation values ($r = .66 - .86$) between the total scalre score and various dimensions of QT had been ascertained. This also suggests that the convergent validity of the dimensions of QT has been found and the instrument, QT, is considered fit for purpose. The results of discriminant validity of QT scale are shown in Table 10.

Table 10: Discriminant Validity of QT Scale

| Variable: QT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 1. Good teaching | .71* | | | | | | | | | | | |
| 2. Clear goals/standards | .53 | .58* | | | | | | | | | | |
| 3. Appropriate workload | -.14 | .06 | .67* | | | | | | | | | |
| 4. Appropriate assessment | -.23 | .07 | .56 | .66* | | | | | | | | |
| 5. Emphasis on independence | .47 | .29 | .17 | -.02 | .58* | | | | | | | |
| 6. Generic skills | .71 | .46 | -.24 | -.33 | .46 | .83* | | | | | | |
| 7. Student support | .63 | .30 | -.12 | -.29 | .54 | .68 | .74* | | | | | |
| 8. Learning resources | .63 | .30 | -.10 | -.28 | .50 | .63 | .73 | .76* | | | | |
| 9. Course organisation | .67 | .34 | -.09 | -.31 | .57 | .65 | .72 | .74 | .75* | | | |
| 10. Learning community | .70 | .45 | -.20 | -.33 | .48 | .78 | .70 | .71 | .74 | .78* | | |
| 11. Graduate qualities | .71 | .44 | -.23 | -.39 | .45 | .73 | .69 | .68 | .69 | .76 | .81* | |
| 12. Intellectual motivation | .66 | .38 | -.24 | -.39 | .43 | .75 | .66 | .64 | .68 | .72 | .77 | .81* |

Source: Field data, 2020

*Bold diagonal values are $\sqrt{\text{AVE}}$

In Table 10, the diagonal values (in bold), which are the square root of AVEs, (\sqrt{AVEs}) were greater than the relationship between or among the dimensions of QT (Fornell & Larcker, 1981; Awang, 2012; Xiong et al., 2015). Furthermore, the intercorrelation values ($r = .06 - .78$) of the latent variables of QT were lower than the value of .85 or .90. This confirmed the non-existence of multicollinearity in the data set (Hair et al., 2010; Awang, 2012; 2014). Consequently, all the observed variables of QT scale have been grouped under their respective dimensions. All these measures long-established that discriminant validity has been stabled for QT scale. The measurement model and GOF indices of QT scale are shown in Figure 7 and Table 11.

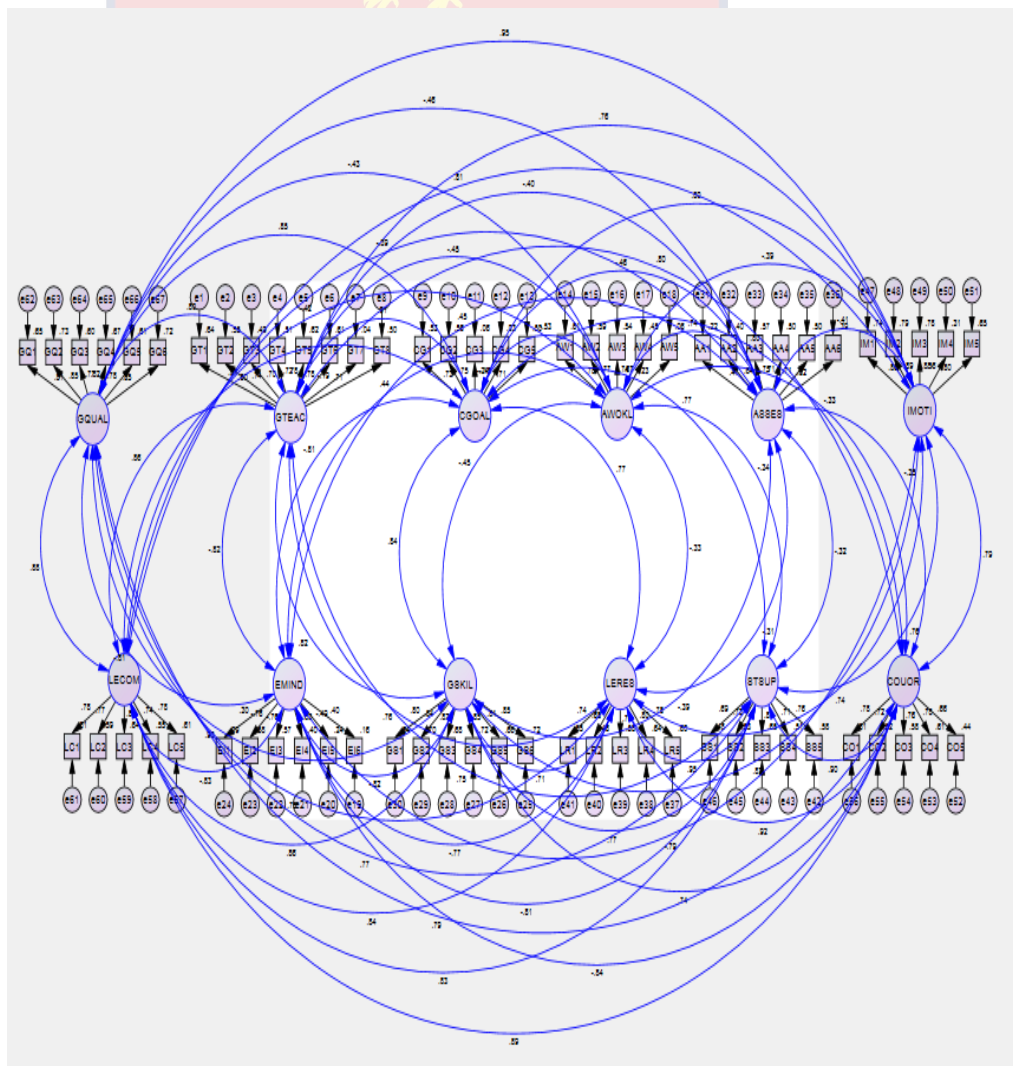


Figure 7: CFA results for the measurement model of QT scale

Table 11: Construct Validity: Goodness of Fit Indices of QT Scale

| Type of Fit | Measures | Threshold | Obtained Value | Authors |
|-------------------|-------------|------------|--------------------------------|--|
| Absolute fit | χ^2 | $P > .05$ | 5734.158 (2078), $P = .000$ | Barrett (2007); Hair et al. (2010) |
| | RMSEA | $\leq .08$ | .058 | Browne & Cudeck (1993); Hu & Bentler (1999); Steiger (2007) |
| | RMR | $\leq .08$ | .072 | |
| | GFI | $\geq .90$ | .916 | |
| Incremental fit | AGFI | $\geq .90$ | .908 | Byrne (1994); Hu & Bentler (1999); Schumacker & Lomax (2004) |
| | CFI | $\geq .90$ | .904 | |
| | TLI | $\geq .90$ | .899 | |
| | NFI | $\geq .90$ | .897 | |
| Parsimonious fits | χ^2/df | ≤ 5.0 | 2.76 | Ullman (2001); Schumacker & Lomax (2004); Kline (2015) |

Source: Field data, 2020

As demonstrated in Table 11, an overall model CFA was conducted to assess the fit of the TQ scale. The model to the data was found adequately well, with a χ^2 of 5734.158(2078), $p = .000$, χ^2/df of 2.76, RMSEA of .058, GFI of .92, CFI of .90, TLI of .90 and NFI of .90. So, from these model indices, the QT is in good fit category in order to measure construct validity of QT. The results of the convergent, discriminant and construct validity of QSE scale are demonstrated in Table 12-14 and Figure 8.

Table 12: Item Loadings, Reliability and AVE of QSE Scale

| Construct: QSE | Item | Loadings | Alpha | CR | AVE | Scale r |
|-------------------------|------|----------|-------|-----|-----|---------|
| High order learning | HO1 | .580* | .86 | .88 | .65 | .80* |
| | HO2 | .830* | | | | |
| | HO3 | .918* | | | | |
| | HO4 | .859* | | | | |
| Reflective & integrativ | RI1 | .803* | .93 | .93 | .57 | .85* |
| | RI2 | .792* | | | | |
| | RI3 | .812* | | | | |
| | RI4 | .807* | | | | |
| | RI5 | .829* | | | | |
| | RI6 | .814* | | | | |
| | RI7 | .822* | | | | |
| Quantitative reasoning | QR1 | .784* | | | | |
| | QR2 | .826* | | | | |

| | | | | | | |
|-------------------------|-----|-------|------------|------------|------------|----------|
| | QR3 | .793* | .84 | .84 | .64 | .76* |
| Learning strategies | LS1 | .720* | | | | |
| | LS2 | .793* | | | | |
| | LS3 | .822* | .82 | .82 | .61 | .81* |
| Collaborative learning | CL1 | .794* | | | | |
| | CL2 | .819* | | | | |
| | CL3 | .825* | | | | |
| | CL4 | .814* | .89 | .89 | .66 | .75* |
| Discussion with divers | DD1 | .654* | | | | |
| | DD2 | .767* | | | | |
| | DD3 | .687* | | | | |
| | DD4 | .755* | .81 | .81 | .52 | .73* |
| Student-faculty interac | SF1 | .846* | | | | |
| | SF2 | .869* | | | | |
| | SF3 | .887* | | | | |
| | SF4 | .850* | .92 | .92 | .75 | .62* |
| Effectiv teaching pract | ET1 | .809* | | | | |
| | ET2 | .835* | | | | |
| | ET3 | .841* | | | | |
| | ET4 | .730* | | | | |
| | ET5 | .683* | .88 | .89 | .62 | .85* |
| Quality of interactions | QI1 | .579* | | | | |
| | QI2 | .864* | | | | |
| | QI3 | .928* | | | | |
| | QI4 | .902* | | | | |
| | QI5 | .808* | .91 | .91 | .68 | .88* |
| Supportive environme | SE1 | .735* | | | | |
| | SE2 | .757* | | | | |
| | SE3 | .786* | | | | |
| | SE4 | .780* | | | | |
| | SE5 | .759* | | | | |
| | SE6 | .723* | .92 | .92 | .58 | .81* |
| | SE7 | .788* | | | | |
| | SE8 | .761* | | | | |
| Overall scale | | | .94 | .99 | .62 | 1 |

Source: Field data, 2020

*P < .05

The results in Table 12 showed that the items of the scale, QSE, present factor loadings from .579 to .928 and all of which are statistically significant ($p < .05$) (Hair et al., 2010; Awang, 2014). The Cronbach alpha ($\alpha = .81 - .93$) and CR (.81 - .93) coefficients indicating the inter-construct reliability were satisfactory (Hair et al., 2010; Awang, 2012). The alpha values suggest a consistent and reliable instrument because the reliability co-efficients were higher than the recommended cut-off of .60 or .70. The CR considered as a more

robust accuracy indicator of construct reliability had co-efficients above the reference value of .70. The AVE coefficients ($AVE = .52 - .66$) for each of the domains of QSE showed acceptable level of convergent validity (Fornell & Larcker, 1981; Hair et al., 2010; Kline, 2015). Equally, the correlations between the domains and total scale score were high and significant ($r = .62 - .88, p < .05$) as well as consistent. This means that the dimensions of QSE were highly associated with other constructs of QSE designed to measure theoretically similar concepts. Therefore, it was concluded that the regression weights, alpha, CR and AVE for each of the constructs of QSE indicated acceptable convergent validity. The results of discriminant validity of QSE scale are shown in Table 13.

Table 13: Discriminant Validity of QSE Scale

| Variable: QSE | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 1. Higher order learning | .81* | | | | | | | | | |
| 2. Reflective/integrative learning | .67 | .76* | | | | | | | | |
| 3. Quantitative reasoning | .63 | .66 | .80* | | | | | | | |
| 4. Learning strategies | .67 | .74 | .61 | .78* | | | | | | |
| 5. Collaborative learning | .63 | .71 | .51 | .69 | .82* | | | | | |
| 6. Discussion with diverse others | -.01 | -.01 | -.10 | .03 | -.03 | .72* | | | | |
| 7. Student-faculty interactions | .35 | .39 | .58 | .45 | .32 | .01 | .87* | | | |
| 8. Effective teaching practices | .76 | .76 | .61 | .70 | .65 | .04 | .42 | .79* | | |
| 9. Quality of interactions | -.27 | -.33 | -.31 | -.27 | -.24 | .04 | -.29 | -.26 | .82* | |
| 10. Supportive environment | .57 | .61 | .58 | .57 | .53 | .06 | .57 | .62 | -.33 | .76* |

Source: Field data, 2020

*Bold diagonal values are \sqrt{AVE}

As evident in Table 13, the square root of AVE (\sqrt{AVEs}) (.76 - .87) for each each domain of QSE was higher than the correlations involving the

construct (Fornell & Larcker, 1981; Awang, 2012; Xiong et al., 2015). Also, the values of AVE were less than .90 (Hair et al., 2010). Further, the correlation coefficients ($r = -.01 - .76$) among the domains of QSE were lower than the cut-off points of .85 or .90. This confirmed the non-existence of multicollinearity in the data set (Hair et al., 2010; Awang, 2012; 2014). This suggests acceptable level of discriminant validity of QSE. The measurement model and GOF indices of QSE scale are shown in Figure 8 and Table 14.

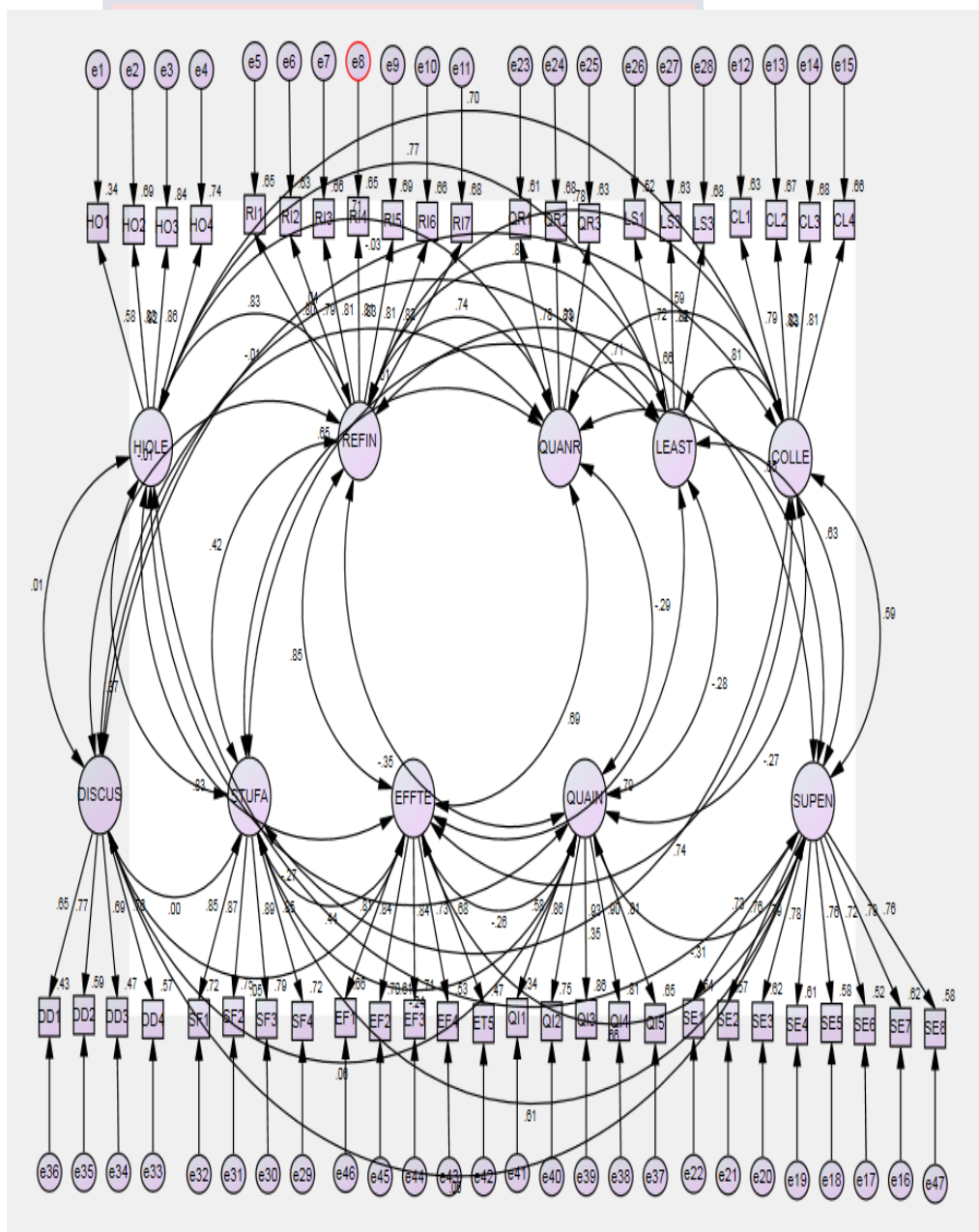


Figure 8: CFA results for the measurement model of QSE scale

Table 14: Construct Validity: Goodness of Fit Indices of QSE Scale

| Type of Fit | Measures | Threshold | Obtained Value | Authors |
|-------------------|-------------|------------|-------------------------------|--|
| Absolute fit | χ^2 | $P > .05$ | 2479.545 (989), $P = .000$ | Barrett (2007); Hair et al. (2010) |
| | RMSEA | $\leq .08$ | .053 | Browne & Cudeck (1993); Hu & Bentler (1999); Steiger (2007) |
| | RMR | $\leq .08$ | .062 | |
| | GFI | $\geq .90$ | .901 | |
| Incremental fit | AGFI | $\geq .90$ | .907 | Byrne (1994); Hu & Bentler (1999); Schumacker & Lomax (2004) |
| | CFI | $\geq .90$ | .919 | |
| | TLI | $\geq .90$ | .912 | |
| | NFI | $\geq .90$ | .908 | |
| Parsimonious fits | χ^2/df | ≤ 5.0 | 2.51 | Ullman (2001); Schumacker & Lomax (2004); Kline (2015) |

Source: Field data, 2020

From Table 14, it was noted that the fit indicators of the measurement model of QSE were satisfactory: $\chi^2(989) = 2479.545$, $p = .000$, $\chi^2/df = 2.51$, RMSEA = .058, GFI = .90, CFI = .92, TLI = .91 and NFI = .91. The values of the fit indices were within the cut-off values, so the indices are in good fit level. Considering the above conditions (convergent, discriminant validity and model fit indices), the overall model is fit to measure the construct validity of the instrument, QSE scale. The results of the psychometric properties of SCA scale are shown in Table 15-17 and Figure 9.

Table 15: EFA and CFA of SCA Scale

| Variable: SCA | Communalities Extraction | EFA Loadings | CFA Loadings | Scale r |
|-------------------------------|--------------------------|--------------|--------------|---------|
| Time management skills | .694 | .833 | .827* | .83* |
| Learning skills | .706 | .840 | .833* | .84* |
| Technology proficiency skills | .497 | .705 | .691* | .71* |
| Self-monitoring skills | .697 | .835 | .828* | .83* |
| Research skills | .692 | .832 | .825* | .83* |
| Presentation skills | .731 | .855 | .848* | .86* |
| Problem solving skills | .744 | .863 | .857* | .86* |
| Analytic skills | .638 | .799 | .787* | .80* |
| Teamwork skills | .728 | .853 | .850* | .85* |
| Communication skills | .671 | .819 | .811* | .82* |
| Planning skills | .776 | .881 | .878* | .88* |

| | | | | |
|---|------|--|-------|------|
| Adaptability/flexibility skills | .730 | .855 | .850* | .85* |
| Entrepreneurial mindset skills | .646 | .803 | .795* | .81* |
| Empathy/compassion skills | .662 | .814 | .807* | .81* |
| Application skills | .692 | .832 | .824* | .83* |
| Self-awareness skills | .716 | .846 | .841* | .85* |
| Self-confidence skills | .748 | .865 | .863* | .86* |
| Social/diversity awareness skill | .733 | .856 | .852* | .86* |
| Independence skills | .717 | .847 | .843* | .85* |
| Emotional intelligence skills | .664 | .815 | .806* | .82* |
| Stress tolerance skills | .639 | .799 | .790* | .80* |
| Initiative/creativity skills | .625 | .791 | .779* | .79* |
| Democratic participation skills | .701 | .837 | .829* | .84* |
| Reflectiveness skills | .708 | .842 | .833* | .84* |
| Negotiation skills | .672 | .819 | .812* | .82* |
| Decision-making skills | .748 | .865 | .862* | .86* |
| Organizational skills | .752 | .867 | .864* | .87* |
| Sociability/openness skills | .677 | .823 | .820* | .82* |
| Self-discipline/self-respect skill | .790 | .889 | .890* | .89* |
| Perseverance skills | .771 | .878 | .876* | .88* |
| Self-motivation skills | .762 | .873 | .873* | .87* |
| Risk-taking skills | .660 | .813 | .806* | .81* |
| Kaiser-Meyer-Olkin value = .984 | | Cronbach's Alpha (α) = .99 | | |
| Bartlett's Test of Sphericity = $\chi^2(496) = 19511.533, p < .001$ | | Composite Reliability (CR) = .99 | | |
| Eigenvalue = 22.386 | | Average Variance Extracted (AVE) = .69 | | |
| % of Variance = 69.956 | | | | |
| Source: Field data, 2020 | | *P < .05 | | |

As demonstrated in Table 15, the observed variables of the student competences acquisition (SCA) were subjected to EFA using PCA. Prior to performing PCA, the suitability of data for factor analysis was assessed. Inspection of the correlation matrix revealed the presence of many coefficients of .3 and above (Hair et al., 2010; Tabachnick & Fidell, 2013; Field, 2017). The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy value was .984, exceeding the minimum recommended value of .60 for a good factor analysis (Kaiser, 1970, 1974; Hair et al., 2010; Tabachnick & Fidell, 2013). This represents a marvelous level of sampling adequacy. Also, the Barlett's Test of

Sphericity reached statistical significance, $\chi^2(496) = 19511.533, p < .001$), supporting the factorability of the correlation matrix (Bartlett, 1954). PCA revealed the presence of one component with eigenvalues exceeding 1, explaining 69.96% of the variance. An inspection of the scree plot revealed a clear break after the first component. The factor has a minimum loading of .705 and a maximum loading of .889. The communalities (extraction) (ie the amount of variance explained by each variable of the factor) value ranged from .497 to .790. These values were greater than the threshold of .40 (Osborne, Costello & Kellow, 2008).

After the EFA results, the one factor was then subjected to a CFA using AMOS 21.0 to validate all the assessed items as the measurement construct of the hypothesised model. All the standardised factor loadings (.691 - .890, $p < .05$) were significant and above the recommended conditions (Hair et al., 2010; Awang, 2014). The internal consistency of the scale (SCA) was high ($\alpha = .99$). The CR (.99) and AVE (.69) of the construct showed acceptable convergent validity (see Table 15) (Larcker, 1981; Hair et al., 2010; Awang, 2012; Kline, 2015). Correspondingly, the relationships between the items and total scale score were high, significant and consistent ($r = .71 - .89, p < .05$). This means that the observed variables were highly associated with scale, SCA.

The results of discriminant validity of SCA scale are shown in Table 16. The discriminant validity of SCA was assessed using Fornell and Larcker's (1981) criterion. The square root of the AVE [$(\sqrt{.69}) = .83$] of the construct, SCA, was higher than the correlations involving the variables (see Table 16) (Fornell & Larcker, 1981; Awang, 2012; Xiong et al., 2015). Also, the value of AVE was less than .90 (Hair et al., 2010).

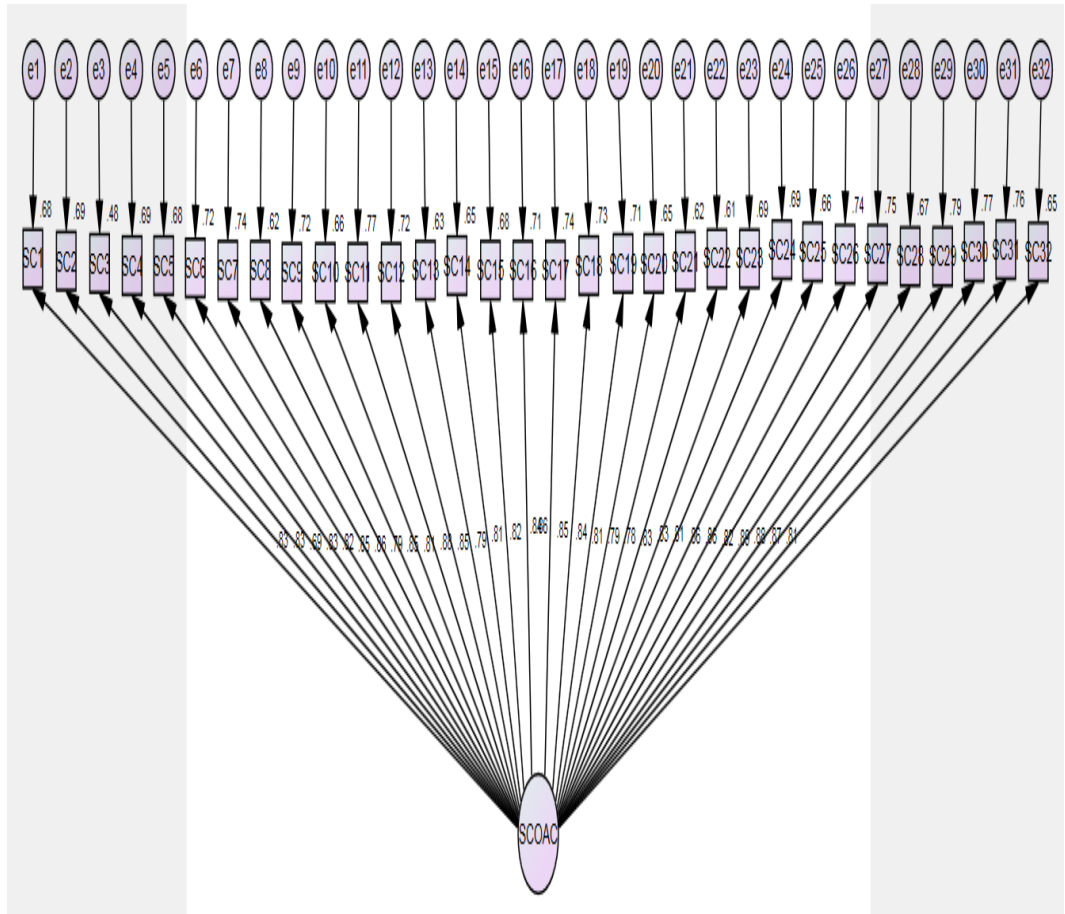


Figure 9: CFA results for the measurement model of SCA scale

Table 17: Construct Validity: Goodness of Fit Indices of SCA Scale

| Type of Fit | Measures | Threshold | Obtained Value | Authors |
|-------------------|-------------|------------|-------------------------------|--|
| Absolute fit | χ^2 | $P > .05$ | 2153.404 (464), $P = .000$ | Barrett (2007); Hair et al. (2010) |
| | RMSEA | $\leq .08$ | .078 | Browne & Cudeck (1993); Hu & Bentler (1999); Steiger (2007) |
| | RMR | $\leq .08$ | .026 | |
| | GFI | $\geq .90$ | .909 | |
| Incremental fit | AGFI | $\geq .90$ | .937 | Byrne (1994); Hu & Bentler (1999); Schumacker & Lomax (2004) |
| | CFI | $\geq .90$ | .913 | |
| | TLI | $\geq .90$ | .907 | |
| | NFI | $\geq .90$ | .892 | |
| Parsimonious fits | χ^2/df | ≤ 5.0 | 4.64 | Ullman (2001); Schumacker & Lomax (2004); Kline (2015) |

Source: Field data, 2020

This suggests an acceptable discriminant validity. In Table 16, the correlation coefficients ($r = .54 - .79$) among the items of SCA were lower than the cut-off points of .85 or .90. This established that there was no problem of multicollinearity in the data set (Hair et al., 2010; Awang, 2012; 2014). This, also, submits a satisfactory level of discriminant validity of SCA. The measurement model and GOF indices of SCA scale are shown in Figure 9 and Table 17. The values of goodness-of-fit (GOF) indices for measurement model (SCA) are tabulated in Table 17. Results of the model fit indices have proven that the hypothesized model displayed good fit with the data [$\chi^2(464) = 2153.404$, $p = .000$, $\chi^2/df = 4.64$, RMSEA = .078, GFI = .91, CFI = .91, TLI = .91 and NFI = .89]. The values of the fit indices were within the cut-off values, so the indices are in good fit level except with NFI (.89) which shows marginally fit. Taking into consideration the convergent, discriminant validity and model fit indices, the overall model of SCA is fit for purpose. The results of the psychometric properties of SAT scale are shown in Table 18-20 and Figure 10.

As presented in Table 18, to explore the factorial structure of SAT scale, the 15 items of the instrument were subjected to an EFA with PCA. In order to perform PCA, the appropriateness of the data was evaluated using two tests: the KMO value of measure of sampling adequacy and significance value of the Bartlett test of sphericity. The PCA of EFA yielded a KMO measure of sampling adequacy of .958. The KMO value was above the recommended value of .6 and indicated the existence of a marvelous level of sampling adequacy (Kaiser, 1970, 1974; Hair et al., 2010; Tabachnick & Fidell, 2013). Likewise, the results of Bartlett's test of sphericity reached statistical significance, $\chi^2(105)$

= 6831.711, $p < .001$, and this indicated that the correlation structure is adequate for factor analyses (Bartlett, 1954).

Table 18: EFA and CFA of Satisfaction (SAT) Scale

| Variable: SAT scale | Communalities Extraction | EFA Loadings | CFA Loadings | Scale r |
|-------------------------------|--------------------------------------|-----------------|----------------------------------|---------|
| Courses | .593 | .770 | .742* | .78* |
| Content/subject matter | .697 | .835 | .814* | .84* |
| Skills acquisition | .670 | .818 | .804* | .82* |
| Lecturers/faculty | .641 | .801 | .779* | .80* |
| Learning environment | .479 | .692 | .650* | .71* |
| Academic aspects | .619 | .787 | .760* | .79* |
| Non-academic aspects | .450 | .671 | .630* | .69* |
| Teaching quality | .664 | .815 | .795* | .81* |
| Information/services | .708 | .842 | .828* | .84* |
| Enrollment decision | .629 | .793 | .783* | .79* |
| Programme pursued | .676 | .822 | .818* | .82* |
| Student engagement | .711 | .843 | .835* | .84* |
| Knowledge/attitude | .689 | .830 | .827* | .82* |
| Services exceptional | .712 | .844 | .843* | .84* |
| Programme excellent | .714 | .845 | .845* | .84* |
| Kaiser-Meyer-Olkin value | = .958 | | Cronbach' Alpha (α) | = .96 |
| Bartlett's Test of Sphericity | = $\chi^2(105) = 6831.711, p < .001$ | | Composite Reliability (CR) | = .96 |
| Eigenvalue | = 9.652 | | Average Variance Extracted (AVE) | = .62 |
| % of Variance | = 64.346 | | | |

Source: Field data, 2020

These tests also verify the likelihood of the data correlation matrix to have substantial correlations among some of its observed variables. The examination of the correlation matrix showed the existence of many correlation coefficients of .3 and above (Hair et al., 2010; Tabachnick & Fidell, 2013; Field, 2017). The PCA yielded one factor solution as the best fit for the data with a factor loading of .671 to .845 and Kaiser's criterion of eigenvalues greater than 1. This account for 64.346% of the variance. A review of the scree plot discovered a clear break after the first component. The communalities value

ranged from .450 to .714. These values were greater than the threshold of .40 (Osborne, Costello & Kellow, 2008).

In Table 18, CFA was performed for the one factor (15 items) of SAT using AMOS 21.0 to validate the measurement model. The results of the CFA revealed that the standardised regression weights (.630 - .845) were above the the recommended cut-off of .60 or .70 and statistically significant ($p < .05$) (Hair et al., 2010; Awang, 2014). The internal consistency for the total score (SAT scale) was excellent ($\alpha = .96$). The model had adequate convergent validity as indicated by $CR = .96$ and $AVE = .62$ (Larcker, 1981; Hair et al., 2010; Awang, 2012; Kline, 2015). Consistently, convergent validity of SAT scale was assessed using Pearson correlation. The associations between the items and total scale score of SAT were high, significant and dependable ($r = .69 - .84, p < .05$). The results of discriminant validity of SAT scale are shown in Table 19.

Table 19: Discriminant Validity of Satisfaction (SAT) Scale

| Variable: SAT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
|-------------------------------|-----|-----|-----|-----|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|---|
| 1. Courses | 1 | | | | | | | | | | | | | | | |
| 2. Content/subject matter | .71 | 1 | | | | | | | | | | | | | | |
| 3. Skills acquisition | .62 | .71 | 1 | | | | | | | | | | | | | |
| 4. Lecturers/faculty | .59 | .67 | .67 | 1 | | | | | | | | | | | | |
| 5. Learning environment | .56 | .57 | .53 | .57 | 1 | | | | | | | | | | | |
| 6. Academic aspect | .57 | .63 | .62 | .60 | .61 | 1 | | | | | | | | | | |
| 7. Non-academic aspect | .52 | .51 | .46 | .52 | .63 | .56 | 1 | | | | | | | | | |
| 8. Teaching quality | .58 | .62 | .61 | .65 | .55 | .66 | .58 | 1 | | | | | | | | |
| 9. Information/services | .58 | .67 | .67 | .66 | .57 | .63 | .56 | .70 | 1 | | | | | | | |
| 10. Enrollment decision | .55 | .62 | .62 | .58 | .45 | .58 | .41 | .61 | .66 | 1 | | | | | | |
| 11. Programme pursued | .56 | .64 | .69 | .60 | .42 | .57 | .46 | .61 | .65 | .76 | 1 | | | | | |
| 12. Student engagement | .58 | .65 | .63 | .64 | .55 | .63 | .54 | .67 | .68 | .66 | .69 | 1 | | | | |
| 13. Knowledge/attitude | .58 | .63 | .67 | .61 | .45 | .59 | .46 | .63 | .69 | .70 | .76 | .74 | 1 | | | |
| 14. Services exceptional | .59 | .65 | .64 | .61 | .50 | .62 | .50 | .67 | .69 | .64 | .69 | .74 | .71 | 1 | | |
| 15. Programme excellent | .58 | .66 | .66 | .64 | .48 | .62 | .47 | .65 | .68 | .65 | .73 | .70 | .71 | .74 | 1 | |
| Cronbach's Alpha (α) | | | | | = .96 | | | | | | | | | | | Average Variance Extracted (AVE) = .62 |
| Composite Reliability (CR) | | | | | = .96 | | | | | | | | | | | Square root of AVE (\sqrt{AVE}) = .79 |

Source: Field data, 2020

From Table 19, the associations among the variables ranged from .41 to .76. Since the correlations among the observed items are less than .85 or .90, it suggests that discriminant validity exists between the variables that measured the level of satisfaction among the respondents. Accordingly, there was no problem of multicollinearity in the data set (Hair et al., 2010; Awang, 2012; 2014). In furtherance, Fornell and Larcker’s (1981) criterion was used to measure the discriminant validity of SAT scale. The square root of the AVE [$(\sqrt{.62}) = .79$] of SAT scale was greater than the correlations involving the variables (Fornell & Larcker, 1981; Awang, 2012; Xiong et al., 2015). This suggests an acceptable level of discriminant validity. The measurement model and GOF indices of SAT scale are shown in Figure 10 and Table 20.

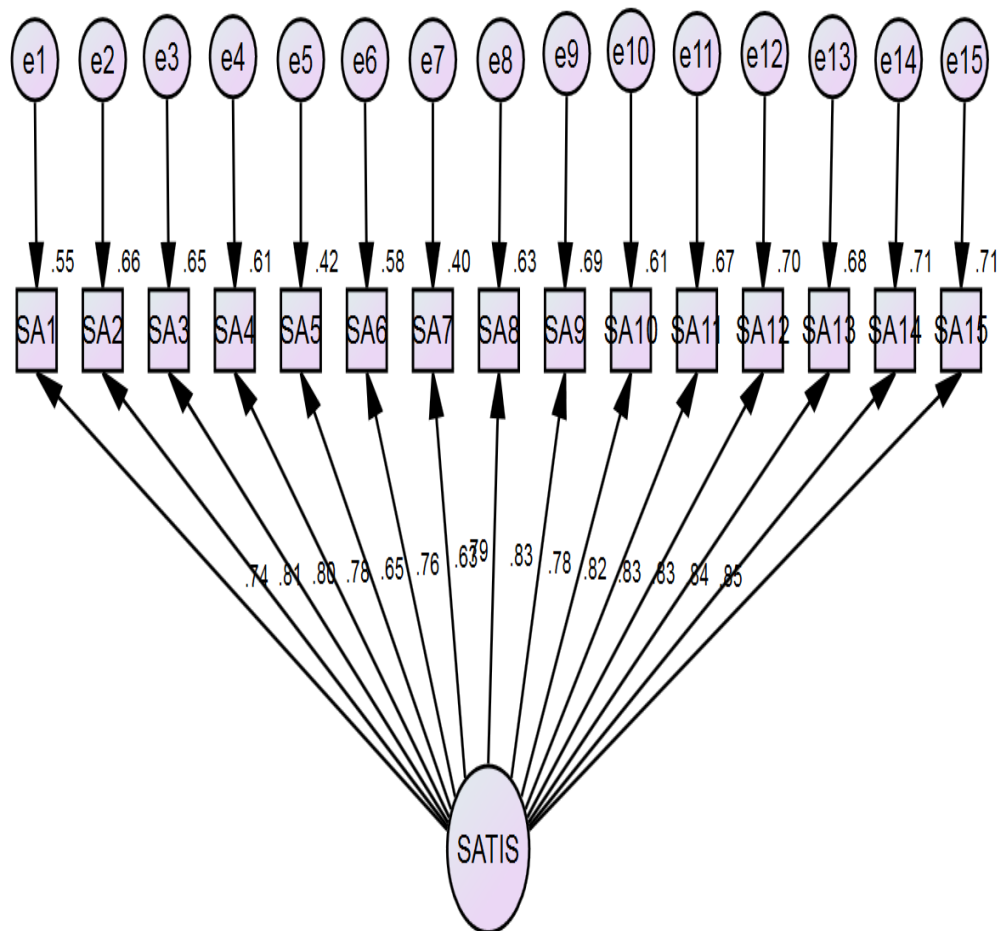


Figure 10: CFA results for the measurement model of SAT scale

Table 20: Construct Validity: Goodness of Fit Indices of SAT Scale

| Type of Fit | Measures | Threshold | Obtained Value | Authors |
|-------------------|-------------|------------|-----------------------------|--|
| Absolute fit | χ^2 | $P > .05$ | 823.214 (90), $P = .000$ | Barrett (2007); Hair et al. (2010) |
| | RMSEA | $\leq .08$ | .024 | Browne & Cudeck (1993); Hu & Bentler (1999); Steiger (2007) |
| | RMR | $\leq .08$ | .057 | |
| | GFI | $\geq .90$ | .919 | |
| Incremental fit | AGFI | $\geq .90$ | .915 | Byrne (1994); Hu & Bentler (1999); Schumacker & Lomax (2004) |
| | CFI | $\geq .90$ | .908 | |
| | TLI | $\geq .90$ | .874 | |
| | NFI | $\geq .90$ | .881 | |
| Parsimonious fits | χ^2/df | ≤ 5.0 | 2.91 | Ullman (2001); Schumacker & Lomax (2004); Kline (2015) |

Source: Field data, 2020

As shown in Table 20, the overall construct validity of SAT scale was measured using GOF indices. Results of the model fit indices revealed that the measurement model displayed good fit with the data [$\chi^2(90) = 823.214$, $p = .000$, $\chi^2/df = 2.91$, RMSEA = .024, GFI = .92, CFI = .91, TLI = .874 and NFI = .881]. The values of the fit indices were within the cut-off values, except with TLI (.874) and NFI (.881) which shows marginally fit model. Taking into consideration the above conditions, the overall model of SAT scale is fit for purpose.

Trustworthiness of Qualitative Data

Any imperative research is concerned with producing valid and reliable knowledge in an ethical manner. Researchers have suggested that in research conducted within the interpretivist paradigm, the positivist criteria of internal and external validity, and reliability discussed above, should be replaced with four (4) criteria of trustworthiness and authenticity (Guba, & Lincoln, 2005;

Schwandt et al., 2007; Denzin & Lincoln, 2018). These include credibility, dependability, confirmability and transferability. Although these criteria were initially challenged (Lincoln, 1995), they are now well accepted by many scholars in educational research (Fraenkel & Wallen, 2010; Merriam, & Tisdell, 2016; Cohen et al., 2018; Creswell & Creswell, 2018; Creswell & Plano-Clark, 2018; Fraenkel et al., 2019).

The criterion of *credibility (internal validity)* refers to the extent to which data collected and data analysis are believable and authentic (Schwandt et al., 2007; Merriam, & Tisdell, 2016; Denzin & Lincoln, 2018). Thus, confidence in the “truth of the findings”. In this study, to ensure credibility, I used “prolonged engagement”, “triangulation”, peer debriefing”and“member-checking”. Prolonged engagement is about speaking with a range of people and this was achieved through interviewing eight (8) Management lecturers and 12 Management students from a wide variety of settings. The interviews I had with lecturers and students on their perspectives of quality in MEP in UCC continued until it was felt that their experiences had been fully explored.

Triangulation is the use of two or more methods of data collection to study a particular phenomenon. Four types of triangulation (data, investigator, theory and methodological) were identified by Denzin and Lincoln (2018). Only two of these were used for the purposes of this study, namely data triangulation and methodological triangulation. Data triangulation is the use of various data sources. In this study, I used a questionnaire and semi-structured FIG to gather data from both lecturers and students on quality in MEP in UCC. In the quantitative phase, 55 Management lecturers and 561 students were identified to complete the questionnaires. Also, eight (8) lecturers and twelve (12) students

were purposively selected for the interviews. This provided multiple sources of information from which to form themes. Methodological triangulation involves the use of both qualitative and quantitative methods in the same study. I already provided a detailed exploration of the two research methods in the preceding sections of this study.

Peer debriefing is the review of research process, data and discussion of findings with someone who is familiar with the research or the phenomena being explored to uncover biases, assumptions, and perspectives. I did this with my supervisors and colleagues who had knowledge and expertise on the phenomenon being studied. I used this procedure in my data collection and results interpretation and discussion. The last procedure for ensuring internal validity (credibility) in this study is member checking. It involved inviting participants to comment on transcriptions and interpretations, to ensure that these were conveyed accurately. This was done by replaying participants' voices to them to confirm their responses so as to rule out the possibility of misinterpreting the meaning of what participants said. Similarly, the data recorded were subsequently transcribed verbatim by the researcher and professional transcriber, and returned to each interviewee for member checking purpose. This allowed participants to correct, clarify or withdraw statements if they had changed their minds and also to reduce biases in the study. In the final event, all the lecturers and students who participated in the interview process agreed with their original comments and no statement was withdrawn.

The criterion of *transferability (external validity/generalisability)* is concerned with the extent to which the findings of one study can be applied to other situations (Guba, & Lincoln, 2005; Schwandt et al., 2007; Denzin &

Lincoln, 2018). In this criterion, I used thick description strategy. This strategy is concerned with describing the setting, the participants, and the themes of a qualitative study in rich detail (Guba, & Lincoln, 2005; Schwandt et al., 2007; Denzin & Lincoln, 2018). To ensure transferability, I provided rich and detailed descriptions and contextual data about the research so that readers of study's findings can relate those findings to their own contexts. I, also, described the phenomena in sufficient detail for readers to determine whether the findings are transferable to other settings. I described the context and raw data, in the form of appropriate direct quotes from participants (the actual words of the participants have been used constantly), were provided to further enhance transferability. This was done so that readers could make informed decisions about the applicability of the findings to other settings or similar or specific contexts.

The criterion of *dependability (reliability)* refers to the ability of observing the same outcome or finding under similar circumstances (Guba, & Lincoln, 2005; Schwandt et al., 2007; Denzin & Lincoln, 2018). Thus, showing that the findings are consistent and could be repeated. To ensure dependability, I used inquiry audit (external audit) and audit trail strategy. An inquiry audit is about having an investigator outside of the data collection and data analysis to scrutinise the processes of data collection, data analysis, and the results of the investigation. Regarding inquiry audit (external audit), I involved my supervisors and fellow researchers to examine the process of my data collection, analysis and the results of the research. I, equally, supported the findings and conclusions by the data. The purpose of the external audit is to evaluate the accuracy of the findings and evaluate whether or not the findings, interpretations

and conclusions are supported by the data. This, also, provided an opportunity for my supervisors and fellow researchers to challenge the research process and findings of my examination.

An audit trail is a strategy to establish the confirmability of a research findings. Concerning an audit trail, I provided a transparent description of the research steps taken from the start of a research project to the development and reporting of findings. These included research design and data collection decisions and the steps taken to manage, analyse and report data. It, also, included information about sampling and the role of different data sources. I ensured that the findings reflected the participants' voice and the condition of the inquiry and not the motivation, biases or perspectives of the researcher. I, also, developed reflexive notes (bracketing/field journal) to mitigate the potentially deleterious effects of preconceptions that may taint the research process. The purpose of an audit trail is to determine if the findings and inferences are both logical and grounded in the data (Guba, & Lincoln, 2005; Cohen et al., 2018) and, therefore, represent faithful descriptions recognisable to the reader (Rubin & Rubin, 2012). It, also helped to ensure that my biases were minimised, and preferably eliminated, from contaminating the results of the data analysed.

The criterion of *confirmability (objectivity)* refers to the degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not by the researcher bias, motivation, or interest (Guba, & Lincoln, 2005; Schwandt et al., 2007; Denzin & Lincoln, 2018). Thus, the findings of the research can be confirmed or corroborated by others in the field and that the interpretations of the results are not figments of the researcher's

imagination. To ensure confirmability, I used inquiry audit (external audit), audit trail, triangulation and bracketing (reflexivity/field journal) strategies. The inquiry audit (external audit), audit trail and triangulation strategies were discussed in the previous criteria within credibility and dependability.

The perspectives or positions of the researcher shape all research. “A researcher's background and position will affect what they choose to investigate, the angle of investigation, the methods judged most adequate for this purpose, the findings considered most appropriate, and the framing and communication of conclusions” (Malterud, 2001, p. 483-484). To minimise this I used reflexivity (bracketing/field journal) to ensure confirmability of the study. Reflexivity (bracketing/field journal) is an attitude of attending systematically to the context of knowledge construction, especially to the effect of the researcher, at every step of the research process. Thus, it is the process of reflecting upon the bidirectional relationship between researcher and research.

First, the investigator is a graduate student and part-time lecturer in UCC at the same time. Subsequently, I am aware of common struggles students face on daily basis and concerns that students have about the quality in the programme. On the basis of this, I followed a systematic process in conducting, collecting and analysis the data to avoid biases. Likewise, I recognised my personal interest in this topic. Further, as a student in UCC, I have my own beliefs and perspectives about the quality in MEP. So to avoid this, I developed a reflexive journal which contain my personal values, beliefs, perspectives, thoughts, reflections, and feelings regarding the interview process, participants' responses, behaviours of the participant, and responses and behaviours of the researcher. The reflective journal was shared with my supervisors at regular

intervals during the study. This was done to mitigate the potentially deleterious effects of preconceptions or biases that may taint the research process.

Finally, an important issue for qualitative research is that of *authenticity*. Authenticity refers to the extent to which researchers fairly and faithfully show a range of different realities. Thus, shifting away from concerns about the reliability and validity of research to concerns about research that is worthwhile and thinking about its impact on members of the culture or community being researched. To strengthen the claim of authenticity, I, first, developed research relationships that went beyond stereotypical roles of question asking and question answering from the outset of the research. This helped to ensure that participants had equal access to the research inquiry in order to avoid biases. Also, all participants' voices—their views, concerns, and perspectives—were represented throughout the research process as well as in any texts. The study helped individual participants to develop greater understandings of the social context being studied and appreciate the viewpoints of people other than themselves through cultural, social, and organizational engagement. Similarly, I invited readers into a vicarious experience of the lives being described and enabled readers to develop a heightened sensitivity to the issues being depicted. This was done to enable readers to understand the lives being portrayed with some sense of the mood, feeling, experience, language and context of those lives.

Data Collection Procedures

Since the study involves human beings, ethical protocols were followed during data collection. The administration of the instrument (both pilot test and actual data) began in 3rd June, 2020 to 27th August, 2020. Approximately three

(3) month was used to collate the entire data (quantitative and qualitative phases) for the study. Before the study was conducted, a research proposal was presented and approved by the DoBSSE and my supervisors. Also, prior to the data collection, I obtained a consent letter from my co-supervisor and a letter of confirmation on proposal approval from the Head of DoBSSE to enable the application of ethical clearance from the Institutional Review Board (IRB) of UCC (Appendix D, E and F). After the ethical clearance process, I obtained an introductory letter from the Head of DoBSSE and ethical clearance letter from IRB of UCC for data collection (Appendix G and H). I presented copies of the ethical clearance and introductory letters to sought permission from the Head of DoBSSE and DMS in UCC to undertake the study. The purpose of these letters was to solicit for cooperation and also to create rapport between the researcher and the study's participants who served as the key respondents of the study.

After the permission was granted, I contacted the individual HoDs in person, briefed them on the importance of the study and their informed consent was sought for participation in the study. A discussion was held with the lecturers in the various departments to agree on a convenient time to administer the instruments. Few of the lecturers asked questions especially on how they would be remunerated. The lecturers were, nonetheless, made to understand that the work was purely for academic purpose. In administering each of the instruments, the purpose of the study was made known to the participants and their consent were sought to participate in the study. The respondents were assured of their anonymity and confidential regarding the information to be provided. They were assured that the information provided would be used solely for academic purposes. They were informed that their participation was

voluntary, and they were given the right to refuse at any time to participate in the study without any further questions or implications.

In the first phase (quantitative study) of the data collection, questionnaires were administered personally by the researcher to 55 lecturers and 561 students to help improve the collection and response rate of the questionnaire. I explained the purpose of the study and all the items on the questionnaire. Both lecturers and students were given a week to fill the questionnaire. This was done to ensure that the respondents had ample time to respond to all items on the questionnaire. However, some of the lecturers were much tied and busy with their office schedules, consequently, they made the researcher to wait for some time before the administration of the questionnaire. Others, also, postponed the appointed time for the data collection. In furtherance, some of the lecturers and students misplaced their questionnaire and the researcher had to replace it for them. Consequently, this delayed the administration and collection of the questionnaires and likewise created financial burden to the researcher by printing new questionnaires to replace the lost ones. A follow up visit to the lecturers and students helped the researcher to retrieve greater part of the questionnaires representing approximately 78% (n = 43) for lecturers and 94% (n = 529) for the students. Table 21 shows the summary of the questionnaire administered and return rate among the respondents.

The second phase (qualitative study) of the data collection involved interviewing selected lecturers and students. The interviews were conducted after the first phase (quantitative study) of the study. This was done to obtain

more in-depth qualitative information to explain, elaborate, interpret and compliment the quantitative data.

Table 21: Questionnaire Return Rate among Respondents

| Programmes | Instrument Administered | | Returned Rate (%) | |
|------------------|-------------------------|------------|-------------------|-----------------|
| | Lecturers | Students | Lecturers | Students |
| B.Ed. Management | 10 | 233 | 10(100%) | 214(92%) |
| BMS | 45 | 328 | 33(73%) | 315(96%) |
| Total | 55 | 561 | 43(78%) | 529(94%) |

Source: Field data, 2020

Based on the quantitative results, extreme (deviant) case purposive sampling technique was used to select eight (8) lecturers and twelve (12) students. The participants who agreed to participate in the second phase of the study were contacted via telephone call. The lecturers were given the following pseudonyms (L1 to L8) and the students were also given the following assumed names (S1 to S12). Both L and S represent lecturers and students (e.g., Lecturer 1 and Student 1).

At the beginning of the interview process, I welcomed the participants, thanked them for participating, informed them about the importance of their participation, and why they were selected for the second phase. Similarly, I informed them of the general purpose and topics to be discussed, and the general guidelines or procedures that would be adopted in conducting the interviews (Vaughn, Klingner, & Hughes, 2000). I, also, clarified the meaning of the terms that were used as part of the interview. I assured them that their information would be treated in the utmost confidence. This was achieved by allocating pseudonyms for each participant and securing their permission to record them as they responded to the questions. In addition, they were informed that the

results of the study would be shared with them. I sought verbal informed consent from the interviewees. I ensured that each interview was conducted in comfortable, secure, and private surroundings which was convenient for them. This was necessary to ensure that the interviewees felt comfortable in their own surroundings and that they did not feel intimidated during the interviews. I also, made efforts to control ambient noise such as closing windows and doors, adjusting the air conditioning equipment, ensuring the room was carpeted, and closing window curtains to reduce reverberations (Roschelle, 2011).

During the interviews, I placed the audio (tape) recorder on the table very close to the participants. I served only as a facilitator who encouraged the interviewees to respond. This was achieved by my assuming a neutral stance and non-judgemental attitude towards them. I also assumed an invitational attitude by creating a friendly atmosphere where the interviewees were encouraged to request repetition of any question in the event that they did not understand a particular question. Each interview lasted between 50 and 70 minutes. In addition, I took anecdotal field notes during the interview process. These notes added to the body of data collected during the interview.

Towards the end of each interview, I closed with an added request for confidentiality of information, answered any remaining questions, and expressed thanks for participating in the study. After the interviews, I reviewed the tape and notes, and wrote down direct quotes that were found to be relevant. These notes were typewritten immediately after the interview and shared with the respondent for clarification, revision, or elaboration. Interview transcripts and field notes were used during data analysis.

Ethical Considerations

Throughout the design and implementation of this study, ethical issues were addressed. In compliance with the IRB, UCC, permission for conducting this research was sought (Appendix H). Ethical clearance form was filled on line and submitted to the IRB, UCC for review. Information about the primary investigator, principal and co-supervisors, the thesis title and source of funding were all included in the submission to IRB. The application also contained a description of the research, the significance of research, and methodology as well procedures to be used with participants. The application also contained Informed consent forms which outlined the rights of the participant, acknowledged the obligations of the researcher, and stated the respondents' agreement to participate in the study. The informed consent letter discussed compensation, confidentiality, the voluntary nature of the study, and provided contact information for the researcher, the researcher's supervisor and Head of Department.

All participants were recruited by invitation, and participation was voluntary. Data collected during research were confidential but were not anonymous to the researcher. All participants were allocated pseudonyms to preserve confidentiality. Data collected were also assigned numerical codes. All data had been reported in an aggregated form and individuals were unidentifiable. During the interview phase, participants' names were removed in the descriptions and reporting of results. As part of the informed consent process, participants were made aware that summary data would be publically available upon publication of this research, but will in no way be traceable to the individual respondents.

My involvement in the study changed between the first and second phase. In the first phase (quantitative data), I personally administered the questionnaire to the lecturers and students and at the second phase (qualitative data), I assumed a more participatory and facilitator role due to the sustained and extensive experience with participants. Finally, after the collection of the questionnaires and interview process, the data were packed in an envelope and kept in a cabinet to prevent any losses. The questionnaire was entered into SPSS and audio-recordings were upload to a secure Dropbox and Google Drive to which only the researcher had permanent access. These data gathered would be destroyed five (5) years after publication of the results in referred/peer-reviewed academic journals.

Data Processing and Analysis Procedures

Data analysis is process of inspecting, cleaning, transforming, modelling data with the objective of discovering useful information. It is about organising, deducing, and give meaning to the data in order to address the research questions (Burns & Grove, 2011; Grove & Ciper, 2017). To address the research questions and hypotheses that guided the study, the data collected were examined to check for accuracy and completeness.

In the first phase (quantitative data) of the study, the data collected were first serial, coded, edited without changing the responses and keyed into IBM Statistical Package for the Social Sciences (SPSS) version 25.0, AMOS version 21.0 and Hayes' PROCESS Macro version 3.3 for processing. Correspondingly, responses to the negatively worded statements, collected through a 5-point Likert type scale, were reversed. Thus, the values of 1, 2, 3, 4 and 5 were converted into 5, 4, 3, 2 and 1, respectively.

The self-developed instruments (SCA and SAT) were subjected to EFA. EFA is generally conducted for the data reduction, and to ascertain the factor-structure of a scale and test its reliability. In this examination, PCA was applied on both SCA and SAT scales to extract the factor-structure of SCA and SAT. The criteria used to enhance the factor interpretability included: (1) KMO measure of sampling adequacy value $> .50$; (2) the significance value of the Bartlett test of sphericity $< .05$; (3) the data correlation matrix must have numerous coefficients of $.30$; (4) factor loadings $> .50$; (5) communalities $> .40$; (6) Eigenvalues > 1 ; and (7) Cronbach's coefficient alpha > 0.7 (Hair et al., 2010; Tabachnick & Fidell, 2013; Pallant, 2016; Field, 2017).

After the EFA of the developed scale, all the scales (QLE, QS, QT, QSE, SCA and SAT) were subjected to CFA. CFA is a special form of factor analysis. This technique makes it possible to test the factorial structures of measurement scales in order to test whether the measures of a construct are consistent with the researcher's understanding of the nature of that construct and simultaneously to examine the relationships between several either observed or latent variables. Through the process of CFA, the issues of internal consistency, construct reliability and validity were addressed. I examined the factor loading for each item and the GOF indexes for the construct.

After the data processing, the data on the research question and hypotheses were analysed using descriptive (frequencies, percentages, mean and standard deviation) and inferential [Conditional Process Analysis (moderation and mediation analysis) and Two-way MANOVA] statistics respectively. The background data of the respondents were analysed using frequencies and percentages.

Research question one to six (RQ 1-6) was analysed using mean and standard deviation. The mean score was used to ascertain and provide average summary of the respondents' perceptions of quality in MEP. This allowed the researcher to make generalizations about findings. Standard deviation score was also used to measure the amount of variation or dispersion of a set of value. A standard deviation score ranges from 0 to 1. A high standard deviation score of 1.00 and above indicates that the values are spread out over a wider range (heterogeneous response among the respondents) while a low standard deviation score below 1.00 indicates that the values tend to be close to the mean (homogeneous or cluster response among the respondents). The scales (QLE, QS, QT, QSE, ACA and SAT) were measured on five (5) point Likert scale 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A) and 5 = Strongly Agree (SA). To determine the level of quality in the programme, a mean rating of 1.00-2.49 indicates a low quality, 2.50-3.49 indicates a moderate quality and 3.50-5.00 indicates a high quality on all the research questions (scales).

Before research hypotheses were tested, data on the independent and dependent variables were transformed to form a composite variable measured on interval scale. Research hypothesis one to four (RH 1-4) was processed using PROCESS Macro version 3.3 and analysed using Conditional Process Analysis (Hayes, 2018). All the hypotheses were tested at .05 level of significance and bootstrapped using 10,000 bootstrap samples with 95% bias-corrected confidence intervals (Preacher & Hayes, 2008; Wright et al., 2011; Streukens & Leroi-Werelds, 2016; Hair et al., 2017, Hayes, 2018). The 10,000 bootstrap samples were used because the moderated mediation analysis involves more

than one mediator variable (Hayes, 2018). This provided a better estimate of the model.

PROCESS Macro is a regression-based model that is used in estimating model parameters using an ordinary least squares (OLS) regression. Thus, PROCESS is an observed variable OLS and logistic regression path analysis modelling tool for estimating direct and indirect effects in single and multiple mediator models, two and three way interactions in moderation models along with simple slopes and regions of significance for probing interactions, and conditional indirect effects in moderated mediation models with a single or multiple mediators or moderators (Hayes, 2018).

The Conditional Process Analysis (moderated mediation analysis) of PROCESS Macro is a data analytical approach/strategy that integrates statistical mediation and moderation analysis with the goal of examining and testing hypotheses about how mechanisms vary as a function of context or individual differences (Hayes, & Rockwood, 2020). Mediation analysis is used to uncover the mechanisms that underlie or explain a causal effect. Moderation analysis investigates whether an effect of a predictor variable on an outcome variable varies under different conditions or for different individuals. Moderated mediation occurs when the mediation effect differs across different values of a moderator such that the moderator variable affects the strength or direction of the mediation effect independent variable (X) on dependent variable (Y) via mediating variable (M) (Hayes, 2013; Hayes & Preacher, 2013).

PROCESS Macro is based on bootstrap confidence intervals. Bootstrapping is a method of resampling with replacement for deriving robust estimates of standard errors of the mean, confidence intervals and the critical

ratio (Hayes, 2013, 2018). Bootstrapping is a non-parametric resampling procedure that assesses the variability of a statistic by examining the variability of the sample data rather than using parametric assumptions to assess the precision of the estimates (Efron & Tibshirani, 1994). Bootstrapping is most useful as an alternative to parametric estimates when the assumptions of those methods are in doubt or where parametric inference is impossible or requires very complicated formulas for the calculation of standard errors. It may also be used for constructing hypothesis tests (Efron & Tibshirani, 1994; Efron & Hastie, 2016).

Research hypothesis five (RH 5) was analysed using two-way multivariate analysis of variance (two-way MANOVA). This was used to check if there was an interaction effect between the two independent variables (gender and age group) of the respondents on the dependent variables (QLE, QS, QT, QSE, ACA and SAT). In testing this hypothesis, the following assumptions were checked. The assumption of two or more dependent variables (measured on a continuous scale), two independent variables, independence of observations, adequate sample size, no univariate or multivariate outliers, multivariate normality, linear relationship between variables, homogeneity of variance-covariance matrices and no multicollinearity (Healey, 2012; Field, 2017). Table 22 shows the summary of data analysis plan.

Table 22: Summary of Data Analysis Plan

| SN | Research Questions/Hypotheses | Data Collection Tools | Data Analysis Tools |
|------|---|-----------------------|-------------------------------|
| RQ 1 | What is the perception of faculty and students towards QLE in the MEP in HE (context evaluation)? | QUAMEP-Q FIG | Mean, SD Thematic analysis |

Table 22 continued

| | | | |
|------|---|-----------------|----------------------------------|
| RQ 2 | What is the perception of faculty and students towards QS in the MEP in HE (input evaluation)? | QUAMEP-Q FIG | Mean, SD Thematic analysis |
| RQ 3 | What is the perception of faculty and students towards QT in the MEP in HE (process evaluation)? | QUAMEP-Q FIG | Mean, SD Thematic analysis |
| RQ 4 | What is the perception of faculty and students towards QSE in the MEP in HE (process evaluation)? | QUAMEP-Q FIG | Mean, SD Thematic analysis |
| RQ 5 | What is the perception of faculty and students towards SCA in the MEP in HE (product evaluation)? | QUAMEP-Q FIG | Mean, SD Thematic analysis |
| RQ 6 | What is the level of SAT of faculty and students with the MEP in HE (product evaluation)? | QUAMEP-Q FIG | Mean, SD Thematic analysis |
| RH 1 | There is no statistically significant moderation effect of QS on the influence of QLE on QT in the MEP in HE. | QUAMEP-Q | PROCESS Macro (Model 1) |
| RH 2 | There is no statistically significant conditional direct and indirect influence of QLE on QSE through QT as moderated by QS in the MEP in HE. | QUAMEP-Q | PROCESS Macro (Model 59) |
| RH 3 | There is no statistically significant conditional direct and indirect influence of QS on the level of SAT among students through QT and QSE as moderated by QLE in the MEP in HE. | QUAMEP-Q | PROCESS Macro (Model 92) |
| RH 4 | There is no statistically significant conditional direct and indirect influence of QT on SCA through QSE as moderated by QS and QLE in the MEP in HE. | QUAMEP-Q | PROCESS Macro (Model 73) |
| RH 5 | There is no statistically significant difference in the perceived quality drivers (QLE, QS, QT, QSE, SCA and SAT) of the MEP based on demographic variables (gender and age) of the students. | QUAMEP-Q | Two-way MANOVA |

In the second phase, the qualitative data gathered were analysed using thematic analysis. Thematic analysis emphasizes identifying, analysing and interpreting patterns of meaning within qualitative data. It involves examining the codes for broader patterns of meaning and collating data to each potential theme (Braun & Clarke, 2006). A manual thematic analysis process was performed to code the data into a set of initial codes. I closely examined the data to identify common themes – topics, ideas and patterns of meaning that came up repeatedly. Sorting the data into patterns involves developing a coding system which includes clustering like items together. Codes are labels or categories to which units of data are assigned and units can consist of single words, phrases, sentences or whole paragraphs. Codes can be either deductive, those previously developed, or inductive where codes are generated by the data (Teddlie & Tashakkori, 2009). I used deductive coding. In order to present an organised and coherent dataset, I used deductive coding system and considered Braun and Clarke's (2006) step by- step guide, which recommends the following six phases:

1. **Familiarisation with data:** Transcribing data, reading and re-reading the data, noting down initial ideas.
2. **Generating initial codes:** Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. **Searching for themes:** Collating codes into potential themes, gathering all data relevant to each potential theme.

4. **Reviewing themes:** Checking in the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic ‘map’ of the analysis.
5. **Defining and naming themes:** Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme.
6. **Producing the report:** The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Chapter Summary

The main purpose of the study was to examine faculty and students’ perception of quality in the MEP in HEs. This chapter focused on the research methods and methodology that underpin this study. The study adopted pragmatic research philosophy based on the proposition that researchers should use the philosophical and/or methodological approach that works best for the particular research problem that is being investigated. Within this paradigm, I adopted mixed method research approach using sequential explanatory design. The study population was all lecturers (n = 55) and Management students (n = 561) in the DoBSSE and DMS, UCC. The data was collected using a questionnaire (QUAMEP-Q) and semi-structure follow-up interview guide. Eight (8) lecturers and twelve (12) students were selected for follow-up interviews based on the quantitative results. The questionnaire for both lecturers and students yielded a high internal consistency as measured by Cronbach’ Alpha for both pilot-test and actual data. Ethical protocols were followed during

the data collection. The data was processed using IBM SPSS version 25.0, AMOS version 21.0 and Hayes' PROCESS Macro version 3.3 and analysed using descriptive (frequency, percentages, mean, standard deviation) and inferential (Conditional Process Analysis and Two-way MANOVA) statistics. The next chapter, deals with presentation, interpretation and discussion of results (Chapter Four).



CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The purpose of the study was to assess the perception of faculty and students towards quality in the MEP in HE. This chapter presents the results, interpretations and discussion of the study based on the research questions and hypotheses that guided the study. The chapter is divided into two parts. The first part deals with the respondents' biodata. The second part focused on the main results that addresses the research questions and hypotheses that guided the study. The results are presented based on survey data collected from lecturers (n = 43) and students (n = 529) and follow-up interviews with eight (8) lecturers and twelve (12) students. Throughout this chapter, the quantitative and qualitative results were presented together and discussed based on the research questions and hypotheses that guided the study.

Background Information of Respondents

The background data of both lecturers and students who took part in the study were sought. These included information concerning their gender and age distribution. The purpose for the inclusion of background data of respondents was to have idea about the general information of respondents which might influence their perceptions towards quality in the MEP in HE. The information obtained was also used to test the last hypothesis. The data gathered was analysed using frequency and percentages and results were presented in Table 23.

Table 23 presents the results of respondents concerning their background characteristics. Regarding the gender distribution of faculty, it was

found that out of 43 respondents, the majority of them were males ($n = 29$; 67%) whilst 14(33%) of them were females.

Table 23: Demographic Characteristics of Respondents

| Variable | Sub-scale | Lecturers ($n = 43$) | | Students ($n = 529$) | |
|-----------|--------------------|---------------------------|----------|---------------------------|----------|
| | | <i>Freq.</i> | <i>%</i> | <i>Freq.</i> | <i>%</i> |
| Gender | Male | 29 | 67.40 | 302 | 57.10 |
| | Female | 14 | 32.60 | 227 | 42.90 |
| Age group | Below 25years | - | - | 320 | 60.50 |
| | Between 25-29years | - | - | 155 | 29.30 |
| | Between 30-34years | 11 | 25.60 | 54 | 10.20 |
| | Between 35-39years | 12 | 27.90 | - | - |
| | Between 40-44years | 12 | 27.90 | - | - |
| | Above 44years | 8 | 18.60 | - | - |

Source: Field data, 2020

For the students, out of 529 respondents, the majority of them were male ($n = 302$; 57%) whilst 227 of them representing 43% were females. This result implies that both male faculty and students who participated in the study were more than their female counterparts.

Concerning the age distribution of faculty, the results indicated that 12(28%) each of the faculty were in the age bracket of 35-39years and 40-44years respectively. This was followed by 11(26%) of them who were in the age bracket of 30-34years and eight (8) of the faculty representing 19% were in the age bracket of 44years and above. The mean age of the faculty was 39years. For the students, most of them were in the age bracket of below 25years ($n = 320$; 61%) whilst 115(29%) and 54(10%) of the students were found to be in the age bracket of 25-29years and 30years and above respectively. The average

age of the students was 24.5years. This result is important because it helps to understand the diverse perspectives that both faculty and students have on the quality of MEP in terms of QLE, QS, QT, QSE, SCA and level of SAT with the programme in UCC.

Main Results and Discussion

This section presents and discusses the main results in relation to the research questions and hypotheses that were formulated to guide the study. In all, six (6) research questions and five (5) research hypotheses guided the study.

Faculty and Students' Perceptions of QLE (Context Evaluation)

Research Question One: What is the perception of faculty and students towards QLE in the MEP in HE (context evaluation)?

The objective of this research question was to examine the perceptions of lecturers and students towards QLE in the programme. Both quantitative and qualitative data were gathered on this research question. The quantitative results were presented first followed by qualitative results. The qualitative results from the follow-up interviews were used to explain and elaborate on the quantitative results. The quantitative data were analysed and discussed using mean and standard deviation. Based on the five-point Likert scale, a mean rating of 1.00-2.49 indicates a low level of QLE, 2.50-3.49 indicates a moderate level of QLE and 3.50-5.00 indicates a high level of QLE. The results are presented in Table 24.

Table 24 presents the results of respondents concerning their perception towards QLE in the programme. From the results, it is obvious that both lecturers and students had a positive perception towards QLE provided in the programme. Thus, the lecturers perceived a high QLE while the students

perceived a moderate QLE in the programme. For example, the lecturers indicated that they highly emphasised “Personalisation” ($M = 3.93$; $SD = .83$) in the programme while the students perceived that the lecturers moderately stressed on “personalisation” ($M = 3.17$; $SD = .50$) in the programme.

Table 24: Lecturers’ and Students’ Perceptions of Quality Learning Environment (QLE) (Context Evaluation)

| Variable: QLE | Lecturers (n = 43) | | | | Students (n = 529) | | | |
|-------------------------|--------------------|------------|--------------|--------------|--------------------|------------|-------------|-------------|
| | Mean | SD | Skewness | Kurtosis | Mean | SD | Skewness | Kurtosis |
| Personalisation | 3.93 | .83 | -1.186 | 2.890 | 3.17 | .50 | .085 | .415 |
| Involvement | 3.98 | .77 | -1.593 | 5.022 | 3.30 | .48 | .271 | -.164 |
| Student cohesiveness | 2.09 | 1.13 | .744 | -.814 | 3.04 | .49 | .431 | 1.404 |
| Task orientation | 4.14 | .74 | -2.062 | 7.985 | 3.42 | .46 | .338 | -.348 |
| Innovation | 3.30 | .94 | -.837 | -.055 | 3.00 | .38 | -.116 | .858 |
| Individualisation | 3.84 | 1.07 | -.522 | -.926 | 2.78 | .52 | -.492 | .431 |
| Satisfaction | 3.84 | .84 | -.926 | 1.976 | 3.48 | .59 | .307 | -.390 |
| Mean of Means/SD | 3.59 | .41 | -.992 | 3.563 | 3.17 | .31 | .629 | .777 |

Source: Field data, 2020

In a follow-up interview, it was discovered that opportunities are provided in the programme for individual students so that they can have quality interaction with the lecturers. The lecturers also had positive concern for the personal welfare of the students. The lecturers were friendly, interested in students and assisted students. Conversely, large class size is perceived as a barrier to “quality personalisation learning environment”. The following are some of the excerpts from both the students and lecturers:

“Our lecturers are very transparent with us and interested in our learning. Some of them helped us and tried as much as possible to impart knowledge into us, and they taught very well for us to understand. Most of them ask for our opinions/ideas on topics/concepts in class and we deliberate on them” (Excerpt from student 1).

“Yes! I do it a lot. I show much interest in my students’ well-being, positive feelings towards them and try to help them during class or after class. I am always friendly and considerate with my student. I empathise with them and help when there is the need for me to help” (Excerpt from lecturer 1).

However, some of the interviewees also saw large class size as a hindrance for creating a “personalisation learning environment” in the programme. The interviewees said:

“Our number is quite huge, but the lecturers try to personalise their interaction with students. They showed concerned in our learning and have positive feelings towards us, but the class size is a barrier” (Excerpt from student 4).

“Yeah, I do. I have sincere interest in my students. Sometimes, I personally go around to check what they are doing when we are class. But you see, again, because of their numbers, you can not attend to all of them. So, it’s really a problem but I encourage them” (Excerpt from lecturer 8).

Generally, the study participants believed that “personalisation” is emphasised in the programme. These results mean that the lecturers provide opportunities for student-to-teacher interaction and expresses concern for students’ welfare. Yet, the degree to which faculty create “personalisation learning environment” is limited by large class size.

Also in Table 24, concerning “Involvement in class”, the lecturers perceived that they highly emphasised “student involvement” ($M = 3.98$; $SD = .77$) in the programme while the students perceived a moderate level of quality “student involvement” ($M = 3.30$; $SD = .48$) in the programme. Both the lecturers and students confirmed, from the follow-up interview, that the students participated actively in class activities and discussions and they are involved and cooperate with other students in class in assessing the viability of new ideas. Mostly, the students are involved in the class activities during discussions,

group assignments and presentations. These are some of the excerpts from the students and lecturers:

“Yes! They create an environment to involve students. Almost all the lecturers ask for our views in the course of teaching. Some of them too ask critical thinking questions that make us to think and be involved in the class. Some of them also put us into groups for presentations and assignment. Some of us belonged to two or three discussion groups, and we usually meet and share knowledge based on what we are taught in class and our personal studies” (Excerpt from student 3).

“We didn’t do individual presentations but we did group presentations because of our number. Some lecturers give group presentation and they made each of us present a portion and answer questions on the presentations. Think makes us to be involve in the class because you need to be part of the group and search for information, then read more and prepare for questions from the class or the lecturer” (Excerpt from student 12).

“Yea, I involved my students. I mostly do this through group assignments and presentations. So, what happens is that, sometimes in their group meetings, they schedule a date so that I take part in the meetings. I paid a visit to one or three of the groups, just to see how they interact when they have their own group meetings” (Excerpt from lecturer 2).

“The nature of the course I teach demands communication and teamwork skills more, so I involve my students in every class activities. I also put them in groups for group assignment and presentations” (Excerpt from lecturer 7).

These results imply that the lecturers encourage active students’ participation in the programme.

In Table 24, to “Student Cohesiveness”, the lecturers dissimilarly perceived a low level of quality “students’ cohesiveness” ($M = 2.09$; $SD = 1.13$) in the programme while the students indicated a moderate level of quality “student cohesiveness” ($M = 3.04$; $SD = .49$) in the programme. The follow-up interview with the lecturers and students revealed that to some extent, students knew themselves well, helped each other and are friendly towards each other. They are supportive and cooperate with each other during activities.

Mostly, this cohesiveness is built through group assignments and presentations. However, the lecturers and students perceived large class as driving force against creating “quality students’ cohesiveness” in the programme. The students and lecturers have these to say:

“Yes, it exists but our class is very large, so it becomes very difficult to know all of them. Personally, I do not know all my colleagues, likewise some do not know me as well, though I contribute in class” (Excerpt from student 3).

“Yes, it exists at moderate level. Our class was very large. We come together and help each other to solve academic problems. Some also help one another in solving their personal issues. I received help from coursemate before” (Excerpt from student 5)

“Yes! That’s manifested in the kind of exercises or the tasks that I give them; the group work, the group presentations and the rest. All these nurture them the virtue of knowing each other and becoming team players and helping each other” (Excerpt from lecturer 1).

“Yeah, I do that a lot and one of the ways I even encourage people bonding beyond their personal close relations is through team work. I normally use a scientific way “Belbin team roles” in creating teams. I group them based on their competence and personality. Most of them, at the end of the semester, get to meet new people and work with new people” (Excerpt from lecturer 4).

These results suggest that the students pursuing the programme somehow knows one another, helps one another, and are friendly towards one another.

From Table 24, relating “Task Orientation”, the lecturers perceived a high level of “quality task orientation” ($M = 4.14$; $SD = .74$) among students in the programme, however, the students indicated that their lecturers provide a moderate level of “quality task orientations” ($M = 3.42$; $SD = .46$). The results from the follow-up interview show that the interviewees’ comments were positive towards “task orientation”. Generally, the students believed that class activities are clear and well organised by the lecturers and the lecturers stay on the subject matter. The lecturers clearly discussed with them the tasks or

activities for the semester and the requirements of the course as well as expectations of students in the course. The activities are well organised and if there are any changes, they made known to students. Most of the class activities are made known to them through the course outline. Some of the extracts of students' and lecturers' comments were as follows:

“I will give that 70%. The lecturers give us course outline and it serves as guide, so we always have a fair idea on what we will do in the semester and the outline has a lot of detail about teaching and learning activities provided for the class” (Excerpt from student 2).

“Yes, some of them do. The lecturers mostly outline the activities to be engaged in within the semester through the course outline. The course outline contains the expectations of the course and lecturer. This also make us to prepare in advance” (Excerpt from student 7).

“Yes, the students are aware of the activities for the semester, what is expected of them; what to do at a point of time, how the semester looks like. So the first day, I give them the course outline. The course outline tells them when quizzes will be conducted, the nature of the quiz, how it will look like, and assignment. For example, the video workshop we did today, from the beginning of the semester they know the activities ahead and the week in which such activity will be carried out” (Excerpt from lecturer 3).

“Yes. Personally, I took them through the course outline with other activities for the semester on the first day. I explained and discussed the outline in details, highlights the expectations and demands of the course to them; so, on the first day you know that on this week you're writing quiz; this time you're doing this and that” (Excerpt from lecturer 6).

The implication of these results is that, the class activities are clear and well organised in the programme.

In Table 24, with regard to “Innovation”, both the lecturers ($M = 3.30$; $SD = .94$) and students ($M = 3.00$; $SD = .38$) moderately indicated that “innovation” practices are provided in the programme. In a follow-up interview, it was discovered that the study participants, generally, believed that lecturers bring new ideas to class, provided unusual class activities, teaching techniques and assignments. However, some of the interviewees believed otherwise and

some also indicated that the nature of the course does not bring innovation to the class. Some of the interviewees reiterated:

“I believe it happens on occasions, not usually. It has to do with individual differences, some are able to welcome ideas and others do not. Sometimes, you will know that for this course today we are going to enjoy the class. For others too, you will know what is going to happen. Nothing new, this class is going to be boring as usual” (Excerpt from student 10).

“Most of them go by one method in teaching which is lecture. If you have question then you ask and he or she answers. Some do that [innovation] when we are doing group presentations and welcome ideas and accept innovation from students” (Excerpt from student 11).

“Yes, I try to be innovative. In every lecturer, I try to bring new thing to the class. For example, I use educative video in my class. Today, we were having a video workshop and I use pictures in some of my delivery. These things make the class more interactive. So, I try to be innovative and I also welcome students’ innovative ideas during teaching. Averagely, in each semester, I get someone to come and speak to them on a subject matter. Sometimes, I take them on educational trip to learn about some of the things I teach in the class” (Excerpt from lecturer 3)

“Yes, I bring new ideas and something different to the class like using videos in my class. I use online business games that also helps in teaching but, sometimes, internet speed itself is a huge problem. I also welcome new ideas from the students” (Excerpt from lecturer 7)

These results infer that the lecturers moderately utilise unique teaching methods, provide advanced activities in the programme.

In Table 24, the lecturers variedly indicated that they highly emphasised “Individualisation” ($M = 3.84$; $SD = 1.07$) among students in the programme while the students perceived a low level of “quality individualisation” ($M = 2.78$; $SD = .52$) in the programme. The follow-up interview with the lecturers and students indicated that students were allowed to make decisions on certain issues in class and are treated differently according to ability, interest and rate of working especially with those with special needs in class. However, some of the interviewees also believed that there was no “individualisation” in the

programme. “Quality individualisation learning environment” was constrained by large class size. They did not experience that academic freedom in class activities. Everything was planned and structured. “Quality individualisation learning environment”. The students and lecturers provided the following comments as follows:

“We never had that chance because the course outline was there and we have to go by the course outline. We are expected to do the same work in groups, in the same way and in the same time. We never have the chance to choose any learning activities; how we will work in the semester. Everything is already planned and decided by the lecturer” (Excerpt from student 10).

“Not really. They do not emphasise individualisation or we do not have that autonomy in the class. It is only few lecturers that seek our concerns on some of the things in the class. They do not give us individual works based on our interest or needs” (Excerpt from student 11).

“Hmm, as much as possible, I try to emphasise individualisation in class but because the class is large, I’m force to do group assignment and presentations. Even with the group assignments or presentations, I create that environment of individualisation. I expect to see innovation and differences in the assignments or presentations. Usually, for me, due to large class size, what I do is to allow each group to present their answers and listen to the differences” (Excerpt from lecturer 2).

“Yea, but it is on average level. Normally, they have freedom in the assignments, group presentations and other discussions in the class. But you know what, because of their numbers, it makes it difficult to create individualisation learning environment” (Excerpt from lecturer 7).

These results mean that students are rarely permitted to make decisions regarding certain issues or activities in the programme and treated the same despite their ability and interests in the class. Also, the effectiveness of the lecturers to create “quality individualisation learning environment” is largely affected by large class size.

Regarding “Satisfaction” in Table 24, the lecturers perceived that they are highly satisfied ($M = 3.84$; $SD = .84$) with their instructional practices in the class while student indicated that they are moderately satisfied ($M = 3.48$; $SD =$

.59) with the lecturers' instructional discourse. In a follow-up interview with the lecturers and students, it was found that the study participants had mixed reactions about their satisfaction with the learning climate. Generally, some of the interviewees reported that they enjoyed some of the classes while other classes were boring. Some of the indicators of students' satisfaction or dissatisfaction with the learning environment were the nature of course and the personality of the lecturer handling the course. The students and lecturers lamented as follows:

"I can't say I have enjoyed all and I can't say that they were all boring. It varies, depending on the course and the lecturer in charge. Some lecturers talk too much that they do not allow students to make contributions. This makes the class boring and people begin to doze off. Others too are able to chip in humour and this makes the class sprightly and lovely, this in a way eases tension" (Excerpt from student 6).

"To me, about eighty percent 80% of the lectures were interesting. About few of them had that boring attitude and sometimes, you feel like, it is a waste of time coming here" (Excerpt from student 9).

"Yea. I create an interesting and enjoyable environment for teaching and learning. Sometimes, when I realised that they are tired, I show videos and pictures in the class. The videos and pictures are relevant and relate to the concepts being discussed. They bring humour and release stress" (Excerpt from Lecturer 6)

"Yea. After each lecture, I feel the sense of satisfaction. Also, by their faces, comments and conversation of the students after lecturers, it tells you that they are satisfied with the lecture" (Excerpt from Lecturer 8)

These results mean that the students relatively enjoy and have interest in the class. From these results, it was concluded that, on average, the lecturers ($MM = 3.59$; $SD = .41$) and students ($MM = 3.17$; $SD = .31$) had a positive perception towards QLE in the programme. The lecturers perceived a high level and students perceived a moderate level of QLE in the programme. This is as a result of large class size which affected their personalisation, individuation and cohesiveness in the programme.

Discussion of Research Question One (QLE-Context Evaluation)

Generally, the study established that the lecturers and students had a positive perception towards QLE in the programme. The lecturers perceived a high level and students perceived a moderate level of QLE in the programme in terms of “personalisation”, “individualisation”, “involvement”, “and student cohesiveness”, “task orientations”, “innovation and satisfaction”. Nonetheless, the students perceived a low level of “quality individualisation”. The lecturers and students indicated large class size as a factor affecting personalisation, individualisation and student cohesiveness in the programme.

Regarding “personalisation”, the results of the study imply that the lecturers create an environment that provide opportunities for students to interact with them. They also express concern for students’ welfare and provide support. An environment where learning is fully personalised seems to suggest that the lecturers will emphasise on differentiation and individualisation during instructional intercourse. This could help the lecturers to provide instruction and learning experiences that will accommodate the learning needs, specific interests of different students and tailor to learning preferences of students. This could also help lecturers identify students’ learning styles, weakness and strength in academic performance and engage students on a deeper level. The results of the current study supported the findings of Danielson (2013) that teachers established and managed positive and supportive relationships with and among students. Further, by lecturers’ interactions with students and those that they encouraged and cultivated among students, they create an environment of respect, friendliness, genuine warmth, care and rapport in the classrooms. Danielson (2013) also found that teachers create personalised learning

environment by communicating with students. This could ensure that students are safe and feel appreciated and valued.

Concerning “individualisation”, the results of the study mean that students are sometimes allowed to make decisions during instructional process like assessment activities and treated differently according to their ability, interest and rate of working. They provide learning experiences and select a plethora of instructional approaches based on student interest and readiness that will highly engage students during instructional process, increase their competence and academic performance. The results of the current study validated the findings of Danielson (2013) that teachers created individualised learning environment by establishing knowledge of students’ interests, needs, knowledge, skills, and cultural heritage and use this knowledge in planning lessons. Accordingly, the teachers design instruction to engage students and advance them through the content (Danielson, 2013). It is central for lecturers to comprehend and appreciate the diversity of students’ needs and characteristics so that instruction can be judiciously tailored to accelerate and boost learning products. Lecturers need to appreciate and apprehend how students learn and develop, how it affects students’ learning (Mourshed et al., 2017). It is imperative for lecturers to understand and distinguish the background profiles of students within any class and to use appropriate instructional resources and strategies to engage and support them during instructional intercourse (Wiliam, 2018). The results of the current study agreed with the study of NSSE (2017) in USA that faculty adapted lessons based on students’ learning needs and learnt about student characteristics in order to improve class instruction.

About “involvement”, the results also mean that the lecturers ensure that students put effort into class discussion and instructional activities, provide opportunities for students to express their thoughts and pay attention to what others are saying. They also create a culture for learning, activities and assignments and convey the educational value of what the students are learning. They ensure that students are involved with other students in assessing the viability of new ideas. This could help students bestow energy to the task at hand and take pride in their accomplishments. This could enhance student cohesiveness and social capital development. The results of the current study are consistent with the findings of Danielson (2013) that teachers involved students in learning by building positive classroom atmosphere that reflects the educational prominence of the learning tasks undertaken by both students and teacher. According to Danielson (2013), teachers create an environment that involved student in instructional process by using appropriate questioning skills, discussion techniques and actively listen to them during class discussion. The results of the current study are in line with the findings of NSSE (2017) in USA that faculty created a classroom atmosphere that encourage active participation of all students and empowered students in their learning.

Relating to “student cohesiveness”, the results of also suggest that the lecturers provide an environment where students like and know each other well, feel the sense of belonging, satisfy with class members, showed positive attitude towards other members, work with others on assign tasks and provide more elaborate help and assistance to each other. Facilitating students’ cohesiveness in the programme could create a positive bond between or among students, interdependence, atmosphere of support and cooperation, increase student

commitment and engagement, reduce absenteeism, foster a sense of belonging. This could foster social capital development among students in the long-run. This could also positively influence student learning approaches, student motivation, self-efficacy and decrease students' stress and anxiety. This result is consistent with the findings of previous researchers that quality student cohesiveness increased student positive peer interactions, academic and social integration, academic competences, academic success, satisfaction, loyalty and retention of students (Dörnyei, 2007). Effective student cohesiveness fosters social skills, interpersonal skill development, professionalisation, organisation, time management and related skills (Curşeu & Pluut, 2013; Jackson et al., 2014; Hansen, 2016). Further, it allows faculty to adopt more student-centred pedagogical approaches, such as cooperative learning, problem-based learning and team-based learning (Millis, 1993; Chen et al., 2004; Balan et al., 2015).

Pertaining to “task orientation”, the results of the study infer that the lecturers provide learning environment where learning experiences and activities are well plan, organise and clear. The students also know exactly what they have to be done during instructional intercourse. Quality task orientation could help the lecturers provide coherent instruction, select appropriate instructional resources and pedagogies that could engage students. This could also assist lecturers to ensure effective classroom control and management. The results of the study are consistent with the findings of Danielson (2013) that teachers created an environment where there are clear directions and procedures specific to the lesson activities, assignment and expectations for learning are communicated clearly. Danielson (2013) found that task orientations in the form of learning activities and assignments are the heart of student engagement. They

used questions and assessments to identify proof of learning among students. This suggests that learning objectives and achievement criteria need to be accurate, specific and obviously understood by both teachers and learners so that the appropriate learning experiences and pedagogies are put in place to enhance effective teaching and learning (Hattie, 2009).

With reference to “innovation”, the results of the study mean that lecturers provide an environment which emphasis innovative learning experiences and activities. They plan new and uncommon class activities, provide appropriate teaching approaches and learning experiences. This explains that the lecturers are aware of diverse signature instructional methodologies that have advanced over the years and deemed effective and necessary in teaching. This innovative learning experience and activity could enhance students’ participation in class activities, class attendance, skills development and academic performance. The results of the current study are corroborated by the findings of Danielson (2013) that teachers demonstrated knowledge of content-related pedagogies that have evolved over time and been found to be most effective in teaching. The results of the current study further supported the findings of Danielson (2013) that teachers create an innovative learning environment where there is an effective planning and organisation of furniture and use of instructional resources to have a colossal influence on students’ experience. The results of the current study validated the findings of NSSE (2017) in USA that faculty used diverse teaching methods to allow for multiple ways students learn.

The results of the current study are in agreement with the findings of Matoti (2019) in South Africa that students had a positive perception towards

their involvement in class, innovative teaching strategies and task orientation. The students indicated that positive learning environment that has been created for them to participate in class through oral presentations, discussions and teachers empathised personalisation and individualisation via encouragement and assistance. The results of the current study are also consistent with the findings of Tedesco-Schneck (2016) that students had a positive perception towards their learning environment as measured by CUCEI (personalization, innovation, student cohesiveness, cooperation, individualization, and equity). The results of the current study were corroborated by the findings of earlier researchers who found that students had a positive perception towards their classroom learning environment. The students want a learning environment that has an atmosphere of personalisation, involvement, student cohesiveness, satisfaction, task orientation, innovation, and individualisation, cooperation and equity (Chua et al., 2011; Dorman, 2014; Li, 2014). Similarly, Chua et al. (2011) in China further found that teachers perceived a more positive classroom learning environment (student cohesiveness, teacher support, involvement, cooperation, task orientation and equity) than their students.

However, the results of the current study disagreed with the findings of Farris (2014) in USA that students had negative perception towards satisfaction, task orientation, innovation, and individualization. Equally, Strayer (2012) in USA found that students in the inverted classroom were less satisfied with how the classroom structure oriented them to the learning tasks in the course. In Malaysia, Lay and Khoo (2012) found that students hope for a quality Science learning environment in most of the CUCEI subscales, especially Cooperation and Equity. The difference in the results could be attributed to several factors

like geographical boundaries, educational policies of the countries involved in the study, the personal values and beliefs of the respondents, understanding and interpretation of the items on the questionnaire.

The results (“personalisation”, “individualisation”, “student cohesiveness”, “involvement” and “satisfaction”) of the current study are in line with TQM principles of “student focus”, “communication”, “involvement” which is the priority in the set of relationship in education. Identifying, understanding and meeting the learning and social needs of students is primary mission of QTM. Also, the results of task orientation and innovation buttressed TQM principles of “continuous improvement”, “strategic”, “systematic approach”, “process centered” and “integrated system”. QLE in the programme is a great concern to many stakeholders of education and to improve that, new instructional pedagogical needs have been defined. For example, the Accounting Education Change Commission (AECC) (1990) suggested instructional methodologies and action systems (e.g. experiential learning, group work, and technology) that engage students as active learners. This explains that the lecturers should continue to provide strategic 21st innovative learning tasks, activities, experiences and instructional pedagogies to meet students’ needs and expectations. Applying TQM in the classroom offers a virtuous opportunity for integrating instructional technology into learning. The lecturers should continue to create and build an effective learning environment that foster student focus, involvement, collaboration/cooperation, lecturer-student relationship, leadership, factual approach to decision making and teacher support. To, also, achieve the QTM principle of continuous

improvement, faculty members should continue to improve the quality of learning environment planning.

The result of current study in terms of “environment satisfaction” is also consistent with the theory of expectation-confirmation/disconfirmation by Oliver (1980). Students’ satisfactory experience with the learning environment is strategic facilitator for creating and keeping a long-term lecturer-student relationships and student cohesiveness. The moderate level of quality students’ satisfaction with the learning environment in the programme suggests a gap between their expectation of the learning environment and the actual experiences of the learning environment. This could lead to disconfirmation, dissatisfaction and discontinuance of class attendance among students. Student class continuous class attendance intentions are primarily determined by their level of satisfaction in the class (Oliver, 2010, 2014). Satisfied students will have the intention to regularly attend classes, whereas dissatisfied students might discontinue attending classes. From these results, it is flawless to argue that a safe, sound and stimulating QLE is an essential prerequisite for student learning, academic performance, satisfaction, retention, motivation, learning styles and approaches and skills acquisition (Jansen et al., 2006; Hattie, 2009; Fraser, 2012; Sayed & El-Sayed, 2012; Chukwuemeka, 2013; Sharkawy et al., 2013; Tripathy & Dudani, 2013; Coe et al., 2014; DiTullio, 2014; Bakhshialiabad et al., 2015). Accordingly, the lecturers should create an unruffled, purposeful and sheltered classroom climate (Rowe et al., 2012) that integrate appropriate instructional resources like digital technologies to ensure effective teaching and learning in 21st century MEP (OECD, 2012). In relation to context evaluation of CIPP model, the results of the current study provide

valuable information on QLE in the MEP for planning decisions by the management of the University. Based on the results, the management of the University would be able to define the characteristics of both desired and actual learning environment and focus on unmet needs (Stufflebeam, 2014).

Faculty and Students' Perceptions of QS (Input Evaluation)

Research Question Two: What is the perception of faculty and students towards

QS in the MEP in HE (input evaluation)?

The objective of this research question was to examine the perception of lecturers and students towards QS in the programme. Both quantitative and qualitative data were gathered on this research question. The quantitative results were presented first followed by qualitative results. The qualitative results from the follow-up interviews were used to explain and elaborate on the quantitative results. The quantitative data were analysed and discussed using mean and standard deviation. Based on the five-point Likert scale, a mean rating of 1.00-2.49 indicates a low level of QS, 2.50-3.49 indicates a moderate level of QS and 3.50-5.00 indicates a high level of QS. The results are presented in Table 25.

Table 25 shows the results of respondents concerning their perception towards QS in the programme. From the results, it is apparent that both the lecturers and students had a positive perception towards QS provided in the programme. Thus, the lecturers perceived a high level of QS while the students perceived a moderate level of QS in the programme. For example, regarding “Tangibles”, both the lecturers mixedly ($M = 2.81$; $SD = 1.22$) and students ($M = 3.13$; $SD = .94$) indicated that the physical aspects of the services provided in the programme are moderately appealing and attractive.

Table 25: Lecturers' and Students' Perceptions of Quality Service (QS) (Input Evaluation)

| Variable: QS | Lecturers (n = 43) | | | | Students (n = 529) | | | |
|-------------------------|--------------------|------------|--------------|--------------|--------------------|------------|--------------|--------------|
| | Mean | SD | Skewness | Kurtosis | Mean | SD | Skewness | Kurtosis |
| Tangibles | 2.81 | 1.22 | -.039 | -1.282 | 3.13 | .94 | -.206 | -.453 |
| Reliability | 3.74 | .86 | -.969 | 1.204 | 3.50 | .82 | -.950 | 1.140 |
| Responsiveness | 3.66 | 1.05 | -.866 | -.509 | 3.34 | .88 | -.496 | .035 |
| Assurance | 3.85 | .78 | -1.594 | 3.934 | 3.70 | .81 | -1.381 | 2.332 |
| Empathy | 3.77 | .95 | -.953 | .932 | 3.38 | .83 | -.685 | .561 |
| Reputation and image | 3.47 | .86 | -.481 | .494 | 3.56 | .81 | -1.142 | 1.716 |
| Understanding | 2.70 | 1.19 | .425 | -.683 | 3.41 | 1.01 | -.503 | -.393 |
| Mean of Means/SD | 3.50 | .78 | -.670 | 1.238 | 3.45 | .77 | -.967 | 1.521 |

Source: Field data, 2020

A follow-up interview revealed that the study participants, generally, believed that the appearance of physical facilities, equipment, teaching and learning resources and technology were of a low quality. During the interview, the interviewees have these to say:

“Hmm. I have serious issues with this [tangibles]. We are way back. You go to the library and the learning resources are not adequate. We really lacked facilities which makes learning difficulties.” (Excerpt from students 6).

“Yes, the university have the materials facilities but quality needs huge improvement. I will rate moderate. Can you image that even internet connectivity is a major problem on campus. So, with facilities, teaching and learning resources, the university needs improvement there” (Excerpt from students 11).

“Hmm, with the tangibles, is a challenge. I will rate it very low because we are still faced with a lot of challenges. We as a university really don't have facilities, equipment and teaching and learning resources. With the facilities, we are lacking behind, but I know, the university is trying” (Excerpt from lecturer 1).

“The materials, equipment, facilities and infrastructures of the university are increasing but at a tortoise pace. We as university needs improvement, typically, our classroom environment and instructional resources and facilities. You go to lecture theatres and you now have to spend about 10 to 15 minutes to fix projectors....,And

lecture theatres are very hot; sometimes, students are fanning themselves before they're listening and this affect their concentration and active participation in class" (Excerpt from lecturer 3)

These results mean that the appearance of physical facilities, equipment, teaching and learning resources and technology are insufficient and of a low quality.

In Table 25, concerning "Reliability", both the lecturers ($M = 3.74$; $SD = .86$) and students ($M = 3.50$; $SD = .82$) perceived that the University had a high ability to perform the promised service dependably and accurately. In a follow-up interview, it was found that study participants, generally, had mixed feelings about the university ability to perform the pledged/promised service on time, dependably and accurately. Some of the interviewees perceived that the services provided by the university in the programme are trustworthy, can be verified, used consistently and happened at the best possible time/right time (timeliness) while others had questions on university' reliability. Some of the extracts of interviewees' comments were as follows:

"They delivery what they intended but with few delays. The staff are very interesting in our learning and show positive attitude in solving students' problem but with few delays" (Excerpt from student 1)

"I can say that they are not very reliable because, sometimes, when a student needs help academically, and he/she decides to do a follow-up with a lecturer, it takes time, the process he/she goes through is tedious" (Excerpt from student 4)

"Yea. Some of the lecturers are reliable but others don't show that interest. Sometimes, the attitude towards us is questionable" (Excerpt from student 5)

"Yes! We need to deliver our promises to our students on time. We have to be dependable because that is one of the things that our job as lecturers and administrators requires. Yes, our attitude counts a lot. Our disposition [attitude] in what we do has a reflection on the people we encounter" (Excerpt from lecturer 5)

“I think there is more for us to do in offering dependable and accurate service to our clients. Sometimes, I just wonder why some of our administrators and even colleague lecturers delay students on certain issues. We don't give our student early information on certain issues. Sometimes, you heard students saying that...you can't trust lecturers” (Excerpt from lecturer 8).

These results infer that the services provided by the University for the students in the programme are trustworthy, can be verified, used consistently and are timeliness. Yet, this can be enhanced to foster “quality service”.

Also, from Table 25, the lecturers differently perceived that the University emphasised a high level of “quality Responsiveness” ($M = 3.66$; $SD = 1.05$) while the students perceived a moderate level of “quality responsiveness” ($M = 3.34$; $SD = .88$) in the programme. The follow-up interview established that the university emphasised moderate attentiveness and promptness in dealing with their requests, questions, complaints and problems. The university had the willingness to help students. During the interview, the students and lecturers lamented as follows:

“They are always willing to attend to students' problems, but the only setback is the undue delay. Sometimes, the urgency of what you are looking for is not there” (Excerpt from student 4).

“Yes. Some of them are very responsible and willing to helping students. Some are welcoming, they would tell you that my doors are open if you have any problem come. But, some too they wouldn't tell you to come” (Excerpt from student 12).

“I help to solve problems of my students outside the classroom. I am the open type and I encourage student to come if they have any problem with the academic, social and economic [financial] life. If there is any problem that we can together solve, I encourage them to do that” (Excerpt from lecturer 1).

“I see my students as customers and if they're not there, I'm not there. I just had a meeting with 5 of them who had issues with their assignments, so they came over and we sorted it out. They even needed internet to search for information online, I gave them internet from the office” (Excerpt from lecturer 4).

These results suggest that the University provides prompt services, attention to students' requests and has the willingness to help students in every phase of their academic life.

As regards "Assurance" in Table 25, both the lecturers ($M = 3.85$; $SD = .78$) and students ($M = 3.70$; $SD = .81$) strongly agreed that the University provided a high level of "quality assurance" in the programme. In a follow-up interview, it was determined that, generally, the university staff had adequate knowledge, courtesy and ability to inspire and convey trust and confidence in the students. The interviewees indicated that the staff have respect for students, they are competent, credible and confidential in their job and assured safety and security among students. They had the skills and showed professionalism in rendering service to students. However, some of the study participants had some concerns about some of the academic and non-academic staff. The following are some of the excerpts from the students' and lecturers' comments:

"I will say it is of high quality. About 80% of the lecturers are good. They are knowledgeable and they have the mastery in their subject areas. The 20% of them, I don't know how to describe them. When they come to class, they know the thing but how to impact becomes a problem. Generally, most of the lecturers and administrators are polite and they have a very good communication skills" (Excerpt from student 7).

"With the knowledge of the course content and pedagogy, it is not all of them. They are very polite when communicating to us or even the way they handle things with students. Yes, they are credible and you can trust them with any information. They have that confidentiality" (Excerpt from student 10).

"The quality of the lecturers in the department is high. I know that most of the lecturers and administrators had knowledge in their field, competent in their job and show courtesy when dealing with the students" (Excerpt from lecturer 2)

"The teaching staff are satisfactory but some of our administrators lost their professionalism and politeness when dealing with our students in the offices. The attitude and character show by some of them towards

students does not speak well as university's administrators. It somehow tannish the image of the university" (Excerpt from lecturer 6)

The implication of these results is that, the University staff have adequate knowledge, courtesy and ability to inspire and convey trust and confidence in the students when rendering service. They also make students feel safe and show professionalism when dealing with students.

From Table 25, with regard to "Empathy", the lecturers indicated that the University highly emphasised empathy ($M = 3.77$; $SD = .95$) while the students perceived that the University provided a moderate level of "quality empathy" ($M = 3.38$; $SD = .83$) in the programme. From the follow-up interview, it was established that the university provides individualised and personalised attention to students with clear understanding of their specific and growing needs while keeping their best interest at heart when rendering their service. However, some of the interviewees expressed few concerns about the "quality of empathy" of university service quality in the programme. The study participants indicated large class size a limitation to "quality empathy of service quality" in the programme. The lecturers and students described their experience as follows:

"Sometimes, it is very difficult to have access to some of them. Some of the administrators' behaviour is not good at all. Some do care but others do not. Though, we have individual differences, some of the lecturers and administrators treat everyone equal. They are polite and show courtesy when they are communicating to you" (Excerpt from student 5).

"Well, some of them are available but not all the times. You can contact them but difficult to see some of them sometimes. The lecturers and administrators are caring but not all of them. I wouldn't say that they give equal treatment, it depends on the kind of relationship you have with the lecturer" (Excerpt from student 12).

"Yes, our students are treated equal and they have individuals' attention. They have access to us all the time. They have several means

of getting access to the staff. They can come to the office, call you and even WhatsApp you or text you. I care for my students, but you know, their number is very large which make it very difficulty to attend to every one in class. So, there is a challenge there” (Excerpt from lecturer 2).

“I make myself available. My contact information is on the course outline. We have a class WhatsApp page, where we discuss important issues. The major problem is when they want to see you in person for urgent discussion and you are not around” (Excerpt from lecturer 8).

These results imply that the University staff cares for students, provides clear, appropriate and timely communication; and students easily have access to staff, services and information. Nevertheless, they are inhibited by large class sizes leading to a high student-to-staff ratio.

In regard to “University Reputation and Image”, the lecturers perceived a moderate level of “quality university reputation and image” ($M = 3.47$; $SD = .86$) while the students indicated that the “university reputation and image” in the programme are of a high quality ($M = 3.56$; $SD = .81$). A follow-up interview showed that the university projected a professional image to the university community and the students are employed after their programme. The interviewees believed the university offered a wide range and reputable academic programmes with flexible structure. The general public had positive picture and overall judgement of the university programmes and the graduates. Some of the extracts of students’ and lecturers’ comments are as follows:

“UCC has been tag with that quality education. Their reputation and image are very high. The University also has a quality academic programme and most companies respect UCC products” (Excerpt from student 9).

“Yes, they [reputation and image] are ohk. UCC as a whole is doing well. It has a good reputation both inside and outside. I am proud to be a product of UCC. We [UCC students] are able to compete with other students in the job market and we do better. The programme is flexible and I have my study plan within it” (Excerpt from student 10).

“I think the University has a very good reputation and image to general public and international market. I think that is also influencing both employers and employees” (Excerpt from student 11).

“Yes, the department offers a wide range of special programmes and there is flexibility in the programme” (Excerpt from student 12).

“The reputation and image are quite satisfactory. The university has both local and international attraction. Through colloquiums, research activities and other activities like exchange programmes, the university reputation and image are projected to the higher education world market. The department offers a wide range and reputable academic programmes/specialisations with flexible structures. Both lecturers and students have the freedom to reschedule official times that are convenient for them. Sometimes, quiz dates are so flexible that we can reschedule quizzes and other things” (Excerpt from lecturer 1).

“Well, I think generally, the reputation to the outside communes is quite ok. The university is seen great in outside community, only that the university social impact via social responsibility, is suffering. We need more improvement in this area. The reputation of the programme and department within the university community is quite high...The students have less opportunity to decide what to study and when to study but they have some degree of freedom to select some elective courses within the programme” (Excerpt from lecturer 3).

“The University has its own unique identity from the rest. The general public know of UCC due to its quality academic programme and quality teaching. As for UCC, when you come, the training is tough” (Excerpt from lecturer 6).

These results submit that the university projects a professional image to the university community. The University provides a reputable programmes like “Management Education” which leads to lucrative profession and specialisation. The general public holds positive attitude and beliefs about the university and its academic programme and products. The general public admires, have good feelings and appreciates the university and its products. The students are employed after their programme.

As seen in Table 25, the lecturers differently indicated that the University provided a low quality of “Understanding Issues” ($M = 2.70$; $SD = 1.19$) in the programme while the students also variedly perceived that the

University provided a moderate quality of understanding issues ($M = 3.41$; $SD = 1.01$). The follow-up interview with the study participants indicated that they had mixed feedback and reactions towards “understanding issues” of the “university service quality” in the programme. They perceived that the university had the ability to understand the students’ specific needs in terms of counseling and guidance services while the university lacked the ability to understand the students’ specific needs in terms of health, accommodations and transport services. The interviewees described their experience as follows:

“The University counselling unit is doing excellently, I respect those who are in charge, but the services at the hospital are not good. We can spend more than 2 hours without being attended to. Students are not well treated and cared for at the hospital” (Excerpt from student 5).

“From my personal experience, I can say that the counselling service is good, however, the services in the hospital are poor and I do not like the hospital. We are not treated well there and they do not care whether you are a student or not. They should segregate student services from the community service” (Excerpt from student 11).

“Yes! It’s [counselling services] very good. They are taken through the services of counselling, and where they can find help. University health services are available. Notwithstanding its’ availability, I think there are some issues with delivery because I heard students complaining a lot about our health services” (Excerpt from lecturer 1)

“If it is health and accommodation, there are issues. Even yesterday, some of students were complaining about these issues in the students-staff consultative meeting. They raised issues of accommodation. And we as the University, we know that there are concerns” (Excerpt from lecturer 2).

These results suggest that counselling and guidance services provided by the University are to students’ expectation. However, the quality of health, transport, accommodation, canteen services are low. Thus, they are far below students’ expectation.

It was concluded from these results that, on average, the lecturers ($MM = 3.50$; $SD = .78$) and students ($MM = 3.45$; $SD = .77$) provided a positive

feedback on QS provided in the programme. Accordingly, the lecturers and students perceived a moderate level of QS in the programme. This is as a result of few delays, negative attitude of staff and lack of personalised and individualised attention due to large class size. They also had concerns about the tangibles, health and accommodations in the programme.

Discussion of Research Question Two (QS-Input Evaluation)

Principally, from the quantitative and qualitative results, the lecturers and students had a moderate feedback on QS in the programme in terms of “reliability”, “responsiveness”, “assurance”, “empathy”, “reputation and image”, and “understanding issues”. However, both the lecturers and students had negative concerns (low quality) with the “University’s tangibles (e.g., physical facilities, equipment, communication materials). This result seems to imply that the University’s “tangibles” are significantly poor in quality. This appears to submit that there is plentiful to be anticipated in terms of the University’s “tangibles”. High quality inputs are necessary and required in order to enterprise the University’s vision and mission. In most developing countries, infrastructure facilities, modern sophisticated instructional resources/materials, recreation facilities among others appear to have been the worst thing this seems obvious and diaphanous in this investigation. Regularly, where a portion of these infrastructures is there, maintenance culture is helpless which accordingly makes them offer sub-execution to the framework. Libraries must be functional; lecture halls equipped with 21st century instructional technologies must be good for quality instructional discourse. Adopting and implementing TQM directs that the University must provide an avenue where contemporary instructional technologies must be incorporated into the classroom for effective teaching and

learning. The low quality of the University' "tangibles" could significantly affect students' satisfaction and loyalty to the University because QS is a significant factor that affects students' satisfaction and loyalty with the most dominant factor being tangibles (Mansori et al., 2014). The result of the current study is similar to the findings of previous studies that students provided a negative feedback on the University's "tangibility". They perceived a low level of quality for the University' "tangibles: (Cayanan, 2017; Bosu et al., 2018a, 2018b; Mattah et al., 2018; Suprianto et al., 2020). Conversely, the result of the current study disagreed with the findings of previous studies in Ghana that students' perception of university's "tangibility" was satisfactory (Anwowie et al., 2015; Asinyo, 2015; Zakari, 2016; Banahene et al., 2018; Arrivabene et al., 2019).

Concerning "reliability", the result infers that the University moderately strive to fulfill promises and pay attention to the results. They moderately provide accurate information and services at the time they promised to do. Also, the timeliness, verifiability, credibility and consistency of the University services that students experience in the programme are of moderate quality. The moderate level of quality for reliability suggests that the University is performing well, but there is still much room for improvement in the quality of services provided. Therefore, much is required from the University in supporting and nourishing the desired services dependably, accurately and consistently in the programme. The students want to do business with an educational institution that keeps their promises, predominantly their promises about the service outcomes and core service attributes. The educational institutions that do not provide the core service that students think or expect they

are buying, automatically fail them almost instantly. Accordingly, the University should be in the position of determining services that meet the needs of the students so that such services could be provided in the same way students demand them. The result of the current study is consistent with the findings of earlier studies in Ghana that students provided positive feedback on the University's reliability (Asinyo, 2015; Fosu & Owusu, 2015; Zakari, 2016; Banahene et al., 2018; Bosu et al., 2018a, 2018b; Arrivabene et al., 2019; Suprianto et al., 2020). They perceived a high level of quality for the University's reliability. Conversely, the result of the current study disagreed with the findings of Anwowie et al. (2015) in Ghana that students' perceptions of reliability was low. Equally, Cayanan (2017) found that students in Philippines experienced unsatisfactory responsiveness.

On the aspect of "responsiveness", the result suggests that the University moderately respond quickly and promptly to students' needs. They are moderately willing to help students with their learning needs. Thus, the University attentiveness and promptness in dealing with students' requests, questions, complaints and problems was moderate. The University communicates their responsiveness to student in the programme by length of time they have to wait for assistance, answers to questions or attention to problems. The moderate degree of excellence for responsiveness recommends that the University is performing admirably, nevertheless, there is still a lot of opportunities to get better in the quality of services provided in the programme. Consequently, much is required from the University on how services are given and help offered to students quickly and speedily. This could help University execute students' inquiry and request processing at speed and the students

quickly achieve their objectives. The result of the current study is in agreement with the findings of earlier researchers in Ghana that students perceived a moderate level of quality for the University's "responsiveness" (Anwowie et al., 2015; Asinyo, 2015; Zakari, 2016; Banahene et al., 2018; Bosu et al., 2018b; Arrivabene et al., 2019; Suprianto et al., 2020). However, the result of the current study is unrelated to the findings of prior researchers that students provided negative feedback on the University's "responsiveness" in Ghana (Fosu & Poku, 2014; Bosu et al., 2018a). Likewise, Cayanan (2017) found that students in Philippines provided negative perception towards responsiveness.

To "assurance", the result, also, denotes that some of the University staff had moderate knowledge, courtesy and ability to convey trust and confidence to students. Thus, the University staff are moderately competent in their job, show respect to students, credible, confidential and assured safety and security among students. Also, the staff politeness, communication process and professionalism are of moderate quality. This infers that the University has more to do in handling students. They should communicate trust and confidence when dealing with the students to gain students' loyalty to achieve a competitive advantage. The result of the current study is in line with the findings of previous researchers that students perceived a high level of quality for the University's assurance (Anwowie et al., 2015; Asinyo, 2015; Fosu & Owusu, 2015; Zakari, 2016; Banahene et al., 2018; Bosu et al., 2018b; Mattah et al., 2018; Arrivabene et al., 2019; Masserini et al., 2019; Suprianto et al., 2020). Conversely, the result of the current study is divergent to the findings of Bosu et al. (2018a) that students provided negative feedback on the University's assurance. Likewise, Cayanan (2017) found that students had negative perception towards assurance.

Regarding “empathy”, the result means that the University moderately cares about the students in the programme, understand the specific needs of the students, and place the students’ best interest at heart. They moderately provide meticulous and individualised attention to students, access to information, listen or communicate with students, treat students equally and respectfully, appreciate feedback from students, easily approachable, access or contacted by students for assistance. They, also, moderately provide convenient hours of operation. This is as a result of large class size leading to higher student-to-staff ratio. This could prevent students from cultivating positive and closer relationships with their lecturers, have quick access to information and feedback and get involve in more interactive sessions. The moderate level of quality “empathy” implies that the unique needs of the students have not been fully addressed. In this globalised and competitive educational world, students’ demands are increasing each day and it is the responsibility and obligations of the University to maximum the requirements of students, else the students who do not feel empathy from the University will search elsewhere. This could decrease students’ satisfaction and loyalty.

Students are key customers for any educational institutions and they like to feel special and caring, hence, individualised approach to students can make for successful expectation management and service delivery. As a result, students expect much care and attention from faculty members. The result of the current study supported the findings of past researchers that students’ perceptions of University’s empathy was high (Fosu & Poku, 2014; Anwowie et al., 2015; Asinyo, 2015; Zakari, 2016; Rahmatullah et al., 2017; Banahene et al., 2018; Bosu et al., 2018b; Arrivabene et al., 2019; Suprianto et al., 2020).

Yet, the result of the study is dissimilar to the findings of Bosu et al. (2018a) that students provided a negative feedback on the University's empathy. Also, Cayanan (2017) in Philippines found that students experienced dissatisfaction with empathy. Accessibility and approachability of teaching staff is known to be crucial to student success generally (Hastings, 2010). However, overcrowded classes contribute a lack of student access to teachers (Lomax-Smith, Watson & Webster, 2011).

About "reputation and image", the result indicates that the University moderately had a professional appearance and image in the mind of the general public. The University has a moderate and reputable academic programme, moderately executes programmes of excellent quality. The University moderately provides a wide range of programmes with several specialties and flexible structures and study plans. They also have a moderate layout, appearance of campuses and location, and graduate students are moderately employable. These results infer that the University has moderate visibility, distinctiveness, authenticity, transparency and consistency in the mind of respondents and the general public. Concerning "understanding issues", the result means that the University, likewise, moderately provide quality counseling service to all students in this programme but a low level of quality health care services among the students in the programme. From these results, it is claimed that both the lecturers and students perceived the University's reputation, image, programme and understanding from horizontal and vertical dimensions. Regarding the horizontal dimension, they compared the University and its programme based on specific and core characteristics that they would love to mention to anyone while the vertical dimension is about their positive

or negative emotions concerning the University. These results, further, submit that the University is functioning commendably, nonetheless, there is still much required from the University on its reputation, department and programme image and other support services like canteen, health, counselling, and transport among others. The University image and reputation are important elements to develop and maintain a loyalty relationship with students. This could also make the University more attractive and desirable to students, enhance competitive advantage and result in greater market share. These results advocate the quality of the University programme and understudying issues could affect students' perceived service quality and their loyalty. The result of the current study was corroborated by the findings of prior researchers that students perceived a moderate level of quality for university's reputation, programmes, teaching and course content (Annamdevula & Bellamkonda, 2012; Barusman, 2014; Rahmatullah et al., 2017; Arrivabene et al., 2019; Bakrie et al., 2019; Masserini et al., 2019). The result of the current study is line with the findings of previous studies in Ghana that reputation of the programmes and excellent and quality programmes affect students' perception of service quality (Fosu & Owusu, 2015; Zakari, 2016; Banahene et al., 2018; Mattah et al., 2018). Extant researchers also found that institution reputation and image contributed to student satisfaction and loyalty (Thomas, 2011; Bakrie et al., 2019; Arrivabene et al., 2019; Masserini et al., 2019; Suyanto et al., 2019; Anggraini, 2020).

The overall moderate level of QS in the programme in the University proposes that there is a significant gap between the students' expectations and the actual services experienced in the University. This implies that there is "confirmation" or "disconfirmation" which would decrease post-purchase

(enrollment) and loyalty among the students (Chen et al., 2010). This result is in line with the “expectation-confirmation theory” (ECT) by Oliver (1980). The students could either be passives or distractors of the programme (Reichheld & Covey, 2006). This result buttressed the findings of prior researchers that there were service gaps in all service dimensions in education setting (Bahadori et al., 2013; Mansori et al., 2014; Shaari, 2014; Yousapronpaiboon, 2014; Zakari, 2016; Cayanan, 2017). Hence, it is adduced that the lecturers and students were moderately satisfied with the University services. The result of the current study supported the findings of earlier researchers that staff and students were satisfied with the university’s service quality in Ghana (Annor, 2012; Fosu & Poku, 2014; Asinyo, 2015; Mattah et al., 2018) with the result disagreed with the findings of Bosu et al. (2018a) that the students were dissatisfied with university’s service quality in Ghana. Also, Cayanan (2017) in Philippines found that students were dissatisfied with service quality.

This demands an improvement across all dimensions of service quality (“tangibles”, “reliability”, “responsiveness”, “assurance”, “empathy”, “reputation and image”, and “understanding”). To do this, the University must effectively implement TQM as a managerial tool and strategy to resolve the issues associated with QS. Because, both TQM and QS focus on the organisation’s cultural change, which provides evidence of some relationship that exists between TQM and SQ. TQM is about people driven and its philosophy is continuous improvement of organizational processes and quality via a management system and corporate culture to enhance customer satisfaction. This leads HEIs to implement TQM to enhance the quality of service they are providing to students. Empirical studies revealed that TQM is

positively associated with QS which leads to students' satisfaction (Sit et al., 2011; Lam et al., 2012; Kristianto et al., 2012; Pattanayak et al., 2017).

Consequently, the University must provide effective leadership and management practices, increase student focus, and facilitate total employees' involvement, provide an integrated system of operations and process-centered and ensure continuous improvement in operations and activities. This would ensure that quality benchmarks ("tangibles", "reliability", "responsiveness", "assurance", "empathy", "reputation and image", and "understanding") are being met (international and accreditation standards). It would also enhance the University's operations by committing themselves to certain quality criteria and adopt a market orientation strategy (e.g. providing quality education process, educational curriculum and environment) to differentiate themselves from their competitors to gain a competitive advantage in the industry (Houston, 2007; Venkatraman, 2007; Jaff, 2008) and increase the University prestige students' satisfaction and success (Baporikar & Sony, 2019; Cobbinah & Agyemang, 2020). With respect to input evaluation of CIPP model, the results of the current study offer essential evidence on QS in the Programme for structuring decision to design instructional procedures by the management of the University. The management of the University would be able to determine the resources (both tangibles and intangibles) need to deliver the programme and identify whether staff and other available resources are adequate to implement the programme (Stufflebeam, 2014).

Faculty and Students’ Perceptions of QT (Process Evaluation)

Research Question Three: What is the perception of faculty and students towards QT in the MEP in HE (process evaluation)?

The objective of this research question was to examine the perception of lecturers and students towards the QT in the programme. Both quantitative and qualitative data were gathered on this research question. The quantitative results were presented first followed by qualitative results. The qualitative results from the follow-up interviews were used to explain and elaborate on the quantitative results. The quantitative data were analysed and discussed using mean and standard deviation. Based on the five-point Likert scale, a mean rating of 1.00-2.49 indicates a low level of QT, 2.50-3.49 indicates a moderate level of QT and 3.50-5.00 indicates a high level of QT. The results are presented in Table 26.

Table 26: Lecturers’ and Students’ Perceptions of Quality Teaching (QT) (Process Evaluation)

| Variable: QT | Lecturers (n = 43) | | | | Students (n = 529) | | | |
|-------------------------|--------------------|------------|--------------|-------------|--------------------|------------|--------------|--------------|
| | Mean | SD | Skewness | Kurtosis | Mean | SD | Skewness | Kurtosis |
| Good teaching | 4.30 | .80 | -2.063 | 6.790 | 3.52 | .68 | -1.020 | 1.172 |
| Clear goals/standards | 4.23 | .78 | -2.009 | 7.014 | 3.57 | .62 | .013 | -.240 |
| Appropriate workload | 3.15 | 1.06 | -.164 | -.908 | 2.75 | .74 | .320 | -.220 |
| Appropriate assessment | 3.12 | 1.26 | .298 | -1.485 | 2.74 | .86 | .496 | .112 |
| Emphasis independence | 2.26 | 1.18 | .576 | -.830 | 3.03 | .55 | -.083 | .250 |
| Generic skills | 3.79 | .80 | -1.328 | 3.014 | 3.77 | .85 | -1.373 | 2.194 |
| Support services | 2.77 | 1.00 | .192 | -.843 | 3.32 | .90 | -.663 | .144 |
| Learning resources | 2.37 | 1.00 | .370 | -.866 | 3.29 | .90 | -.650 | .173 |
| Course organisation | 3.81 | .98 | -.873 | .579 | 3.37 | .89 | -.638 | .246 |
| Learning community | 3.44 | 1.20 | -.591 | -.735 | 3.61 | .84 | -1.128 | 1.405 |
| Graduate qualities | 3.67 | .96 | -.964 | .535 | 3.79 | .83 | -1.540 | 2.681 |
| Intellectual motivation | 3.84 | .87 | -1.710 | 4.145 | 3.74 | .85 | -1.323 | 1.896 |
| Mean of Means/SD | 3.40 | .52 | -.514 | .336 | 3.38 | .52 | -.820 | 1.013 |

Source: Field data, 2020

Table 26 displays the results of respondents concerning their perception towards QT in the programme. It is diaphanous from the results that both the lecturers and students had a positive perception towards QT provided in the programme. Thus, they perceived a moderate level of QT in the programme. For example, regarding “Good Teaching”, the lecturers ($M = 4.30$; $SD = .80$) and students ($M = 3.52$; $SD = .68$) strongly revealed that the university provided a high level of “good teaching”. The follow-up interview results showed that the study participants felt that the lecturers provide a high level of “teaching quality”. They perceived good teaching as having adequate content knowledge, interest in students, communication skills, providing useful and timely feedback, clear explanations, being able to understand students’ problem and motivate them, making the course interesting, creating humour and enabling learning environment and engaging students in a meaningful instructional activities. The following are some of the excerpts of students’ and lecturers’ comments:

“All the lecturers have the content knowledge. But sometimes only few of them have the ability to communicate with us to understand fully what they really want to put across. They must have interest in students, as good teacher, you have to motivate students and supervise their progress” (Excerpt from student 5).

“Almost all the lecturers I encountered were knowledgeable and have the ability to communicate that knowledge into us. A good teacher should also have interpersonal skill, interest and the positive feeling towards their student” (Excerpt from student 8).

“I see good teaching to entails humour. Sometimes, creating some jokes make the class interesting and enjoyable for all student and you also motivate them. Good teaching is about creating that kind of free learning environment where students can freely express their views without any fear” (Excerpt from lecturer 2).

“Being a good teacher, you must be able to answer questions in class, give immediate feedback, have a mastery of the content and use appropriate ways to teach for students’ understanding, you create

friendly environment that give all student equal opportunity, create positive relationship with them, must be available and accessible by students” (Excerpt from lecturer 3).

These results suggest that the lecturers provide effective instructional and professional practices to students in the programme like clear instructional goals and immediate feedback on academic progress.

From Table 26, concerning “Clear Goals and Standards”, the lecturers ($M = 4.23$; $SD = .78$) and students ($M = 3.57$; $SD = .62$) strongly concurred that the lecturers provide a high level of “quality clear goals, standards and expectation” in the programme. From the follow-up interview, it was discovered that generally, the lecturers provided enough information regarding the learning aims, objectives and clear expectation of the standard of work expected in the courses within the programme. This, normally, was done via the course outline given at the beginning of the semester. The students and lecturers have these to say:

“Our lecturers spell out the goals to us and what we are to achieve at a particular moment or by the end of the lecture” (Excerpt from student 1).

“Yes, they do. Aside the course outline that covers most of the goals, expectation and assessment modes, most of the lecturers also tell us what they expect from us; punctuality, regularity and preparedness to class during the course of teaching” (Excerpt from student 4).

“Yes, everything for each course is clearly spell out. Before we start lectures, some of them present to us the course outline. So, the mode of assessment and all that are indicated on the course outline. Most of them follow the course outline just that they do not follow the date attach to the time that we would write our quizzes” (Excerpt from student 12).

“Yes, they have clear goals, standards and expectation from the courses. Normally, the first day I meet my students, we read the objective of the course and I explain to them the rationale of the course, learning objectives, content of the course, pre-requisite knowledge needed for the course, assessment procedures. I tell my students that the course is not about passing exams, but you must acquire the knowledge, skills and the

value for total development. So, I keep hammering this every day that we meet” (Excerpt from lecturer 4).

“Yes, I do that. Mostly, everything that they need to know is on the course outline. I always take them through the course outline and explain to them the detail requirement of the course on our first day of lecture” (Excerpt from lecturer 8).

These results mean that the lecturers provide enough information to students about the courses in the programme like rationale, goals, pre-requisite requirement and expectation and standard of works right from the start of each semester.

As evident in Table 26, the lecturers diversely perceived a moderate level of quality “Appropriate Workload” ($M = 3.15$; $SD = 1.06$) while the students provided a negative feedback on the “appropriateness of workload” ($M = 2.75$; $SD = .74$) in the programme. In a follow-up interview, it was noted that the study participants had mixed feedback on appropriate workload. Generally, some felt that the workload involved in their courses was excessive while some believed that it was moderate or reasonable. Some of the extracts of students’ and lecturers’ comments are as follows:

“It is loaded. The workload in UCC is quite headachy and even people outside the school have even had feeling of it. Most of the courses entail a whole lot so you have to do extensive reading all the time. Other courses too are manageable” (Excerpt from student 2).

“Seriously, most of the lecturers overloaded us. Some of the lecturers gave us a lot of pressure assignment to be submitted within a particular time and some never scored those assignments. Some of the assignments are not related to what we are learning but as a form of punishment to us which sometimes affect our learning time” (Excerpt from student 9)

“I wouldn’t term it as too heavy. It was average. There was some kind of pressure but you know the pressure needs to be there to push you forward to be active and not to be too lazy about. It wasn’t too much, it was ohk.it was average” (Excerpt from student 10).

“On the part of the students, I do not think they would say that the workload is appropriate and it is understandable. I think the workload is within their limit” (Excerpt from lecturer 1).

“Yes it [workload] may be so high; maybe because of the variations in the courses. I try to encourage them to understand these things and work hard” (Excerpt from lecturer 7).

The implication of this result is that, the lecturers believed that the demands of each course in the programme was satisfactory while the students perceived excessive workloads in programme.

In Table 26, relating to “Appropriate Assessment Practices”, the lecturers differently indicated that the assessment practices in the programme were of a moderate quality ($M = 3.12$; $SD = 1.26$) while the students perceived a low level of “quality assessment practices” ($M = 2.74$; $SD = .86$) in the programme. A follow-up interview with the students and lecturers showed that, generally, assessment practices in the programme are comprehensive and measured their total development. The assessment practices measured higher order thinking and understanding rather than simple recall of facts. However, some of interviewees indicated that the assessment practices in some of the courses depend on the recollection of factual knowledge. Some of the excerpts of students’ and lecturers’ comments are as follows:

“It is not always based on what we are taught. Sometimes we are assessed on overall life in class. Some lecturers assess us on our participation and appearance in class” (Excerpt from student 1).

“The assessment was based on the cognitive domain. It is just a handful of the lecturers who assess the non-cognitive part of the course like attendance, appearance, and asking questions in class” (Excerpt from student 10).

“My assessment practices are for students’ development. They are comprehensive enough that touches on all the domains of learning. In most cases, my questions are not too much of a recall; they are application kind of questions...I assess my students on non-cognitive aspect like dressing and appearance” (Excerpt from lecturer 5).

“It is not only the cognitive domain, sometimes, the non-cognitive aspect like attendance and appearance during presentations are assessed because learning is total. In some few cases, I sacked some students out from the class. I tell them, you must dress to represent potential future managers for that is what you are being train for. I think we are developing them in all aspect of life” (Excerpt from lecturer 6).

These results submit that the assessment practices by the lecturers in the programme are for total development of the learners and not just the recall of facts. They highly emphasised on higher-order learning.

As shown in Table 26, the lecturers strongly revealed that the programme lowly emphasised “Independence” ($M = 2.26$; $SD = 1.18$) among the students while the students perceived a moderate level of quality “independence” ($M = 3.03$; $SD = .55$) in the programme. From the follow-up interview, it was discovered that the students had concerns about their independence in the programme. They felt that they were not given a lot of choice in the work they have to do. Their individuality in academic activities is limited. However, the lecturers indicated that students are given a lot of choice in their academic work. They had choice in the ways they are assessed. The students and lecturers commented as follows:

“Mostly, our courses are compulsory. When it comes to selection of courses, we are not involved. The only choice we have is to audit courses. We don’t really have much choice in our assessment” (Excerpt from student 4).

“Not really. Since I came, I never experienced that academic freedom. I think our programme is fixed. There were some courses that we were asked to choose ourselves...only few of the lecturers also asked our opinion on assessment and other activities in the class” (Excerpt from student 5).

“No. most of our courses are structured and compulsory. So, you don’t have the choice to select the one that you want...we don’t have a choice about what we are going to learn in the semester and how we would be assessed” (Excerpt from student 11).

“The students do not have the choice to choose their courses in the programme. It is a package programme for them. Sometimes, they do have some little choice in certain issues like assessment but not complete autonomy” (Excerpt from lecturer 2).

“Not really. Mostly, their programme is planned so they don’t have much freedom in the courses. Normally, what I do is that I design these things, and discuss with them and ask for their feedback. But they don’t normally decide how they want it. I can say that they only have some independence in assessment because I discuss that with them” (Excerpt from lecturer 4).

These results establish that students lacked academic autonomy in their courses. Sometimes, they are given choice and autonomy in the class activities/works they have to do and encourage to develop their own academic interest as far as possible.

From Table 26, with regard to “Generic Skills”, both the lecturers ($M = 3.79$; $SD = .80$) and students ($M = 3.77$; $SD = .85$) strongly agreed that the quality of instructional and pedagogical practices by the faculty highly equipped students with “generic skills” in the programme. The follow-up interview with the interviewees established the learning (programme) has fostered the development of employability skills identified as being valuable outcome of university education. The students and lecturers lamented as follows:

“Yea. They do emphasised on some skills. Course like Office Management, Management Information System [MIS] and Document Processing gave us information searching skills, computing and technological skills, presentation skills, analytical skills, critical thinking skills, problem solving skills and social skills” (Excerpt from student 5).

“I think it [generic skills] was satisfactory. Most of the lecturers helped us, they gave us that kind of motivation to become very confident. Courses like Organisational Behaviour, Financial Management and Strategic Management, we learnt a lot like how to be a leader or manager. A course like Financial Management gives you numeracy skills, analytical skills, and decision-making skills” (Excerpt from student 9).

“Yea. Normally, the way I handle my student exposes them to so many skills that they can acquire from me or even from friends in the class. They could also learn these skills from other courses. I can say leadership skills, entrepreneurship skills, personality dispositions, team building, social skills, communication skills, presentations skills, interpersonal skills, and the spirit of tolerance. They also have technology skills because they are taught ICT in the programme” (Excerpt from lecturer 3).

“Yes, the way I teach and the way I like diversity during class discussions...it helps them and builds in them the articulation skills; it gives them that analytical and critical thinking skills...also, the presentations we do in class, gives them social skills, interpersonal skills, communication skills, emotional intelligence skills, teamwork skills, analytical skills, problem solving skills, innovation skills, presentation skills and research skills. It also builds up their confidence” (Excerpt from lecturer 5).

These results mean that the courses within the programme help students develop generic skills identified as being cherished product of university education that they might be expected to possess.

As shown in Table 26, the lecturers diversely indicated that the “Support Services” ($M = 2.77$; $SD = 1.00$) and “Learning Resources” ($M = 2.37$; $SD = 1.00$) provided in the programme for students are of a low quality while students perceived a moderate level of “quality support services” ($M = 3.32$; $SD = .90$) and “learning resources” ($M = 3.29$; $SD = .90$) in the programme. In a follow-up interview, it was realised that the university provided support services (e.g., financial services, library services, careers advice, counselling services and other support services) in the programme. Conversely, the adequacy and quality of these support services are low. The following are some of quotes of students’ and lecturers comments:

“We have all forms of support services from our lecturers; excluding financial support, which they always state it categorically. They always tell us to come to them when we have any issue bothering our mind. They are willing to help” (Excerpt from student 5).

“Yes, the university has support services. I can say the counselling centre, library and ICT center. When you come to my department too, we have academic advisors and the lecturers themselves provide support service. The teaching assistance (T.As) also provide support services” (Excerpt from student 7).

“Yes, the university provides support services like financial services, health services, counselling services, and ICT services and transportation services. The lecturers always encourage us to use the library but the books in the library are very old” (Excerpt from student 12).

“Yes, they are support services in the programme. We can talk about the library and ICT centers among others. We sometimes compile some notes or pamphlets and other pdf reading materials for them. Financially, I think the university has a support system for the needy and also provide accommodations for them...The services are there, just that they may not be adequate” (Excerpt from lecturer 1).

“Yea. The students have support services from the university and the department...The library services, transportation services, counselling services, health services among others are provided. I also know that the university has financial support services for students...Personally, I provide the class with academic support with online books in pdf, e-books, and videos. I also provide emotional support and financial support for students who need helps” (Excerpt from lecturer 3).

The interviewees also expressed mixed feedback on “learning resources”. Generally, they believed that course-related materials and study resources like library and information technology resources are available but adequacy and quality of these resources are the challenges. They indicated improvement in the appropriateness and effectiveness of sources of information and course materials. The students and lecturers commented as follows:

“Hmm. I have issues with this. Sometimes you go to the library, the books, facilities and other resources are outmoded and most of them are not really meeting the current needs. The facilities are there but not adequate and some are outmoded. The appearance itself is not really good” (Excerpt from students 6).

“They [resources] are available but they are not enough. I will rate the quality as average. Some of resources are not accessible and those in the library are very old and outmoded. It makes learning difficult for some of us” (Excerpt from students 11).

“Hmm. What I can say is that, we need more learning resources for our students. Some of the teaching/learning resources are available but not adequate. Look at our lecturer halls, projectors and microphones are big challenges to us. Even common internet connection is problem for both lecturers and students” (Excerpt from lecturer 4).

“They [resources and facilities] are moderately available and accessible, but they are not adequate. The quality too is low. Even internet access is a huge problem on campus” (Excerpt from lecturer 5).

“The resources are available but not adequate to the students. Even some of them are archaic and outmoded. Sometimes, it has negative impact on how we delivery our lessons and even engage the students. We need improvement in these areas” (Excerpt from lecturer 6).

These results infer that the students have access to sources of information, support services, course materials and university facilities. Yet, the adequacy and quality of the learning and teaching resources are low. There is a need for huge improvement in the university’s facilities, equipment and learning resources.

From Table 26, concerning “Course Organisation”, the lecturers strongly indicated that the courses within the programme are highly organised and had a coherence structure ($M = 3.81$; $SD = .98$) while the students perceived a moderate level of “quality course organisation” ($M = 3.37$; $SD = .89$) in the programme. The results from the follow-up interview revealed that study participants had mixed reactions towards programme structures and flexibilities of course organisation. They believed that the courses and their content are well organised in a systematic way and the programme “Management Education” has a coherence structure. However, some of them also had concerns about few courses in the programme. The students and lecturers have these to say:

“About 80% of our courses in the programme are well organized, it flows smoothly. The courses have been structured in such a way that you start from the basis to the highest. Sometimes, we can do transfer

learning from other courses that were already taught” (Excerpt from student 2).

“I think I have some challenge. A course like “Guidance and Counselling”, I think it should be taught in the first year course based on its rationale and goals. So, I always asked myself why this in final year?” (Excerpt from student 5).

“I think with the course organisation, there are some that I was thinking should come to Level 200 or Level 100. A course like Guidance and Counselling. If I had really gone through it earlier on, I think it would have help me” (Excerpt from student 6).

“Yes, the courses are chronologically organised and sequenced...New things are infused so that the students can remain current... One level is to help students build on the previous learning” (Excerpt from lecturer 1).

“I think for the structure of the course, it’s well planned to make sure they progress from one level to another...After every 5 years it’s also reviewed based on feedback from the industry and students” (Excerpt from lecturer 5).

“I think generally these [course organisation and structure] are done by experienced professors and academics. So, there is always improvement, but still there are some courses that it’s still a debate where it should be at the beginning or in the middle or the end” (Excerpt from lecturer 8).

The implication of these results is that, there is adequacy of the administrative programme structures and flexibilities of course organisation. The courses and their content/subject matter and learning experiences are well organised and sequenced using the vertical and horizontal principles of curriculum organisation and development.

Also, regarding “Learning Community” in Table 26, the lecturers dissimilarly indicated that the learning community provided in the programme for the students are of a moderate quality ($M = 3.44$; $SD = 1.20$) while the students revealed that the university provided a high “quality learning community” ($M = 3.61$; $SD = .84$) in the programme. The follow-up interview showed that the interviewees had mixed reactions towards learning community.

Some of the study participants perceived the learning community to be satisfactory and felt they belonged to the learning community. However, others had negative sense of community. The students and lecturers stated as follows:

“Yes...the learning environment makes you feel that you belong to. Sometimes, the way the lecturers relate with you and treat you in the class gives a signal as family...The learning community is very positive for us to learn assiduously” (Excerpt from student 9).

“Yes. I sometimes have sense of belongings. But it depends on how the lecturer engages the students” (Excerpt from student 12).

“With my students, I ensure that they feel sense of community in the class. I appreciate their contribution and ideas, and involve everyone during class discussion, it makes them happy. Also, I listen and share some of them their frustrations and it makes them feel at home” (Excerpt from lecturer 1).

“Yes! I try to ensure sense of community in my classes but university wide, am not sure. Even some of them even complain about the way they are being handled by other lecturers” (Excerpt from lecturer 3)

“That kind of citizenship [sense of community] is here in my class. Their opinions and suggestions are welcome, they have the freedom to express their concerns...it helps them to be involve in class activities” (Excerpt from lecturer 8).

Contrariwise, other students also expressed negative concerns about their sense of community due to inadequate teaching and learning resources and lack of effective security and safety. They commented as follows:

“I will rate it [learning community] low quality...the University is located in the middle of surrounding communities, we sometimes get distracted by their activities. We are robbed by some of these community folks. The campus becomes unsafe for us and it creates some anxiety in us” (Excerpt from student 3).

“It [learning community] is of low quality. Safety is a huge problem...there are a lot of intruders in the university community which does not make it safe. They make living on campus very difficult and scary. You don't feel like belonging to the university. They [management] have to do something about it” (Excerpt from student 7).

These results suggest that the “learning community” helps the students to explore new ideas, share knowledge in an intellectually stimulating setting, and have positive social experience and sense of community. Nonetheless, the “quality of learning community or sense of belongingness” was low as a result of inadequate support and lack of safety and security on campus.

Similarly, in Table 26, the lecturers indicated that the programme highly equipped students with “Graduate Qualities” ($M = 3.67$; $SD = .96$) and “Intellectual Motivation” ($M = 3.84$; $SD = .87$) while the students also revealed that the programme highly emphasised “graduate qualities” ($M = 3.79$; $SD = .83$) and “intellectual motivation” ($M = 3.74$; $SD = .85$). A follow-up interview discovered that the programme had equipped learners with graduate qualities associated with higher order outcomes, especially attitudes and perspectives related to the relevance of the course for lifelong learning. However, they believed that everything they learnt in the programme was theoretical with limited or no practicality. Some of the students and lecturers lamented as follows:

“I realised that all what we did in class were theoretical. Opportunities were not created for us to have practical lessons. They should include more practical activities in the programme. This will help us understand and appreciate how certain things are done in the business world”
(Excerpt from student 1).

“The university is providing quality graduate...but we lacked the practical aspect”
(Excerpt from student 9).

“The programme has offered me a broad perspective about what I will do in my career...They have prepared me enough for the job market but it is up to me as well to learn other things alongside the classroom”
(Excerpt from student 10).

“Yes, the programme has prepared me with qualities. The courses have stimulate my enthusiasm, provides me with broad perspective...and what I have learnt so far, I can say that is valuable in the future”
(Excerpt from student 11).

“For the qualities, they are given in several ways. There are so many courses in the programme with different kinds of qualities that students must acquire by the end of the semester or the academic year. These qualities are to shape their life in the job market and also for their total development” (Excerpt from lecturer 2).

“Yeah, to some extent...the courses in the programme stimulate the students’ enthusiasms; provide them with that broad perspectives; give them that range of career prospects” (Excerpt from lecturer 4).

“Yes, it [the programme] does. The programmes stimulate the students, encourage them to see the value of what they are doing and grants them the quality needed for the future...it even motivates them for future learning” (Excerpt from lecturer 5)

Concerning “intellectual motivation” the study participants, generally, reported that programme motivated them to learn and they found the courses within the programme to be intellectually stimulating. They perceived that the courses had inspired and enabled them for different aspects of life. The excerpts of students’ and lecturers’ comments are as follows:

“Yes. The programme has intellectually motivated me. I will say it is thought provoking. It helps you to learn more. It helps you to find out more information. I said earlier, some of the courses were interesting and challenge” (Excerpt from student 2).

“Yes, the courses intellectually stimulate me, they are challenging, and some you need to put much effort and critical thinking...just that we don’t really do the practical aspect of the courses” (Excerpt from student 10).

“Not all the courses. Some of the courses are interesting and others are boring too. Some of them are thought provoking and they are challenging that you need to put in much effort” (Excerpt from student 11).

“The programme is challenging, thought provoking and interesting. You know, because most of the content is carefully selected, it emphasises on intellectual motivation. Even though, there are still areas that are not too challenging because they are deemed to be old stuff and old kind of theories” (Excerpt from lecturer 1).

“Yes...All the courses in the programme are thought provoking and pushes them to learn. Sometimes, the reference lists on the course outline tell them the content of this course comes from different sources

that you have to read in order to appreciate all the issues to be discussed” (Excerpt from lecturer 2).

“Yeah, I think the courses provide intellectual motivation for all the students...but on the average, I don’t see the environment to be quite stimulating enough. I encourage students to think beyond the box” (Excerpt from lecturer 3).

These results signpost that the QT in the programme equipped students with qualities typically associated with higher order outcomes, contributed towards the student’s enthusiasm for further learning and how they valued other diverse perspectives and ideas. Despite these qualities, they constrained by limited practical lessons in the programme.

From these results, it was concluded that, on average, the lecturers ($MM = 3.40$; $SD = .52$) and students ($MM = 3.38$; $SD = .52$) had a positive perception towards the QT in the programme. Thus, the lecturers and students perceived moderate level of QT in the programme. This is as a result of high workload, inadequate academic independence, learning resources and support services, safety and security on campus affecting their sense of community. Lack of practical lessons also affect the students’ quality qualities and intellectual motivation.

Discussion of Research Question Three (QT-Process Evaluation)

The study concluded that, generally, the lecturers and students perceived a moderate level of QT in the programme. They moderately perceived “good teaching”, “clear goals/standards”, “appropriate workload”, “assessment practices”, “emphasis independence”, “generic skills”, “support services”, “learning resources”, “course organisation”, “learning community”, “graduate qualities” and “intellectual motivation” as elements of “quality teaching”.

The respondents positively perceived that the programme provided effective teaching practices such as useful and timely feedback, clear explanations, student motivation, and interesting lessons and understand students' problem. This result infers that the lecturers have organised instruction, provide clear explanations to concepts using relevant and valid examples and effective formative feedback on student work. This result implies that lecturers provide pedagogies that could promote students' intellectual quality, student-faculty interactions, active and collaborative learning, comprehension and learning and learning approaches which in turn affect their academic performance. The result of the current study was validated by earlier studies that students had a positive perception towards QT in HE. They perceived good teaching as an indicator of QT because faculty provided clear explanations to concepts (Coffey & Gibbs, 2001; Grammatikopoulos et al., 2015; Yin & Wang, 2015; Yin et al., 2016; Sun & Richardson, 2016; Alhija, 2017; Yin & Ke, 2017; Huybers, 2017; Ullah & Yasmeen, 2017; Asonitou et al., 2018; Yin et al., 2018; Asonitou et al., 2019; Avcı & Kalelioğlu, 2019; Haghgoo et al., 2019; Thien & Jamil, 2020). This result was corroborated by the findings of NSSE (2017) that faculty provide good teaching by using various teaching methods to allow for multiple ways students learn. Good teaching is a vital driver of students' approaches to learning and their learning outcomes (Lizzio et al., 2002). To ensure the successful implementation of TQM in the classroom to boost continuous improvement, the lecturers must ensure effective instructional practices like providing constructive feedback on students' academic progress.

There are clear aims, objectives and expectations of the standard of work expected from each student. This result suggests that the students have clear idea of what is expected of them from each course and where they going from the start of the semester via the course outline. The expectations are communicated to everyone in the class so that they can learn important knowledge and skills that are challenging for them. The students are expected to try and master challenging work. This could challenge students to learn and develop their creative potential. The students would be driven to reach their potential when they are challenged via high academic expectations and provided with the need academic support. This could influence their learning approaches. When academic work expectations and learning goals are clear, students would employ deep learning approaches with purpose to comprehend the materials and seek meaning (Kuh, 2009; ACER, 2010). The result of the current study buttressed the findings of prior studies that course objectives are clear and aligned with those actually taught (Coffey & Gibbs, 2001; Grammatikopoulos et al., 2015). The result of the current study was validated by earlier studies that students had a positive perception towards QT in HE. They perceived clear goals/standards as an indicator of QT (Yin & Wang, 2015; Yin et al., 2016; Sun & Richardson, 2016; Alhija, 2017; Yin & Ke, 2017; Huybers, 2017; Ullah & Yasmeen, 2017; Asonitou et al., 2018; Yin et al., 2018; Asonitou et al., 2019; Avcı & Kalelioğlu, 2019; Haghgoo et al., 2019; Thien & Jamil, 2020). It should be underlined that pressure and anxiety caused by vagueness concerning lecturers' expectations in the classroom will often undermine students from an overall quality learning experience and may also restrict with the quality of academic performance. Therefore, the University through the faculty should put

emphasis on student academic effort and setting high expectations for student to promote high levels of student engagement and achievement.

The workload was reasonable for the students within each course in the programme. This result means that the course outlines provided in each course covers reasonable content or topics to help develop students holistically. This result also implies that they were given enough time to understand the things taught which could reduce academic pressure and stress on them. It should be stressed that students would adopt surface and strategic learning approach without attaining a full understanding of any lesson taught when heavy workloads are placed on students. This would detract them from overall enjoyment of the instructional discourse which would also result in poor academic performance. The result of the current study is in line with the findings of earlier researchers that student's perceived appropriate workload as an indicator of QT in HE. They moderately indicated their workload as reasonable (Coffey & Gibbs, 2001; Grammatikopoulos et al., 2015; Yin & Wang, 2015; Yin et al., 2016; Sun & Richardson, 2016; Huybers, 2017; Ullah & Yasmeen, 2017; Avci & Kalelioğlu, 2019; Haghgoo et al., 2019; Thien & Jamil, 2020). Inversely, the result of the current study disagreed with other studies that students had negative perception towards appropriate workload. They indicated that they were stressed with workload or over-loaded course activities (Yin & Ke, 2017; Asonitou et al., 2018; Yin et al., 2018; Asonitou et al., 2019).

Primarily, quality of assessment practices in the programme focused on high-order thinking and understanding rather than simple recall. This result denotes that the lecturers provide practical authentic assessment that requires higher order cognitive processing skills of the students. They also make

effective use of formative and summative assessment to support student learning, develop competencies and monitor levels of achievement. The faculty also ensure that assessment practices tested course content, the assessment procedures are fair and appropriate and assessment feedback are valuable. The nature of assessment practices could challenge students to learn by adopting deep learning approaches, appreciate and understand the subject deep. Over-reliance on factual recall is generally considered to be inappropriate for assessment in HE programme like MEP. The recent reforms in Management Education in HE called for pedagogical practices that would measure higher cognitive processing skills of students. Quality assessment practices are valid, reliable and comprehensive which lead to improvement in students' learning. The result of the current study was supported by the findings of prior studies that students had a positive perception towards assessment practices in HE. The students perceived appropriate assessment as an indicator of QT because it measured their higher-order cognitive processing skills (Yin & Wang, 2015; Yin et al., 2016; Sun & Richardson, 2016; Alhija, 2017; Yin & Ke, 2017; Huybers, 2017; Ullah & Yasmeeen, 2017; Asonitou et al., 2018; Yin et al., 2018; Asonitou et al., 2019; Avcı & Kalelioğlu, 2019; Haghgoo et al., 2019; Thien & Jamil, 2020). The students, similarly, perceived that assessment practices covered course content, its procedures were reasonable and suitable and feedback was valued (Coffey & Gibbs, 2001; Grammatikopoulos et al., 2015). The results of the current study certified the findings of NSSE (2017) in USA that faculty evaluated student learning using multiple techniques. Contrarily, the results of the current study contradicted the findings of Agormedah (2019) and Quansah et al. (2019) in Ghana that assessment practices purely emphasised

recall of factual information (lower-order thinking processing skills) and lecturers underscored passing examinations. This seems to infer that the educators failed to gauge students' ability to answer practical questions in their field which in turn could affect their ability to apply learning to real life (Quansah et al., 2019). To ensure continuous improvement in assessment practices, the University must involve and empower faculty, train and develop faculty on quality assessment practices, focus on process-centred and provide integrated system for quality assessment practise. TQM principles contribute to the best practices evolving in the educational assessment movement (Ewell, 1991). Equally, Angelo and Cross (1993) called for classroom assessment practices that help developed students in totality. It will help faculty obtain useful feedback on what, how much, and how well their students are learning and use this information to refocus their teaching to help students make their learning more efficient and more effective.

The lecturers and students perceived that students are not really given a lot of choice in the work they have to do due to the fact that the programme is fixed before they were enrolled. They really do not discuss with lecturers how they are going to learn in the programme. They only experienced independence in certain aspect of the programme like assessment. They sometimes discussed with lecturers about their assessment nature and they had few opportunities to choose other course they want to study (optional courses/elective course). This implies that the programme does not really emphasised individualisation and independent learning among students. This could affect their motivation and confidence in learning, intellectually creative, social inclusion and academic success. When QT emphasise on students' independence in learning, they tend

to deploy deep learning approaches in their academic work with the goal of understanding the materials. This would help student to learn materials deep to understand the meaning of concepts, which would in turn influence their academic achievement and skills development. To ensure the successful implementation of TQM in the classroom, the lecturers must empower students to develop their own academic interests, involve them in assessment practices and invite them to participate in course design and learning experiences. The result of the current study is inconsistent with the findings of earlier researchers that students had a positive perception towards independence as an indicator of QT in HE. They positively experienced academic freedom in their programme (Yin & Wang, 2015; Yin et al., 2016; Sun & Richardson, 2016; Yin & Ke, 2017; Huybers, 2017; Ullah & Yasmeeen, 2017; Asonitou et al., 2018; Yin et al., 2018; Asonitou et al., 2019; Avcı & Kalelioğlu, 2019; Haghgoo et al., 2019; Thien & Jamil, 2020).

Students learning in the programme had fostered the development of “generic skills” (e.g. decision-making skills, problem-solving skills, analytic skills, written communication skills, planning skills, and general ability to address unique problem) identified as being valuable outcome of university education. The students are equipped with employable skills and potentials naturally connected with higher order outcomes. The respondents had positive attitude and perspectives towards the relevance of the programme for lifelong learning. This result implies that the programme has been designed to prepare students with qualities for total development. This result also means that the programme does not only seek to prepare students with the employable skills, but also to equip them with skills for general development. QT provides the

channel between education and development and it is the generic skills and qualities related to development and lifelong learning that span that bridge. The result of the current study was validated by earlier studies that students had a positive perception towards generic skills and graduate qualities as indicators of QT in HE (Griffin et al, 2003; Chalmers, 2007; Yin & Wang, 2015; Yin et al., 2016; Sun & Richardson, 2016; Alhija, 2017; Yin & Ke, 2017; Huybers, 2017; Ullah & Yasmeen, 2017; Asonitou et al., 2018; Yin et al., 2018; Asonitou et al., 2019; Avcı & Kalelioğlu, 2019; Haghighi et al., 2019; Thien & Jamil, 2020). Thus, the programmes were designed and developed to articulate the competencies necessary for lifelong learning and holistic development (Stabback, 2016). This could encourage students' enthusiasm for further learning and they would be able to appreciate different viewpoints and thoughts. Contrariwise, the result of the current study refuted the findings of Quansah et al. (2019) in Ghana that universities failed to equip students with practical skills and instruction was mismatched with the real world of work. Likewise, the students were unprepared to apply the learning to real-life situations (Quansah et al., 2019).

The lecturers and students perceived that “support services” and “learning resources” are moderately provided but of low quality in the programme. The students moderately had access key university facilities and services supporting their outcomes (e.g. library services, information technology resources, course-related materials, availability of study resources, course and careers advice, learning resources and health, welfare and counselling services). This result infers that the university inspire students to use learning support services, conversely, the suitability and usefulness of

sources of information and course materials are of low quality. This could affect QLE, effective teaching and learning, teachers' commitment and satisfaction, students' academic success, engagement, commitment to learning, involvement in learning, motivation towards learning, and sense of community and quality interactions with faculty. Quality instructional resources and facilities and technology must be incorporated in order to ensure the successful implementation of TQM in the classroom. The result of the current study is similar to the findings of previous studies that students positively indicated support services and learning resources as indicators of QT in HE (Griffin et al., 2003; Chalmers, 2007).

The adequacy of the programme structures and flexibilities of course organisation was satisfactory. This result denotes that course materials are well arranged and judiciously clarified. The programme/course objectives are aligned with those taught. This could also help faculty provide coherent instruction. This could help faculty develop and provide valid, relevant and significant subject matter, learning activities experiences which would lead to an understanding of the concepts for their holistic development. They could also present lessons that would demystify students' misconception about concepts and facilitate students' skills engagement via note taking. Quality course organisation could also affect student learning commitment, motivation and class attendance and retention. The result of the current study was certified by earlier studies that students positively perceived coherent course organisation as an indicator of QT in HE (Griffin et al., 2003; Chalmers, 2007). The results of the current study agreed with the findings of Coffey and Gibbs (2001) and Grammatikopoulos et al. (2015) that programme materials are prepared well

and carefully explained. The results of the current study also supported the findings of NSSE (2017) in USA that faculty attuned aspect of the course to fit the learning needs of students.

The social experience of learning in the University was satisfactory. The university provided a moderate level of quality of sense of community. They felt they belong to the university community. The university provided a community where students are encouraged to explore new ideas and share knowledge in an intellectually stimulating setting. This result implies that the faculty and students have positive feelings of legitimation within the university community (ACER, 2010). They could feel a stronger sense of belonging, cultivate intercultural proficiency and competence, and show greater cognitive development when the university learning community is inclusive and non-discriminatory (Nelson-Laird, 2011, 2014). The result of the current study concurred with the findings of prior studies that students had high experiences with the campus environment (Alhija, 2017; Burnette, 2017; Griffin et al., 2019; Chatterjee & Correia, 2020). Furthermore, the students had a positive perception towards the learning community as an indicator of QT in HE (Griffin et al., 2003; Chalmers, 2007; Alhija, 2017). This could positively affect their academic success, satisfaction, engagement, commitment towards learning, nurture affirmative working and social relations, the decision to persist and the likelihood of both finishing and succeeding in school. This could help in building social capital among students. QT in terms of a positive learning community is important in providing emotional support to students. The results of the current study are in agreement with the findings of previous researchers that quality learning community positively contribute to the development of

desirable student engagement, the decision to persist, retention, sustaining learning activities and displaying deep processing in learning (Li et al., 2010; Radloff & Coates, 2010; Gruppeta & Mason, 2011; Määttä & Uusiautti, 2011; Li & Lerner, 2013; Dupont et al., 2014; Alhija, 2017). To ensure the successful implementation of TQM in the programme to a promote quality learning community, the University must involve all employees and empower them. The University must also provide a quality integrated system to foster quality relationships between employees and students.

The lecturers and students perceived that the programme had positive impact on students. They perceived that programme is intellectual challenging, help students learn something valuable and students increase their interest. This result means that the programme inspires and motivates students to learn and they found the programme intellectually stimulating. Thus, the students are intrinsically motivated in the programme. The level of students' intellectual motivation and effort could be attributed to good teaching, student-faculty rapport, and faculty enthusiasm in the teaching, assessment practices, teaching strategies (e.g. active learning), course organisation, group interaction and course material presentation, engagement with course content, independence and investment in learning, authentic and real-world learning tasks and experiences (Ambrose et al., 2010; McClure, 2012). This could positively influence students' commitment and motivation to learning, class attendance and retention, engagement, learning approaches (e.g. deep), skills development and academic success. Lecturers who promote QT by accentuating intellectual effort and motivation beyond what is required in the programme would empower students and stimulate both cognitive and affective learning and help

students make significant gains in learning (Bolkan & Goodboy, 2010; NSSE, 2018). The lecturers who promote intellectual effort and motivation among students would foster students' intrinsic motivation to adopt deep approaches to learning which in the long run increase their higher order thinking skills (Bolkan et al., 2011; McClure, 2012; Sun & Richardson, 2016; Alhija, 2017; Chowdhry & Osowska, 2017; Ullah & Yasmeen, 2017). The results of the current study confirmed the findings of previous studies that faculty emphasised quality learning and intellectual motivation among students (Coffey & Gibbs, 2001; Grammatikopoulos et al., 2015). The results of the current study were validated by earlier studies that students had a positive perception towards intellectual motivation as an indicator of QT in HE (Griffin et al., 2003; Chalmers, 2007). Regarding process evaluation of CIPP model, the results of the current study offer indispensable suggestion on QT in the programme for implementation decisions by the management of the University. The management of the University would be able to assess the fidelity of programme implementation to the expectations, compared with work plan to identify areas of modifications (Stufflebeam, 2014).

Faculty and Students' Perceptions of QSE (Process Evaluation)

Research Question Four: What is the perception of faculty and students towards QSE in the MEP in HE (process evaluation)?

The objective of this research question was to examine the perception of lecturers and students towards the quality of QSE in the programme. Both quantitative and qualitative data were gathered on this research question. The quantitative results were presented first followed by qualitative results. The qualitative results from the follow-up interviews were used to explain and

elaborate on the quantitative results. The quantitative data were analysed and discussed using mean and standard deviation. Based on the five-point Likert scale, a mean rating of 1.00-2.49 indicates a low level of QSE, 2.50-3.49 indicates a moderate level of QSE and 3.50-5.00 indicates a high level of QSE. The results are presented in Table 27.

Table 27: Lecturers' and Students' Perceptions of Quality Student Engagement (QSE) (Process Evaluation)

| Variable: QSE | Lecturers (n = 43) | | | | Students (n = 529) | | | |
|---------------------------------|--------------------|------------|---------------|--------------|--------------------|------------|--------------|--------------|
| | Mean | SD | Skewness | Kurtosis | Mean | SD | Skewness | Kurtosis |
| Higher order learning | 4.14 | .83 | -1.965 | 5.326 | 3.64 | .86 | -1.179 | 1.472 |
| Reflective/Integrative learning | 4.41 | .80 | -2.460 | 8.077 | 3.78 | .79 | -1.668 | 3.362 |
| Quantitative reasoning | 3.79 | .97 | -1.224 | 1.896 | 3.30 | .91 | -.501 | -.125 |
| Learning strategies | 4.16 | .75 | -2.032 | 7.655 | 3.64 | .85 | -1.113 | 1.486 |
| Collaborative learning | 4.21 | .89 | -1.719 | 3.955 | 3.74 | .92 | -1.109 | 1.140 |
| Discussion with diverse others | 4.29 | .49 | -.159 | -.207 | 3.96 | .67 | -.781 | .814 |
| Student-faculty interactions | 4.05 | .87 | -1.224 | 2.562 | 2.67 | 1.13 | .219 | -.967 |
| Effective teaching practices | 4.14 | .95 | -2.048 | 5.510 | 3.65 | .85 | -1.116 | 1.569 |
| Quality of interactions | 4.35 | 1.11 | -1.953 | 3.063 | 2.94 | 1.04 | .361 | -.665 |
| Supportive environment | 3.77 | 1.09 | -1.258 | 1.240 | 3.22 | .91 | -.496 | -.134 |
| Mean of Means/SD | 4.16 | .58 | -2.265 | 7.492 | 3.45 | .56 | -.927 | 1.762 |

Source: Field data, 2020

Table 27 presents the results of respondents concerning their perception towards QSE in the programme. From the results, it is obvious that both the lecturers and students had a positive perception towards QSE in the programme. Accordingly, the lecturers believed that the programme highly engaged students while the students perceived that the programme emphasised a moderate level of QSE. For example, both the lecturers ($M = 4.14$; $SD = .83$) and students ($M = 3.64$; $SD = .86$) strongly reported that programme highly emphasised “Higher

Order Learning” among the students. In a follow-up interview, it was ascertained that the programme promotes a high level of quality student achievement by calling on them to engage in complex cognitive tasks requiring more than mere memorization of facts. However, some of the interviewees had negative reactions towards higher order learning in the programme. Some of the extracts of students’ and lecturers’ comments are as follows:

“Yea, some do. Some lecturers do set application questions and case study during examinations...they emphasise on applying knowledge after understanding concepts during their teaching. With some of the courses, the lecturers inform us that they do not encourage writing answers verbatim or ‘ditto-ditto” (Excerpt from student 5).

“Almost, all the course. The courses are structured in a way that you can’t do “chew and pour”...You have to think outside the box and be creative. You have to apply the principles, the methods that you have been taught to the situation” (Excerpt from student 7).

“Not all. Some of them don’t encourage asking questions to engage you to think critically, they do not emphasis on application of principles and theory to the new situations that would made you think critically” (Excerpt from student 11)

“Yea. I engage them to develop high order learning abilities. Personally, I don’t like quizzes, I prefer practical assignments, problem base assignment or case study assignment and presentations. I give them practical examples anytime we are discussing something in class...These things make them more involve and enhance the higher order learning skills than mere quizzes” (Excerpt from lecturer 3).

“Yes. I do this through class debate, discussion and assignments. I give them practical assignment and group presentations...we are trying to present class activities that would make them to go and research more on their own” (Excerpt from lecturer 8).

These results advocates that the students are highly engaged in creative work and challenging cognitive tasks such as application, analysis, judgement, and synthesis of information learned instead of just mere memorisation of facts.

As evident in Table 27, regarding “Reflective and Integrative Learning”, the lecturers ($M = 4.41$; $SD = .80$) and students ($M = 3.78$; $SD = .79$) strongly

concurred that the programme highly engaged students to relate their own understanding and experiences to the learning content being used. A follow-up interview determined that the programme requires learners to relate their understandings and experiences to the course content at hand. They are also engaged to connect with their prior knowledge, other course, and societal issues and reflect on their own views while examining the views of the others. During the interview, the students and lecturers have these to say:

“I do reflect on issues raised at the lecture, especially those that concern calculations and I make it a point to consult my course mates for assistance....Some of the issues in the courses are related so I am able to do transfer of knowledge. For example, some the issues we discussed in “Organizational Behaviour” were similar to issues in “Introduction to Business” (Excerpt from student 3).

“Yes. They also tell us to apply what we learned in a course to our personal life. The lecturers engaged us in integrative learning. Course like Introduction to Business, Principles of Management, Organisational behaviour and Business Communication and History and Management of Education have certain concepts, principles and theories which have the same idea. Also, course like Quantitative Methods, Educational Statistics and Financial Management have related concepts... We are made to apply the concepts and knowledge we previously acquired. Sometimes, when they gave us assignments, we try to combine ideas from different disciplines/field of study” (Excerpt from student 6).

“No really. They do not always ensure reflective learning. Most of them come to class and just continue lecturing. Some of them practices integrative learning. Some bring activities to the class that made us to use previous idea from different courses. Some of the courses like Introduction to Business and Organisational Behaviour are related” (Excerpt from student 12).

“Yes, I practice it [reflective and integrative learning] a lot with my students. As a lecturer myself, I try to be reflective. I reflect first before the lessons and after the lessons....I often tell them to learn something new from situations that have no clear answers and examine the strengths and weaknesses of their own views on a topic or issue. I engaged them in integrative learning because it is important for transfer of learning. Sometimes, I refer them or remind them about a concept that they had previously done in another course. I often give them assignments or presentations that required integrating ideas or

information from various sources and also included diverse perspectives in class discussions or writing assignments” (Excerpt from lecturer 1).

Yeah, I do that [reflective and integrative learning] with my students. We reflect on what has been discussed...I encourage them to better understand someone else's views by imagining how an issue looks from the person's perspective and apply what they learned in a course to their personal life or work. We also engaged them in integrative learning. For example, look this courses, Strategic HR, Strategic marketing; Strategic management, they are related in nature. So, I encourage them to always put together ideas or concepts from different courses during class discussions (Excerpt from lecturer lecturer 2).

“Yeah, I engaged them in reflective learning. I always tell them to see other people views and perspective when discussing an issue and apply what they learned in a course to their personal life. You see, the courses are related, so I do that a lot [integrative learning]. Even yesterday, we learnt about how to apply Accounting ratios in “Marketing”...I engage them to draw knowledge from different subject perspectives to the current concept that we are learning....I also give them tasks that require a lot of thinking and mental effort” (Excerpt from lecturer 3).

These results infer that the programme is structured in a manner so that the students can connect the content/subect matter to their personal experiences and societal concerns. Thus, the students are engaged and motivated to make connections between their learning and the world around them, re-examine their own beliefs and considered issues and ideas from others' perspectives.

From Table 27, as regards “Quantitative Reasoning”, the lecturers perceived that the students are highly engaged ($M = 3.79$; $SD = .97$) in the programme with the ability to use and understand numerical and statistical information in everyday life while the students indicated that the programme moderately emphasised “quantitative reasoning” ($M = 3.30$; $SD = .91$). It was realised from the follow-up interview that the programme engaged students in quantitative literacy. The interviewees were of the view that some of the courses gave them ample opportunities to develop their ability to reason quantitatively and they used such information to examine real-world problems, reach

conclusions, and evaluate what others have concluded. The students and lecturers stated as follows:

“Yes, some of the courses such as Financial Management, Economics and Quantitative Methods, Statistics, Introductory of Accounting and Eco-Ghana require quantitative reasoning. In all these courses, we used figures to draw conclusions, we used figures to solve word problems and make personal life decisions”...These courses help me to gain financial literacy for good financial decisions making” (Excerpt from student 5).

“Most of the courses we did have that element within. We did Quantitative Methods, Statistics, Elements of Economics, and Financial Management and Operational Management etc. We use figures to make decisions and this helps u to make conclusive judgement. They prepare us to be abreast with quantitative reasoning” (Excerpt from student 9).

“Most of my courses are not quantitative oriented. It is only one course that has Accounting application which by its nature, it requires numeracy skills. Like yesterday, we were learning about accounting ratios in “Marketing....But I know some of the courses that the students are taught requires quantitative reasoning. These are quantitative oriented, they’re supposed to make meaning out of the figures. So, we try to engage them in that” (Excerpt from lecturer 3).

“Yes, they do [quantitative reasoning}...courses like Fundamentals of Accounting, Quantities Methods, and Business Statistics, have mathematics orientations which requires reasoning using calculated figures...we emphasis on interpretation and meaning giving to the figures in this programme” (Excerpt from lecturer 6).

The implication of these results is that, the students are provided with the opportunities to develop quantitative literacy. The courses within the programme equipped them with the ability to use and understand numerical and statistical information in everyday life.

Similarly in Table 27, the lecturers ($M = 4.16$; $SD = .75$) and students ($M = 3.64$; $SD = .85$) strongly revealed that the programme highly emphasised critical “Learning Strategies” among students. The follow-up interview with the study participants ascertained that the programme engaged students by actively involving them in learning activities and analysing course material rather than

approaching learning as absorption. The programme also engaged students with academic learning strategies and study behaviours (such as studying regularly, staying up on reading, revising class notes, organising, listening and reading carefully and taking good notes) that promote academic success. The following are some of the quotes of students' and lecturers' comments:

“Yes...I am not a fan of what we term as ‘chew and pour’ [surface learning approach]. I take notes in class, review my lecture notes after each class [skills engagement], read very deep and ensure that I understood the materials [deep learning approach]” (Excerpt from student 1).

“For that one, I will give them high....The lecturer tells us to be organised in class, listen carefully and participate in class activities [skills engagement]. Some of them, the way they ask questions in class, tells you that, you must study very deep to pass the course [deep learning approach]” (Excerpt from student 6).

“Yeah, some of the courses, you have to be very strategic in learning them, others too, you have to read very deep to master the concepts. Most of the examination questions are case study and application types...So, when learning, you need to go deeper and be strategic in reading [strategic and deep learning approach]” (Excerpt from student 7).

“Not all of them. It depends on the course and lecturer involved. I really like writing notes in the class and always alert in class....Some of them, the way they engage us, it motivates you to read more and revise before coming to the next class [skills engagement]. Some of the courses are really challenging and you have to go extra mile in order to get the concept. Personally, I read deep to understand the material and concepts [deep learning approach]” (Excerpt from student 11).

“Yes, I provide activities that engaged the student to write some notes or read/revise before coming to class. I tell them to write some ideas down when we are having discussions or presentations....Occasionally, I engaged some of them to read in class” (Excerpt from lecturer 1).

“Yes. I tell them the importance of class attendance, give them group assignments and presentations mostly with case study/case problem....They write some notes from the PowerPoint presentation in class, I call some of them to read on the slides or explain certain concepts and I tell them to prepare and be organised for any lectures” (Excerpt from lecturer 3).

“Personally, the way I handle the students and the nature of assessments require that you read deep, understand the materials and apply them during exams....I tell my students that there are various levels of learning retention, so if they take the material and read without deep understanding, they are likely to forget about 70% of what they learned. I tell them to try to teach their colleagues, because it is one of the learning strategy” (Excerpt from lecturer 4)

“Yes. I always tell them to read very deep outside the materials or lecture notes so that they can broaden their knowledge. So, they know that with me, my assignments and exams are practical in nature that demands that you read outside the materials given” (Excerpt from lecturer 5).

“Yes, the way we teach tells the students the kind of learning approaches they must adopt to fit the course. Mostly, my examination questions are case study and case study can come from different areas related to the course, hence you need to read wide and understand the materials into details” (Excerpt from lecturer 7).

These results deduce that students are highly and actively involved in class activities that allow them to critically analysis course material rather than approaching learning passively or as absorption. They could enact basic strategies for academic success like identifying key information in readings, reviewing notes after classes, and summarising course materials. This is a result of the nature of course, personality of the lecturer involved and the ways the faculty handle the course.

Likewise, as evident in Table 27, the lecturers ($M = 4.21$; $SD = .89$) and students ($M = 3.74$; $SD = .92$) strongly agreed that the students are highly engaged in “Active and Collaborative Learning” in the programme. The results from the follow-up interview indicated that the programme engaged the students in working together with peers in solving problems or mastering difficult materials. They worked on group assignments, presentations and projects, asked others for help with difficult material, explained difficult material to others, and

prepared for exams. Some of the passages of students' and lecturers' comment are as follows:

“The lecturers engage us in it [collaborative learning]. They grouped us and gave us group assignment and presentations. They also ensured that everyone speak or present during presentations. It [collaborative learning] helps a lot. We learn from each other and you don't feel isolated” (Excerpt from student 6).

“Yes, they do engage us in collaborative learning. They always advise us to form study groups. We even have groups for group assignment, presentations before study groups. They tell us no one has it all, but as a team, we can go through” (Excerpt from student 10).

“Yes, I engaged my student with collaborative learning. When the semester starts ...put them in group for assignments and presentations. I do that because, some of them cannot make it alone and true knowledge acquisition is by sharing. I do that so that they can learn from each other” (Excerpt from lecturer 5).

“Yeah, I put them in groups for their assignments and presentations. So, they work together with their peers and in teams. Sometimes, I visit them in their group discussion just to see how they work and move along with each other. It helps them to learn in team and work together appreciate the different opinions their colleagues also give them” (Excerpt from lecturer 8).

The implication of these results is that, the students are highly involved in the programme to acquire the ability of working together with peers to help solve problems or to master difficult material, thereby deepening their understanding.

In Table 26, about the “Discussions with Diverse Others”, both the lecturers ($M = 4.29$; $SD = .49$) and students ($M = 3.96$; $SD = .67$) reported that the programme highly involved students in “discussion with diverse others”. A follow-up interview with the study participants revealed established that the programme afforded the students with new opportunities to interact with and learn from others with different backgrounds and life experiences and interacted with different people with different background both inside and outside the

classroom. The following are some of the quotations of students' and lecturers' remarks:

“Yes, the programme provides opportunities where we meet and interact with different people. In the class, we form study groups and members of the group are coming from different background and we help each other when the need arises, especially with the courses that seem difficult. Even in the halls or church, you will meet different group of people with different background and we communicate and learn from each other” (Excerpt from student 1).

“Yeah. They gave us that opportunity [the programme]. On the first day, the lecture will say form groups and you can see that your group members are coming from different backgrounds or even from different halls. On campus, we interact with a lot of people, some are colleagues from halls or church or even some of our seniors. This tell you that academic journey is teamwork and networks” (Excerpt from student 8).

“Yeah, they [students] are given that opportunity. I put them in groups for their assignments and presentations....this alone helps them to interact with different people with different backgrounds. I know that in the halls, they are given room mates and they also make a lot of friends on campus. This helps them to meet different people in life” (Excerpt from lecturer 1).

“Yes, a lot of opportunities are provided in the programme that allows the students to meet different group of people with different background. Sometimes, the group assignments and presnetations help them to know a lot of people and make new friends with different backgrounds....It helps them to work together as a team and appreciate the different opinions from colleagues” (Excerpt from lecturer 7).

These results imply that the programme affords students new opportunities to interact with and learn from others with differeny backgrounds and life experiences. Students' interactions across difference, both inside and outside the classroom, could confer educational benefits and prepare students for personal and civic participation in a diverse and interdepent world.

As presented in Table 27, the majority of the lecturers strongly perceived a high level of quality “Student-Faculty Interactions” ($M = 4.05$; $SD = .87$) among students in the programme while the students diversely perceived a low

level of “quality student-faculty interactions” ($M = 2.67$; $SD = 1.13$). In a follow-up interview, it was found that the programme averagely engaged the students to have meaningful and substantive interactions with lecturers, academic advisors and mentors, such as discussing career plans, subject material outside class or discussing their academic performance. Reporting on student-faculty interactions, the students and lecturers have these to say:

“I think it is moderate. Yes. I have approached some lecturers for clarification on some questions I found them difficult and I was attended to” (Excerpt from student 2).

“Personally, I have been averagely engaged. Though the class size was a stumbling block, I was able to meet some lecturers’ one-on-one to discuss my issues with them. I talk about my career plans with some of the lecturers” (Excerpt from student 4).

“Well, most of the lecturers have good student-lecturer interactions, but some are unfriendly and freighting....I know the way I interacted with the lecturers, it was very poor but interacting with my mates was good. I know some of my colleagues have good communication with the lecturers” (Excerpt from student 12).

It [student-faculty interactions] is good...at times, some of students come to me with their career plans, ideas, or even life problems and I interact with them and give them some advice that could help them” (Excerpt from lecturer 1).

“It is also good. Like I was telling you, now they can even get to you through all means. Sometimes, they talk to you and tell you their personal problems and feelings. Sometimes, the way we handle their issues put confidence in them that they can do it despite challenges” (Excerpt from lecturer 2).

“Yeah, we do a lot of interactions. Aside lectures, some of them come to my office to interact with me, share some of their issues and seek advice. Some also come personally to seek more clarification and explanations on some topics and concepts which they couldn’t get from the class” (Excerpt from lecturer 3).

These results advocate that the students are somehow engaged to interact with academic staff. Thus, their level, nature and quality of communication and contact with teaching staff are averagely good. The university staff who

formally and informally serves as mentors, academic advisors and teachers model their intellectual work, promote mastery of knowledge and skills, and help them make connections between their studies and their future plans.

Also in Table 27, the majority of the lecturers ($M = 4.14$; $SD = .92$) and students ($M = 3.65$; $SD = .85$) indicated that the programme highly engaged students in “Effective Teaching Practices”. From the follow-up interview, it was noted that the faculty engaged the students in “effective teaching practices”. The lecturers emphasised student comprehension and learning, provide organised instruction, clear explanations of content, create conducive environment for learning, use different methodologies, illustrative examples, appropriate teaching and learning materials and provide feedbacks that are formative and effective. The students and lecturers lamented as follows:

“Some of the lecturers uses different methods in teaching, clearly explain course goals and requirements, and teach in an organised way. Some also uses appropriate TLMs.... in Eco-Ghana class, the lecturer brought a soft copy of Ghana’s budget to the class, and we used it in our discussion” (Excerpt from student 1).

“I will say, it was fairly good. Few of them are well organised and prepared, have practical life teaching with relevant examples. They create different scenarios during teaching and use different teaching methods. Some of them move around and involve us a lot in our discussion” (Excerpt from student 10).

“Some lecturers are well prepared really organised from the beginning to the last day of lectures. Some really teach you to understand, clearly explains concepts with illustrations or relevant life examples and gives immediate feedback” (Excerpt from student 12).

“Yes, I ensure that a lot [effective taching practices]. I engaged them actively, presents ideas and explain to them with clear understanding. I always use relevant and valid learning experiences/examples in class. I also provide objective feedback on their assessment and we have that mutual communication” (Excerpt from lecturer 5).

“I practice that [effective teaching practices]. I create free environment for the students to express themselves without fear, motivate them, and

make the class interesting. I also provide feedback on their progress” (Excerpt from lecturer 6).

“Yeah, I always create mutual partnership with my students, provide them with necessary materials for their learning. I always have advance preparation, provide immediate feedback, create friendly environment for all students” (Excerpt from lecturer 8).

These results denote that the students experience a high level of quality instructional practices like organised instruction, clear explanations, illustrative examples, friendly learning climate and effective feedback on their academic work. This could contribute to promoting their comprehension and learning.

From Table 27, majority of the lecturers differently agreed that they highly emphasised “Quality of Interactions” ($M = 4.35$; $SD = 1.11$) among students in the programme while the students, also, variedly perceived that they were lowly engaged in “quality of interactions” ($M = 2.94$; $SD = 1.04$) with academic or non-academic staff in the programme. The follow-up interview determined that programme moderately engaged the students in positive interpersonal relations with peers, academic advisors, and staff. The interactions with peers, academic advisors, and staff was cordial and good. The students and lecturers remarked as follows:

“I think it [quality of interactions] is very cordial. We can approach a lecturer even after class, for further clarification on issues that did not go down well. They are always willing to assist us” (Excerpt from student 1).

“It [quality of interactions] is very good. Some lecturers act as academic advisors, their doors are always opened to students, and they are ready to assist students” (Excerpt from student 3).

“It’s quite good. I encountered some of the lecturers who are very good, the way they communicate and handle issues....I have good interactions and relationships with some of lecturers and even with some of peers” (Excerpt from student 9).

“Yes, I have quality of interactions with my students. With other staff, I think so...the way they talk to each other in the class shows that there

are mutual interactions between them. Even in their study groups or presentations groups, I can tell that there is quality interaction among them. But you know, it is a human society, so, there could be issues and provocations, you know student already” (Excerpt from lecturer 4)

Yea, they do [quality of interactions]. For what I saw so far from the students in class, group discussions and even outside lectures, they show respect to each other and have that quality interactions. Maybe, there are other issues that I don’t know in terms of communication with other colleagues in the hostel or other places beyond what I experienced from them” (Excerpt from lecturer 7).

These results mean that the programme emphasised “quality students’ interactions” with important people such as academic staff, student support services, peer learning support, and other students in their learning environment. The learning climate described by positive interpersonal relations could encourage and stimulate students’ learning and success. Students who enjoy supportive relationships university staff, academic counsellors and advisors and with colleague students may find assistance when needed, and to learn from and with those around them.

As shown in Table 27, the lecturers strongly reported that programme provided a high level of “Quality Supportive Environment” ($M = 3.77$; $SD = 1.09$) to engage students while the students perceived that the programme provided a moderate level of “quality supportive environment” ($M = 3.22$; $SD = .91$) including the cognitive, social, and physical. The results from the follow-up interview revealed that the university provides support like academic support programmes, encouraged diverse interactions, and provided social opportunities, campus activities, wellness, health, and support for non-academic responsibilities which help them to persist and learn and enhance their total development. Some of the extracts of students’ and lecturers’ comment are as follows:

“The university provides all support like learning centre, computer centre, to help students succeed academically. We have a supportive environment, but the facilities and learning resources are outmoded and not adequate” (Excerpt from student 9).

“The academic and social supports are there but not enough. The quality is low for health care and the support systems. But in general the environment is supportive” (Excerpt from student 10).

“Well, I think the university as a whole is doing well in supporting students academically. They provide lecture halls, computer centers, health care and counselling units and academic advisors but minimal social life” (Excerpt from student 11).

“Yes, there are support system for our students at department level and university level and even among some of the lecturers. The university also provided supportive environment like lecturer halls, learning centers, attendance of campus activities and events and social events. These activities are provided to help them to be involved, engaged, grow and develop” (Excerpt from lecturer 2).

“Yeah, I think there’s a lot of academic support; with the libraries, the lecture theatres, and the teaching and learning equipment. We as a university needs to improve upon our facilities to provide quality education.... Yeah, health care and counselling centers are there, but the health care has to be improved too....I will score the university low when it comes to students’ personal and social supports. We have to improve on those areas” (Excerpt from lecturer 3).

“It is supportive but not excellent....They have lecture rooms, libraries and learning centers, but the University must work on the social support for students’ total development....The University must also work on the facilities and instructional resources for quality delivery” (Excerpt from lecturer 5).

The implication of these results is that, the Univeristy provides moderate services and activities that could support students’ learning and development in the programme. This is as a result of a low quality personal and social support, health care services and well as low quality facilities and resources for effective teaching and learning.

From these results, it was concluded that, on average, the lecturers ($MM = 4.16$; $SD = .58$) and students ($MM = 3.45$; $SD = .56$) had a positive perception towards the QSE in the programme. Thus, the lecturers believed that the

programme highly engaged students while the students perceived a moderate level of QSE in the programme. However, they have concerns about student-faculty interactions and support systems due to large class size, inadequate facilities and resources and poor health care services.

Discussion of Research Question Four (QSE-Process Evaluation)

Largely, the study ascertained that the lecturers and students perceived a high level of QSE in the programme. They indicated that the students are engaged in “higher-order learning”, “reflective and integrative learning”, “quantitative reasoning”, “skills/learning strategies”, “collaborative learning”, “discussion with diverse others”, “student-faculty interaction” and “quality of interactions”, “effective teaching practices” and “supportive environment”.

The high level of quality students’ engagement in “high-order learning” denotes that the students’ coursework, learning tasks and activities make them to probe and examine extensively into issues and ideas. The programme highlights specific intellectual activities. Respectively, they could manipulate information to unearth deeper implications, apply knowledge, concept, ideas and theories to unusual situations, analyse phases of an idea, amalgamate and blend information from diverse authorities to gain new interpretations and make decisions and conclusions about the information. This could inspire students to reason and reflect beyond the materials given in class and know the relevance of the concept taught. Correspondingly, this would improve students’ critical thinking, retention, innovative practices and learning techniques which in the long-run influence their academic performance. This level of high-order learning could be attributed to learning environment, effective teaching, assessment practices, active teaching strategies (Doganay & Bal, 2010; Toyoda,

2018). The results of the current study were corroborated by the findings of previous researchers that students are highly engaged in higher-order learning (Schreiber & Yu, 2016; NSSE, 2016; 2018; ISSE, 2016, 2017, 2018, 2019; Kaniuka & Wynne, 2019). Conversely, the results of the current study disagreed with the findings of previous studies in Ghana that students were engaged in lower-order thinking processing skills (Agormedah, 2019; Quansah et al., 2019). Emphasising higher-order learning, intellectual and creative among students are central to student learning and HE quality. Therefore, it should be underlined that engaging students in higher-order learning is a communal effort from faculty; one lecturer of a particular course cannot alone improve the higher-order thinking skills (Shellens, & Valcke, 2005). To successfully implement TQM in the class to facilitate “higher-order learning” among students, the university must involve and empower faculty members and train those with deficiency in student-centered strategies.

The high level of students’ engagement in “reflective and integrative learning” indicates that the students are motivated to bond their background knowledge, understanding and experiences in other subject areas to the current subject matter at hand. They are inspired to draw and apply previous knowledge and understanding from different courses and societal issues related to the content being taught. They are engaged to review and mirror on their own beliefs and views while scrutinising others’ views and also consider issues and ideas from different perceptions. This level of “reflective and integrative learning” could help students to take time to process information, make sense of the information, and consolidate their knowledge and understanding of course materials which in turn lead to academic success. It could, also, help

students cultivate ownership of the material, develop broad comprehending of content, higher-level thinking, societal skills and partake in significant real-life experiences. Similarly, the students would be able use inter-and multi-disciplinary knowledge, understanding, skills and experience to respond to solve a problem by forming acquaintances between prior and existing knowledge and new information. Likewise, they would be able to provide associations among several curricular disciplines and echo on strengths and weaknesses of arguments which in turn lead to academic successes. A plethora of studies revealed that “reflection and integrative learning” are indispensable for enhancing students’ deep learning, metacognition, self-directed learning, content mastery and academic success because it is a physiognomy of high-impact educational practices (Bader, 2011; Bain, 2012; Kuh et al., 2013, 2018; NASEM, 2018). The results of the current study are in agreement with the findings of prior studies that students are engaged in reflective and integrative learning (NSSE, 2016; 2018; ISSE, 2016; 2017, 2018, 2019; Kaniuka & Wynne, 2019). Notwithstanding, Ambrose et al. (2010) found that students had difficulty “accurately assessing their own learning and performance, and they fail to adapt their approaches to the current situation” (p. 190).

To “quantitative reasoning”, the lecturers and students indicated that the students understand and could use numerical information in everyday life. Averagely, the students are equipped to reason quantitatively. This result indicates that the students are engaged in the programme to be quantitatively literate people. They are equipped with the ability to appraise, back or analysis opinions using mathematical and numerical evidence in everyday life. In MEP, the students are exposed to “quantitative reasoning” in certain courses like

Introductory Accounting, Economics, Quantitative Methods, Educational Statistics, Economics of Ghana, Operations Management, Cost Accounting, and Financial Management among others. This level of engagement could assist the students to acquire mathematical content knowledge in order to understand and deal with everyday situations that include mathematical reasoning. They could reason and solve quantitative problems in a wide variety of contexts by understanding, creating, and communicating sophisticated arguments supported by quantitative information. They would be able to think critically, evaluate what others have concluded, examine real-world problems within a disciplinary or interdisciplinary context, apply mathematics and statistics skills to provide prudent interpretations of data, draw and reach valid conclusions (Wilkins, 2010). This could improve the critical thinking skills and higher-order cognitive processing skills. Quantitative fluency is a skill deemed essential and necessary for the modern job market and society survival. Subsequently, students require quantitative skills irrespective of their career choices (Madison, 2009; Dingman & Madison, 2010, 2011). The results of the current study were confirmed by the findings of earlier studies that student had a moderate level of quality quantitative reasoning. The students used arithmetical and algebraic strategies, numerical information and drew conclusions based on numerical data (Dumford, & Rocconi; 2015; Kabael & Akin, 2016). The results of the current study were substantiated by the findings of earlier researchers that students are moderately engaged in quantitative reasoning (Kaniuka & Wynne, 2019). Nonetheless, the results of the current study are inconsistent with the findings of previous researchers that students had a low level of quality quantitative literacy (NSSE, 2016; 2018; ISSE, 2016; 2017; 2018; 2018; Hafiza, 2020). The

students had problems in responding to questions that demands quantitative reasoning abilities (Hafiza, 2020).

Concerning “learning strategies” (skills engagement), the result means that the students are highly engaged in study skills/strategies and study behaviours. They listen, read carefully, and take notes in class. Also, they learn, revise lecture notes regularly and identify and summarise key information from materials or lecturer notes. Accordingly, they can acquire, record, organise, synthesis, recall and use information from the lecturers or any material. The extent of students’ engagement in learning/skills strategies is a result of the course nature, personality of the lecturer and ways of teaching. This made the students to adopt strategy and deep learning approaches. This could help students become effective learners, retain knowledge, and enhance their academic success and also succeed in life. It could also increase students’ self-confidence, learning competency, motivation, proficiency and self-esteem which would reduce academic stress (e.g. deadlines) and test anxiety. Students’ skills engagement and learning strategies are core study habits preordained to improve behavioural outcomes (Tuckman & Kennedy, 2011; Hoops et al., 2015). Empirical evidence concluded that the quality of learning depends on learning strategies (Ho et al., 2001; Ramsden, 2002). The results of the current study confirmed the findings of previous researchers that students were highly engaged in learning strategies (skill engagement) in terms of reading and writing skills, organizing, concentration and note taking (Didarloo & Khalkhali, 2014; Bockmier-Sommers et al., 2017; Brown et al., 2017a, 2017b; Burnette, 2017; Mirzaei-Alavijeh et al., 2017; Kaniuka & Wynne, 2019; Kamel et al., 2020). The results of the current study are also similar to the findings of international

studies in USA and Ireland that students were highly engaged in learning strategies (NSSE, 2016; 2018; ISSE, 2016, 2017, 2018, 2019). Nevertheless, the results of the current study refuted the findings of Brown et al. (2018) in New Zealand that students were poorly engaged in skills engagement. Undergraduate students lacked the skills of note-taking and reading (Lammers et al., 2001). Knowledge about the prevalence of effective learning strategies helps HEIs target interventions to promote student learning and academic success.

The level of quality of students' engagement in "collaboration learning" was high. This result suggests that the students are engaged in the programme to reflect and apply their learning with peers. The lecturers used innovative pedagogical practices that would engage students, require them to perform meaningful learning activities and think about what they are doing. This was implemented by engaging students in group works, project and assignment, presentations. Other students also have personal group studies where they share knowledge and information while others ask colleagues and friends to help with difficult material or explain it to others. In preparation for examinations, others also learn together. This type of engagement in the programme mirrors a social constructivist theory of learning (peer tutoring). Peers have a substantial impact on how students spend their time in achieving mastery of subject matter and developing cognitive skills (Hu & Kuh, 2002; Bowman-Perrott et al., 2013, Leung, 2015). This level of cooperation among students could be accredited to the nature of learning environment created the University. This level of students' engagement in collaborative learning could help them develop the ability to actively construct new knowledge and understanding (ACER, 2010,

NSSE, 2015). Equally, this could allow student to make sense and association of what they are learning and also deal with the disorganised, unplanned problems they might encounter during and after their education. They would be able to interact with and learn from others with different backgrounds and life experience which in turn could help them develop social skills, critical thinking skills, metacognition skills, cognitive processing, adopt appropriate learning strategies and prepare them for personal and civic participation. This, also, could significantly influence their social capital development, cohesiveness, satisfaction, retention, conceptual understanding and academic achievement (Bowman-Perrott et al., 2013; Johnson et al., 2014; Leung, 2015; Ghanizadeh, 2017; Pandya, 2017; Erdogan, 2019). The results of the current study buttressed the findings of earlier studies that students were highly engaged in collaborative learning. The students work together on tasks, help one another, share a given responsibility and engaged in discussion with others (Sulaiman & Shahrill, 2015; Schreiber & Yu, 2016; Burnette, 2017; NSSE, 2016, 2018, ISSE, 2018, 2019; Griffin et al., 2019; Kaniuka & Wynne, 2019; Chatterjee & Correia, 2020). However, the results of the current study disconfirmed the findings of an international study in Ireland that students were poorly engaged in collaborative learning (ISSE, 2016, 2017). Consequently, in line with the TQM principle of employees' involvement and empowerment, the University must stress on quality co-operation, partnership and effective communication among faculty to create the enabling environment for students' collaborative learning in order to fully integrate and implement the principle of continuous improvement of TQM in the classroom. Faculty could integrate TQM in the classroom to

promote QT and QSE by using collaborative learning just as manufacturing organisations use teams to solve problems and complete projects.

The students were moderately engaged in “student-faculty interactions” and “quality of interactions”. This result proposes that the students, reasonably, approach, access and contact lecturers. They had a moderate imperative and substantive communicate with faculty in and outside of classroom. They modestly discussed their academic performance, career plans and subject materials with lecturers. They also experienced supportive relationships with academic advisors, faculty and peers. The quality of the interactions/communication was satisfactory (moderate). Positive student-faculty interaction and interpersonal relations are essential component of HE experiences which could student learning and success (ACER, 2010, NSSE, 2015). Students are more involved in learning and learn first-hand information when they have the chance to speak with their lecturers, mentors, academic advisors, student support services and peer learning support about their performance, their grades, or ideas from their classes (ACER, 2010, NSSE, 2015). The quality of student-faculty interactions could help the students find support and learn from and with those around them. This could also help students make links between their studies and future plans, promote mastery of competencies and model their intellectual work. It could also positively affect their social capital development, cognitive and affective growth and development, efficacy level, retention and persistence, cohesiveness, sense of community, satisfaction, social and personal development, career and educational aspirations and academic performance (Hu & Kuh, 2002; Kuh, 2003; Kuh et al., 2008; Kuh, 2009; Cole, 2010; Kahu, 2013). The results of the

current study are congruence with the findings of previous researchers that students were moderately engaged in student-faculty interactions and quality of interactions (Hileman, 2012; Roberts, 2014; Hu et al., 2015; NSSE, 2019). The students experienced caring attitude, career guidance, connectedness, approachability, accessibility, respectful interactions and positive experiences with faculty (Hileman, 2012, NSSE, 2019). Kaniuka and Wynne (2019) in USA found that students are highly engaged in quality of interactions. The results of the current study strengthened the findings of international studies in USA and Ireland that students were highly engaged in quality of interactions (NSSE, 2016, 2018; ISSE, 2016, 2017; 2018, 2019). In opposition, the results of the current study are incompatible with the findings of previous researchers that students were lowly engaged in student-faculty interactions and they experienced poor communications with faculty (Schreiber & Yu, 2016; Burnette, 2017; NSSE, 2018; ISSE, 2016, 2017, 2018, 2019; Griffin et al., 2019; Kaniuka & Wynne, 2019). Quality partnership between students and faculty results in better learning and teaching, higher efficiency and effectiveness. Accordingly, in line with the TQM principle of quality relationships with customers, the University must effectively involve and empower employees to ensure quality relationships with students and provide integrated system and process-centered to create good environment for student engagement. To ensure successful implementation of TQM in the class to facilitate continuous improvement, the University must emphasis on teamwork, collaboration and effective communication among faculty to create positive and quality student-faculty and interactions. This could be achieved by instigating policies that could create QLE for student-faculty interaction to occur.

The high level of “effective teaching practices” for student engagement surmises that the lecturers provide coherent instruction, clearly explain concepts with relevant and practical illustration to demystify students’ misconceptions, provide students with constructive feedback on academic progress, make lesson fascinating, motivate students and emphasise on students’ comprehension. Thus, the lecturers provide appropriate learning experiences and pedagogical practices that could help students learn more excellently and promote their comprehension. These classroom practices could positively influence students’ intellectual quality, makes lesson significant and create effective environment for learning (Pascarella et al., 2011, 2013). The results of the current study are consistent with the findings of prior researchers that students are highly engaged in effective teaching practices (NSSE, 2016, 2018; ISSE, 2016, 2017, 2018, 2019; Kaniuka & Wynne, 2019). In line with the theory of TQM, the University must constantly apply the principle of continuous improvement ensure effective teaching practices and quality learning among the students.

The positive perception of respondents towards “supportive learning environment” as an indicator of QSE deduces that the University emphasised help for students to persist and learn through academic support programs, encouraged diverse interactions, and provided social opportunities, campus activities, wellness, health, and support for non-academic responsibilities. This result implies that the university is committed to student success, thereby, they provide stimulating academic culture and support services to ensure students’ integration and participation. This level of commitment could influence students’ sense of belongingness, social capital development, and feelings of legitimation, performance and satisfaction. When HEIs environments are all-

encompassing and non-discriminatory, students feel a stronger sense of belonging, advance intercultural capability, embody superior cognitive development, perform better and are more satisfied (Kuh, 2001; Kuh, 2003; Lomax-Smith et al., 2011; Nelson-Laird, 2011, 2014). A considerate and oblige learning environment and trusting relational nature of belonging to a learning community positively contribute to student engagement, resilient identity, retention, satisfaction, and academic success (Radloff & Coates, 2010; Gruppetta & Mason 2011; Määttä & Uusiautti, 2011; Gunuc & Kuzu, 2015). Social learning spaces are essential in assisting students' engagement by encouraging active learning, social integration and interaction and sense of community among students (Matthews et al., 2011).

The results of the current study are in agreement with the findings of prior studies that students experienced a high level of “quality supportive learning environment” (Burnette, 2017; Griffin et al., 2019; Kaniuka & Wynne, 2019; Chatterjee & Correia, 2020). The results of the current study confirmed the findings of national studies in USA (NSSE, 2016, 2018) and Ireland (ISSE, 2016, 2017, 2018) that students are moderately engaged in supportive environment, but, a study by ISSE (2019) found that students in Ireland experienced poor supportive environment. To maximize the educational benefits of a diverse student body, the University need to support and welcome all students and equip them with the skills to collaborate with people from a variety of backgrounds. This is line with the theory of TQM. For this to be achieved, the University must ensure that the principle of “students' focus”, “process-centered”, “integrated system”, “empowerment” and “customer relationships” are well implemented. With reference process evaluation of CIPP

model, the results of the current study provide necessary report on QSE in the programme for execution decisions by the management of the University. The management of the University would be able to assess the fidelity of programme implementation to detect areas of improvements (Stufflebeam, 2014).

Faculty and Students' Perceptions of SCA (Product Evaluation)

Research Question Five: What is the perception of faculty and students towards

SCA in the MEP in HE (product evaluation)?

The objective of this research question was to examine the perception of lecturers and students towards the SCA in the programme. Both quantitative and qualitative data were gathered on this research question. The quantitative results were presented first followed by qualitative results. The qualitative results from the follow-up interviews were used to explain and elaborate on the quantitative results. The quantitative data were analysed and discussed using mean and standard deviation. Based on the five-point Likert scale, a mean rating of 1.00-2.49 indicates a low level of SCA, 2.50-3.49 indicates a moderate level of SCA and 3.50-5.00 indicates a high level of SCA. The results are presented in Table 28.

Table 28 shows the results of respondents concerning their perception towards SCA in the programme. It is translucent from the results that both the lecturers and students had a positive perception towards SCA in the programme. Thus, both the lecturers and students highly perceived that the programme equipped students with generic skills that could enable them for the job market. For example, concerning "Communication Skills", the lecturers ($M = 3.91$; $SD = .65$) and students ($M = 3.94$; $SD = .97$) strongly indicated that the programme highly emphasised "communication skills" acquisition among students.

Table 28: Lecturers’ and Students’ Perceptions of Students’ Competences Acquisition (SCA) (Product Evaluation)

| Variable: SCA | Lecturers (n = 43) | | | | Students (n = 529) | | | |
|---------------------------------|--------------------|------|----------|----------|--------------------|------|----------|----------|
| | Mean | SD | Skewness | Kurtosis | Mean | SD | Skewness | Kurtosis |
| Time management skills | 3.79 | .91 | -1.521 | 1.931 | 3.87 | .94 | -1.325 | 1.893 |
| Learning skills | 4.00 | .72 | -1.976 | 1.385 | 3.89 | .94 | -1.303 | 1.896 |
| Technology proficiency skills | 3.07 | 1.20 | -.226 | -.977 | 3.67 | 1.06 | -.942 | .329 |
| Self-monitoring skills | 3.79 | .99 | -1.103 | 1.482 | 3.85 | .93 | -1.214 | 1.647 |
| Research skills | 3.42 | 1.26 | -.710 | -.577 | 3.89 | .98 | -1.262 | 1.638 |
| Presentation skills | 3.98 | .86 | -1.373 | 1.017 | 3.96 | .96 | -1.257 | 1.651 |
| Problem solving skills | 3.60 | 1.00 | -.598 | -.136 | 3.90 | .96 | -1.246 | 1.775 |
| Analytical skills | 3.47 | .98 | -.605 | -.355 | 3.80 | .95 | -1.177 | 1.432 |
| Teamwork skills | 3.93 | .70 | -2.053 | 1.579 | 4.03 | .96 | -1.380 | 2.053 |
| Communication skills | 3.91 | .65 | -2.667 | 1.849 | 3.94 | .97 | -1.241 | 1.635 |
| Planning skills | 3.88 | .88 | -1.754 | 2.344 | 3.96 | .94 | -1.424 | 2.376 |
| Adaptability/flexibility skills | 3.21 | 1.30 | -.545 | -.942 | 3.89 | .92 | -1.245 | 1.963 |
| Entrepreneurial skills | 3.30 | 1.25 | -.378 | -.935 | 3.91 | .99 | -1.233 | 1.540 |
| Empathy/compassion skills | 3.47 | .96 | -.235 | -.145 | 3.84 | .94 | -1.126 | 1.409 |
| Application skills | 3.51 | 1.08 | -.451 | -.725 | 3.87 | .96 | -1.315 | 1.840 |
| Self-awareness skills | 3.44 | 1.03 | -.726 | .460 | 3.92 | .95 | -1.307 | 1.886 |

Table 28 continued

| | | | | | | | | |
|-----------------------------------|-------------|------------|--------------|--------------|-------------|------------|---------------|--------------|
| Self-confidence skills | 3.40 | 1.28 | -.731 | -.506 | 4.00 | .97 | -1.412 | 2.275 |
| Social/diversity awareness skills | 3.40 | 1.29 | -.658 | -.596 | 3.98 | .94 | -1.327 | 2.074 |
| Independence skills | 3.35 | 1.19 | -.815 | -.433 | 3.90 | .92 | -1.296 | 1.979 |
| Emotional intelligence skills | 3.58 | .79 | .019 | -.355 | 3.86 | .95 | -1.196 | 1.543 |
| Stress tolerance skills | 3.74 | 1.07 | -.555 | -.390 | 3.91 | .97 | -1.187 | 1.422 |
| Initiative/creativity skills | 3.56 | 1.14 | -.655 | -.487 | 3.82 | .99 | -1.134 | 1.137 |
| Democratic participation skills | 3.72 | .98 | -.656 | .198 | 3.91 | .92 | -1.288 | 1.996 |
| Reflectiveness skills | 3.47 | 1.14 | -.717 | -.339 | 3.86 | .94 | -1.220 | 1.669 |
| Negotiation skills | 3.49 | 1.03 | -.853 | .014 | 3.89 | .94 | -1.275 | 1.866 |
| Decision-making skills | 3.70 | 1.04 | -1.099 | .798 | 4.02 | .96 | -1.408 | 2.164 |
| Organisational skills | 3.81 | 1.10 | -.976 | .478 | 4.01 | .92 | -1.383 | 2.342 |
| Sociability/openness skills | 3.54 | 1.05 | -1.374 | 1.158 | 3.93 | .97 | -1.314 | 1.843 |
| Self-discipline/respect skills | 3.84 | .72 | -1.738 | 2.541 | 4.05 | .95 | -1.455 | 2.411 |
| Perseverance skills | 3.70 | .83 | -1.190 | 2.020 | 3.97 | .93 | -1.313 | 2.075 |
| Self-motivation skills | 3.72 | .83 | -1.023 | 2.002 | 4.06 | .97 | -1.375 | 1.941 |
| Risk-taking skills | 3.30 | 1.12 | -.955 | -.178 | 3.89 | .98 | -1.187 | 1.366 |
| Mean of Means/SD | 3.60 | .79 | -.930 | 1.111 | 3.91 | .80 | -1.867 | 4.296 |

Source: Field data, 2020

This result means that the programme fortifies the students with the ability to give and receive information-both verbally and in writing-that is clear, well-structured and targeted to the intended audience. Regarding “Teamwork/Collaboration Skills”, the lecturers ($M = 3.93$; $SD = .70$) and students ($M = 4.03$; $SD = .96$) strongly perceived that the programme highly equipped students with “teamwork spirit and collaboration skills”. This result implies that the programme prepares the students with the ability to engage with peers in educationally purposeful ways toward shared learning objectives. They could work with others to produce or create something or achieve a common goal. Equally, with regard to “Problem-Solving Skills”, the lecturers ($M = 3.61$; $SD = 1.00$) and students ($M = 3.90$; $SD = .96$) strongly perceived that the programme highly emphasised “problem-solving skills” acquisition among students. This result suggests that the programme equips the students with the ability to define or identify the problem, generate alternatives or potential solutions, evaluate and choose between these and implement the chosen solution.

In Table 28, relating to “Creativity/Innovation Skills”, the lecturers ($M = 3.56$; $SD = 1.14$) and students ($M = 3.82$; $SD = .99$) strongly agreed that the programme highly fortified the students with “creativity/innovation skills”. The implication of this result is that, the programme prepares the students with the ability to provide solutions to problems that go beyond what they have read or experienced directly. They have the ability to apply a blend of knowledge, skills and attributes in a specific context. Similarly, in relation to “Leadership and Management Skills”, the lecturers strongly revealed that the programme highly equipped the students with “planning skills” ($M = 3.88$; $SD = .88$), “organisation

skills” ($M = 3.81$; $SD = 1.10$), “decision making skills” ($M = 3.70$; $SD = 1.04$) and “negotiation skills” ($M = 3.49$; $SD = 1.03$). The students, similarly, strongly indicated that the programme highly emphasised “leadership and management skills” among them. These results suggest that the programme fortifies the students with the ability to influence and motivate others to achieve a common purpose or goal. They have also acquired the ability that can help them to plan, organise, direct and control their activities in life.

Also, as regards “Self-management Skills”, the lecturers strongly reported that the programme highly prepared the students with “self-monitoring skills” ($M = 3.79$; $SD = .99$), “self-discipline/respect skills” ($M = 3.84$; $SD = .72$) and “self-awareness skills” ($M = 3.44$; $SD = 1.03$). The students, likewise, had a positive affirmation to the lecturers’ report on self-management skills. These results imply that the programme equips the students with the ability to control their thoughts, feelings and actions and perform job duties satisfactorily with little or no supervision. They have the ability to reflect on what worked and what needed improvement in any particular academic task. As to “Adaptability/Flexibility and Learning Skills”, the lecturers believed that the programme moderately and highly emphasised “adaptability/flexibility skills” ($M = 3.21$; $SD = 1.30$) and “learning skills” ($M = 4.00$; $SD = .72$) respectively among the students while the students strongly revealed that the programme highly prepared them with “adaptability/flexibility skills” ($M = 3.89$; $SD = .92$) and “learning skills” ($M = 3.89$; $SD = .94$). The implication of these results is that, the programme prepares the students with the ability to change to fit changed circumstances. They have acquired the ability to manage their own learning, learn in order to accommodate change, identify ways to learn from

their mistakes for the benefit of the groups and apply learning to technical issues and people issues.

In Table 28, on the subject of “Technology Proficiency Skills”, the lecturers variedly agreed that the programme moderately emphasised “technological skills” ($M = 3.07$; $SD = 1.20$) acquisition among the students while the students differently perceived that the programme highly equipped them with “technological skills” ($M = 3.67$; $SD = 1.06$). This result mean that the programme prepares the students with the ability to use computers and software for tasks like word processing, presenting, research, retrieval and storage of information and for communicating. Also, with reference to “Research Skills”, the lecturers indicated that the programme moderately equipped the students with “research skills” ($M = 3.42$; $SD = 1.26$) while the students believed that the programme highly equipped them with “research skills” ($M = 3.89$; $SD = .98$). This result implies that the programme prepares students with the ability for academic writing, communication, and methodological knowledge, as well as skills in statistical and qualitative analysis, information seeking, and problem solving. They could gather, review, analyse, organise, evaluate, interpret and use the information in a manner that brings solution to them. Speaking of “Presentation Skills”, the lecturers ($M = 3.98$; $SD = .86$) and students ($M = 3.96$; $SD = .96$) strongly agreed that the programme prepared students with “presentations skills”. This result suggests that the programme equips the students with the ability to deliver compelling, engaging, informative, transformative, educational, enlightening, and/or instructive presentations. Also, respecting “Analytical and Application Skills”, the lecturers reported that the programme moderately emphasised “analytical

skills” ($M = 3.47$; $SD = .98$) and highly prepared students with “application skills” ($M = 3.51$; $SD = 1.08$) while the students agreed that the programme highly equipped them with “analytical skills” ($M = 3.80$; $SD = .95$) and “application skills” ($M = 3.87$; $SD = .96$). The implication of these results is that, the programme prepares the students with the ability to examine information or a situation in detail in order to identify key or important elements, their strengths and weaknesses and use these to compile a persuasive argument, make recommendations or solve a problem. They could collect, organise, visualise, and assimilate data, draw conclusions, and find solutions to problems.

As demonstrated in Table 28, in relation to “Emotional Intelligence Skills”, both the lecturers ($M = 3.58$; $SD = .79$) and students ($M = 3.86$; $SD = .95$) revealed that the programme highly emphasised “emotional intelligence skills” among students. This result means that the programme equips the students with the ability to understand their emotions (self-awareness), manage them (self-regulation), use them to achieve their goals (motivation) and also understand the emotions and feelings of others (empathy) and to influence them (social skills). On the subject of “Self-Confidence and Motivation Skills”, the lecturers strongly agreed that the programme highly emphasised self-confidence skills” ($M = 3.40$; $SD = 1.28$) and “motivation skills” ($M = 3.72$; $SD = .83$) among the students. The students also strongly corresponded with the report given by the lecturers on “self-confidence skills” ($M = 4.00$; $SD = .96$) and motivation skills” ($M = 4.06$; $SD = .97$). This result suggests that the programme equips the students with the ability to do what needs to be done without being prompted by others or the willingness to take a fresh approach. They have

acquired the drive to achieve, or to meet certain standards, commitment to goals, initiative, or readiness to act on opportunities, and optimism and resilience. Likewise, speaking of “Interpersonal/Social Skills”, the lecturers ($M = 3.54$; $SD = 1.05$) and students ($M = 3.93$; $SD = .97$) perceived that the programme equipped students with “interpersonal or social skills”. This result implies that the programme prepares the students with the ability to relate to and get along with others, build trust, empathise and see things from different perspectives. They could handle and influence other people’s emotions effectively. They are also equipped with the ability to embrace the uniqueness of all individuals along several dimensions/backgrounds (social/diversity awareness skills). They could be flexible and accommodate and accept the viewpoints that different people bring to the work environment. Harmoniously, with regard to “Critical/Reflective Thinking Skills”, the lecturers indicated that the programme moderately ($M = 3.47$; $SD = 1.14$) emphasised “critical and reflective thinking skills” among the students while students perceived that the programme highly ($M = 3.86$; $SD = .93$) equipped them with “critical and reflective thinking skills”. The implication of this result is that, the programme prepares the students with the ability to identify new ways of doing something and ability to use past knowledge and experience to help guide current actions. They are also equipped with the ability to think in an organised and rational manner in order to understand connections between ideas and/or facts.

In Table 28, with reference to “Time Management Skills”, the lecturers ($M = 3.79$; $SD = .91$) and students ($M = 3.87$; $SD = .94$) strongly indicated that the programme highly emphasised “time management skills” among the students. This result means that the programme equips the students with the

ability to organise and plan how long they spend on specific activities. They could organise study tasks effectively, set long-term goals, independently organise the workload, and keep up with academic requirements. Also, with respect to “Independence Skills”, the lecturers perceived that the programme moderately ($M = 3.35$; $SD = 1.19$) emphasised “independence skills” among students while the students indicated that the programme highly ($M = 3.90$; $SD = .92$) prepared them with “independence skills”. This result suggests that the programme equips the students with the ability to manage themselves, take initiative when required, know what needs to be done and do it without a constant need to be reminded and taking ownership when things go wrong. Similarly, relating to “Entrepreneurship and Risk-taking Skills”, the lecturers agreed that the programme moderately prepared students with “entrepreneurship skills” ($M = 3.30$; $SD = 1.25$) and “risk-taking skills” ($M = 3.30$; $SD = 1.12$) while the students perceived that the programme highly equipped them with “entrepreneurship skills” ($M = 3.91$; $SD = .99$) and risk taking skills” ($M = 3.89$; $SD = .98$). These results imply that the programme prepares the students with the ability to identify opportunities not obvious to others. They have acquired the ability to translate new ideas into action, adapt to new situations, develop a strategic, creative, long-term vision, generate a range of options and initiate innovative solutions.

In a follow-up interview, it was ascertained that the programme fortified learners with competences needed for the job market. The interviewees regarded generic skills to be important for employment and perceived that the programme equipped students with the necessary employability skills like “communication skill”, “presentation skill”, “ICT skill”, “interpersonal skill”,

“research skills”, “teaching skills”, “problem solving skills”, “critical thinking skills”, “management skills”, “leadership skills” and “emotional management skills” needed at the workplace. The following are quotes of students’ and lecturers’ remarks:

“Yes, it [the programme] has. I will rate them as high. The ability to work under pressure, how to adapt to a new environment, leadership skills, communication skills, information searching skills, computing and technological skills, presentation skills, problem solving skills, social skills, emotional intelligence skill, and creativity skills” (Excerpt from student 5).

“I will say hundred percent. I have acquired a lot of skills such as computing and ICT skills (emailing, navigation), presentation skills, communication skills, creativity, entrepreneurship skill, social and interpersonal skills” (Excerpt from student 7).

“It [the programme] has really given me a lot of skills. I can say that from Level 100 to 400, I had acquired teaching, communication, social, teamwork, presentation and technological, networking, time management, self-management, and emotional intelligence skills but I can not fully say that I am 100% competent in them all. Am still learning. I think these skills are to prepare us to the job market” (Excerpt from student 12).

The lecturers also gave positive affirmation on students’ generic skills acquisition in the programme. The lecturers have these to say:

I think the courses that they are taught have equipped them with some skills but not all. I can mention leadership, critical thinking, and problem solving, communication, collaboration and presentation skills. These skills are to help the students to become more functionable in the workplace and the society at large” (Excerpt from lecturer 1).

“Yes, a lot of them [employability skills]. We can talk about presentation, emotional intelligence, teamwork, self-management, time management skills and ability to work under pressure. Sometimes you set questions for them to answer within a certain time frame; they’re supposed to bring to bear their time management skills as well” (Excerpt from lecturer 2).

“I encourage my students to learn and acquire knowledge for personal development and social life...I tell them to read beyond their programme. I think they are equipped with several skills such as organisation and planning, presentation, negotiation, teamwork, social and interpersonal, tolerance, communication, analytic and critical

thinking, entrepreneurship, management skills, ICT and research skills”
(Excerpt from lecturer 8).

From these results, it was concluded that, on average, the lecturers ($MM = 3.60$; $SD = .79$) and students ($MM = 3.91$; $SD = .80$) had a high positive perception towards SCA in the programme. This is due to the fact that the lecturers and students perceived that the programme highly emphasised employability skills acquisition among students.

Discussion of Research Question Five (SCA-Product Evaluation)

Generally, the results from both the quantitative and qualitative study revealed that the programme highly prepared students with generic skills that are applicable across job roles. The programme equipped students with competencies that graduate is expected to possess. Basically, the programme equipped students' with decision-making skills, problem-solving skills, analytic skills, communication skills, teamwork skills, organisation and planning skills, self-monitory skills, presentation skill, ICT skill, interpersonal skill, research skills, critical thinking skill, management skills, information searching skills, leadership skill, emotional intelligence skill, negotiation skills, social skills, entrepreneurship skills and general ability to address unique problems. These skills are line with the programme philosophy and rationale because the modern accreditation and certification requests and educational frameworks of the current Management profession stress the prominence of wide 'core and transferable competencies' among graduates. These competencies have been underlined by employers, management professionals and practioners as essential for graduates' future careers and lives.

Relatedly, these skills are also line with the International Education Standard 3 (IES 3) which highlighted the significance professional skills among

graduates including intellectual and communication, interpersonal, creative ability, organisation, research and analytical skills. The high level of competencies acquisition among students in the programme could help them throughout their career life by making them competitive in the job market. It could help them adapt to new job demands and bring relevant skills across different jobs. With these skills, they could contribute to productive and harmonious working relationships between employees and customers, productive and innovative outcomes, long-term and short-term strategic planning, ongoing improvement and expansion in employee and company operations and outcomes. They could also effectively execute tasks, increase organisation success and their satisfaction and growth. They would be able to interact and socialise among another in an inter-dependent world and meet the demands of the workplace.

The results of the current study are in agreement with the findings of previous studies that on teachers and students' perception of generic skills acquisition in HE. These studies found that students were highly developed and equipped in time management skills, learning skills, self-monitoring skills, technology proficiency skills, research skills, analytical and application skills, communication skills, management skills, and problem solving skills, ability to work under pressure, teamwork/collaborative skills, critical think skills, decision making skills, leadership skills, ethical values (integrity), entrepreneurial skills, motivation, stress-management skills, social skills, interpersonal skills, tolerance skills and negotiation skills (Abayadeera & Watty, 2016; Hussein, 2017; Edjah, 2018; Mah & Ifenthaler, 2017, 2018; Paramasivam et al., 2018; Chadha & Sachdeva, 2019; Griffin & Coelho, 2018).

2019; Hill et al., 2019; Aina et al., 2020; Mameche et al., 2020). However, the results of the current study disagreed with the findings of prior researcher that students were lowly prepared and equipped in intellectual skills, communication skills, interpersonal skills, critical thinking skills, creativity skills, initiative/innovation skills, emotional intelligence skills/awareness skills, research skills, IT skills, flexibility and adaptability skills, learning skills and self-management skills (Mah & Ifenthaler, 2018; Naqvi et al., 2018; Douglas & Gammie, 2019; Dsane-Nsor et al., 2019; Griffin & Coelhoso, 2019; Hill et al., 2019; Mameche et al., 2020).

The high level of competencies acquired by the students could be ascribed to fast changes in the world economy, globalisation and technological change which requires HEI to provide quality academic programmes to equip students with both technical and non-technical skills (generic skills) in order for them to keep pace with the rapid changes that the new economy brought. This could also be indorsed to the QLE, QS, QT and QSE in the programme. QLE that empathised constructivist learning, collaboration, faculty-student interaction and students' cohesiveness could help build and develop generic skills among students. QT that emphasise appropriate assessment, appropriate and integrative pedagogies like co-operative learning and group activities could build and develop core competencies among students in the programme. The results of the current study supported the study of prior researchers that teaching practices encompassing collaboration, quality interaction, constructivist learning environment and integrative pedagogy (e.g. active learning methods and group activities) influenced the acquisition of generic skills among students (Ballantine & McCourt-Larres, 2007; Kember, 2009; Virtanen & Tynjälä,

2019). However, the results of the current study are dissimilar to the findings of Quansah et al. (2019) in Ghana that students are ill-equipped with practical skills due to lack of relevant, practical and valid learning experiences, inappropriate assessment and lack of experiential training.

This level of competencies acquired by students could enhance their level of satisfaction towards the programme. This is related to the Expectation-confirmation theory. Accordingly, it is argued that the students' perception of competencies (actual experience/acquisition of competencies) match their expectations of required competencies. This implies that the MEP in UCC is in line with the human capital theory. The programme develops and generates skills and abilities within the students that are merchandisable and are also applicable and pertinent to job performance. This could help save cost and improve the performance of the industry as indicated by human capital theory (Schultz, 1961; Becker, 1964). A high outlay in manufacturing valuable human capitals is imperative because of its positive contribution to the economic productivity. On this account, developing and equipping students with core skills in order to fit the job market is high priority among HEIs. In line with this, effective implementation of TQM is really important to produce quality and competent graduates. The University should continue to underscore the importance of implementing the principle of continuous improvement, employees and student involvement, student focus, integrated system and process-centered within the TQM theory in order to provide quality academic programme and services to be able to produce quality and competent graduates for the job market. With regard to product evaluation of CIPP model, the results of the current study make available important evidence on SCA in the

programme for recycling decisions by the management of the University. The management of the University would be able to judge and to react to the outcomes produced in terms of impact, effectiveness, sustainability and transportability (Stufflebeam, 2014).

Faculty and Students' SAT with MEP (Product Evaluation)

Research Question Six: What is the level of SAT among faculty and students with the MEP in HE (product evaluation)?

The objective of this research question was to examine the perception of lecturers and students towards their level of SAT with the programme. Both quantitative and qualitative data were gathered on this research question. The quantitative results were presented first followed by qualitative results. The qualitative results from the follow-up interviews were used to explain and elaborate on the quantitative results. The quantitative data were analysed and discussed using mean and standard deviation. Based on the five-point Likert scale, a mean rating of 1.00-2.49 indicates a low level of SAT, 2.50-3.49 indicates a moderate level of SAT and 3.50-5.00 indicates a high level of SAT. The results are presented in Table 29.

Table 29 displays the results of respondents concerning their level of satisfaction with the programme. From the results, it is apparent that both the lecturers and students were content and pleased with the programme. This contentment and pleasure featured prominently across all the items that measured their level of satisfaction with the programme. For example, the lecturers were highly satisfied with their decision to become management lecturers ($M = 3.58$; $SD = .98$). Nonetheless, they were moderately satisfied with overall educational experience/programme excellence ($M = 3.49$; $SD = .83$),

academic aspect of the programme ($M = 3.44$; $SD = .91$), students' skills acquisition ($M = 3.40$; $SD = 1.14$), teaching quality ($M = 3.37$; $SD = 1.05$), students' engagement ($M = 3.33$; $SD = 1.02$), courses in the programme ($M = 3.30$; $SD = 1.08$), staff and students ($M = 3.28$; $SD = 1.22$), information and services provided ($M = 3.26$; $SD = .98$), learning environment ($M = 3.23$; $SD = 1.00$), content/subject matter of each course ($M = 3.21$; $SD = 1.13$), services exceptional ($M = 3.16$; $SD = .82$) and non-academic aspect of the programme (ie. counselling, health, canteen, transport services etc) ($M = 3.09$; $SD = .95$).

Table 29: Lecturers' and Students' Satisfaction (SAT) with MEP (Product Evaluation)

| Variable: SAT | Lecturers (n = 43) | | | | Students (n = 529) | | | |
|---------------------------------|--------------------|------------|--------------|--------------|--------------------|------------|---------------|--------------|
| | Mean | SD | Skewness | Kurtosis | Mean | SD | Skewness | Kurtosis |
| Courses | 3.30 | 1.08 | -.053 | -.953 | 3.34 | 1.14 | -.486 | -.758 |
| Content/subject matter | 3.21 | 1.13 | .198 | -1.037 | 3.50 | 1.06 | -.701 | -.352 |
| Skills acquisition | 3.40 | 1.14 | -.341 | -.781 | 3.75 | 1.00 | -.987 | .677 |
| Lecturers/faculty/students | 3.28 | 1.22 | -.567 | -.725 | 3.58 | 1.05 | -.873 | .153 |
| Learning environment | 3.23 | 1.00 | -.496 | -.532 | 3.20 | 1.16 | -.290 | -.940 |
| Academic aspects | 3.44 | .91 | -.821 | .021 | 3.58 | 1.00 | -.895 | .278 |
| Non-academic aspects | 3.09 | .95 | -.016 | -.755 | 3.22 | 1.11 | -.400 | -.638 |
| Teaching quality | 3.37 | 1.05 | -.296 | -.823 | 3.62 | 1.00 | -.859 | .208 |
| Information/services | 3.26 | .98 | -.388 | -.888 | 3.56 | 1.02 | -.860 | .208 |
| Enrollment/employment decisions | 3.58 | .98 | -.634 | -.034 | 3.77 | 1.06 | -1.021 | .547 |
| Programme pursued | - | - | - | - | 3.78 | 1.03 | -1.092 | .864 |
| Student engagement | 3.33 | 1.02 | -.283 | -.777 | 3.68 | 1.00 | -.910 | .407 |
| Knowledge/attitude | - | - | - | - | 3.83 | .99 | -1.116 | 1.095 |
| Services exceptional | 3.16 | .82 | -.591 | -.426 | 3.66 | 1.03 | -.744 | .038 |
| Programme excellent | 3.49 | .83 | -.887 | .921 | 3.75 | 1.07 | -.914 | .341 |
| Mean of Means/SD | 3.32 | .82 | -.537 | -.051 | 3.59 | .84 | -1.076 | 1.384 |

Source: Field data, 2020

A follow-up interview determined that the lecturers were moderately satisfied with the programme. They believed that the learning environment, instructional resources and facilities could be better to enhance teaching and learning. The lecturers have these to say:

“Yes, I can say that I am satisfied to some extent...the learning environment could be made better. Resources for learning; internet and availability, they could also be made better” (Excerpt from lecturer 1).

Yes, I am moderately satisfied...and I am sure that the students might not be satisfied with some of the issues in the university too. I’m satisfied with courses; the content; the delivery, the quality of colleague lecturers, but not entirely with the learning environment, facilities and learning resources of the university. We need huge improvement in our learning environment, facilities and resources for teaching and learning” (Excerpt from lecturer 2).

“Not really satisfied with everything going in the university. I’m not happy with of the modes of delivery, we lacked practical involvement and delivery of our lessons in this modern world. The lecture theatres are not equipped with ICT facilities like internet and projectors. I don’t see a strong sense of belonging in the system” (Excerpt from lecturer 3).

These results suggest that the lecturers have some reservations and concerns about the quality of the programme. They have concerns about the learning environment, instructional resources and facilities, lack of practical delivery of lessons and sense of community. They believe that there is more to be done to enhance the relevance, consistency, practicality and effectiveness of the programme in order to produce the best graduate to the job market.

As evident in Table 29, the students were highly satisfied with their decision to pursued the programme ($M = 3.78$; $SD = 1.03$), enrollment on the programme ($M = 3.77$; $SD = 1.06$), skills acquisition ($M = 3.75$; $SD = 1.00$), overall educational experience/programme excellence ($M = 3.75$; $SD = 1.06$), level of student engagement ($M = 3.68$; $SD = 1.00$), content/subject matter of each courses ($M = 3.50$; $SD = 1.06$), quality of service ($M = 3.66$; $SD = 1.03$), quality of teaching experience ($M = 3.62$; $SD = 1.00$), academic aspect of the programme ($M = 3.58$; $SD = 1.00$), staff and students ($M = 3.58$; $SD = 1.05$) and information/services provided ($M = 3.56$; $SD = 1.02$). Conversely, they were moderately satisfied with the courses in the programme ($M = 3.34$; $SD = 1.14$),

non-academic aspect of the programme (ie. counselling, health, canteen, transport services etc) ($M = 3.22$; $SD = 1.11$) and learning environment ($M = 3.20$; $SD = 1.16$). From the follow-up interview, it was disclosed that the students were moderately satisfied with the programme because of theoretical nature of the programme, delay in releasing student results, learning environment, instructional resources, knowledge and attitude of some faculty. Some of the excerpts of students' remarks are as follows.

“I am averagely satisfied. The whole programme was fully theoretical...the quality of other services like health and supporting services is questionable” (Excerpt from student 1).

“I am averagely satisfied with the programme. With regard to the content of the course (product), I will say it is better...the services offered to students are not quite encouraging, our exams results always delay; we are the last to have access to our results” (Excerpt from student 4).

“Hmm, I am somehow satisfied with the programme...maybe with the content, lecturers, teaching, knowledge and skills and student engagement but not really satisfied with learning environment. The learning environment is not supportive” (Excerpt from student 7).

“I am averagely satisfy. I can talk about my decision to enroll on this programme, information and services provided, courses and teaching but lowly satisfied with knowledge and attitude, university facilities, my engagement level with lecturers” (Excerpt from student 10).

It was concluded from these results that, on average, the lecturers ($MM = 3.32$; $SD = .82$) and students ($MM = 3.59$; $SD = .84$) were satisfied with the programme. Thus, the lecturers and students had a moderate positive satisfaction with the programme. They expressed negative concerns about the learning environment, instructional resources and facilities, theoretical nature of the programme, lack of practical delivery of lessons, knowledge and attitude of some faculty, delay in releasing student results and lack of sense of community.

Discussion of Research Question Six (SAT-Product Evaluation)

The results showed that the faculty and students were moderately satisfied with the programme. This is as a result of unfavourable learning environment, inadequate instructional resources, workload, attitude of some faculty, theoretical nature of the programme, lack of practical delivery of lessons, delay in releasing student results and lack of sense of community. The level of satisfaction among faculty could influence their job commitment, performance and satisfaction. To students, it could affect their experiences, academic success, participation, engagement, cohesiveness, interpersonal relationships with faculty and peers, retention, persistence, social networks, class attendance and competencies acquisition. Students' satisfaction could influence their retention, attraction, loyalty and positive word of mouth (testimonials) for the institutions (Ijaz et al., 2011; Arambewela & Hall, 2013).

However, dissatisfied students may discontinue schooling, complain to the school or other institutions (competitors) or engage in negative word-of-mouth which could produce undesirable consequence on reputation and image of the institution (Banwet & Datta, 2003; Ijaz et al., 2011; Fitzpatrick et al., 2012). The level of students' satisfaction is also a driver of institutional effectiveness, success, financial position, institution reputation, accountability, accuracy of educational system and monitor QT and learning (Bryant & Bodfish, 2014; Dhaqane & Afrah, 2016; Kwok et al., 2016). The results of the current are similar to the findings of preceding researchers that students were satisfied with the quality of academic programme and quality of service provided in a programme (Asinyo, 2015; Egyir, 2015; Gonu & Agyapong, 2016; Sarsah, 2016; Chen, 2017; Chen et al., 2017; Abdullahi, 2017; Gakhal et

al., 2017; Nuamah, 2017; Shahsavari & Sudzina, 2017; Uddin et al., 2017; Bosu et al., 2018b; Kaur & Bhalla, 2018; Weerasinghe & Fernando, 2018; Baysal & Araç, 2019; Daud et al. 2019; Hossain et al., 2019; Mastoi et al., 2019; Andoh et al., 2020). Contrarywise, the results of the current study are dissimilar to the findings of prior studies that students were dissatisfied with the quality of academic programme and quality of service provided in a programme (Kara, 2017; Agbanu et al., 2018).

The level of faculty and students' satisfaction with the programme revealed that there was a gap between their expectation and perception. This result is consistent with the expectation-confirmation theory (ECT) by Oliver (1980). This could negatively affect students' continuance, loyalty, testimonials and post-purchase (enrollment) of the programme (Chen et al., 2010). This might cause them to be distractors of the programme (Reichheld & Covey, 2006). This result is very important because of globalisation and competition among HEIs to gain competitive advantage. In this 21st century, students' satisfaction is one of the key demands for total quality management system and excellence performance among HEIs. Students' satisfaction in HE is an important content for policymakers and it plays a significant role in quality assurance.

To ensure a high level of quality students' and faculty satisfaction, the University must ensure effective and efficient implementation of TQM principles like "student focus", "leadership and management", "faculty-student involvement", "integrated system", "process-centered", "quality relationships management", "effective communication" and "continuous improvement of teaching and learning". The University must develop strategic ways to improve

students' relationships, identify their needs and meet their expectations and provide quality culture to reduce defects and errors and resolve students' complaints in order to satisfy the students. Respecting product evaluation of CIPP model, the results of the current study provide imperative information on lecturers' and students' satisfaction (SAT) with MEP for recycling purposes by the management of the University. Based on the results, the management of the University would be able to appraise the outcome of the programme in terms of values and influences on both the lecturers and students. This also reflected the impact and reactions in both the CIPP and Kirkpatrick model which measures the perceived value and satisfaction of the programme from students' perspectives (Kirkpatrick & Kirkpatrick, 2007; Stufflebeam, 2014).

Results of Research Hypotheses (Null) Testing

Five (5) hypotheses were tested in this current investigation. Prior to these hypotheses testing, the normality assumption was performed. This was tested using mean, median, 5% trimmed mean, skewness, kurtosis and the histogram and normal Q-Q plot. Details of the results are presented in Table 30 and Figure 11.

As displayed in Table 30, the mean, median, and 5% trimmed mean of all the latent variables (QLE, QS, QT, QSE, SCA and SAT) were approximately the same, indicating that the data of the aforementioned variables were approximately normally distributed (Gravetter & Wallnau, 2014). Furthermore, the values of skewness and kurtosis were within the acceptable range of -2 to +2 (George & Mallery, 2010; Tabachnick & Fidell, 2013; Gravetter & Wallnau, 2014) or -2 to +2 for skewness and -7 to +7 for kurtosis (Bryne, 2010; Hair et al., 2010). The coefficient of skewness and kurtosis for the scales indicated that

the data were fairly normal and the basic assumption of parametric testing is fulfilled. This was confirmed by visual inspection of the Histogram and Normal P-P plot as shown in Figure 11.

Table 30: Tests for Normality

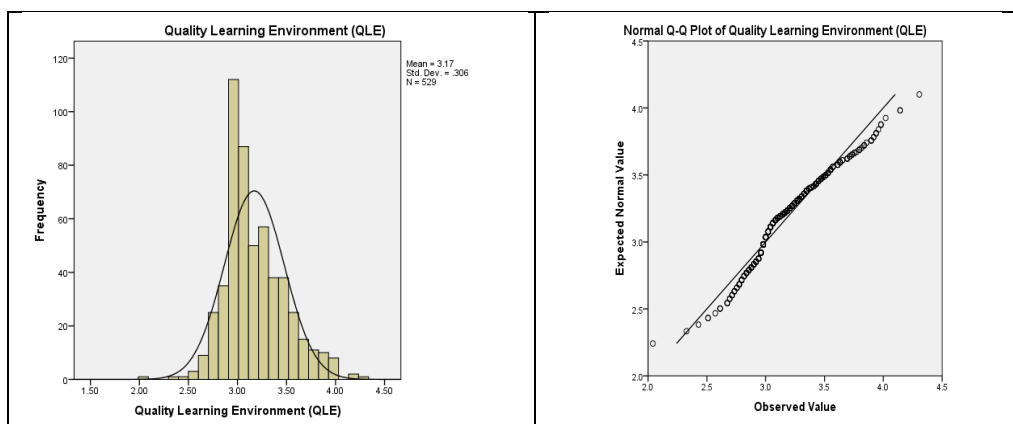
| Variable: Quality Drivers | Mean | Median | 5% TM | Skewness | SE | Kurtosis | SE |
|---------------------------------------|------|--------|-------|----------|------|----------|------|
| Quality Learning Environment (QLE) | 3.17 | 3.08 | 3.16 | .629 | .106 | .777 | .212 |
| Quality Service (QS) | 3.45 | 3.57 | 3.49 | -.967 | .106 | 1.521 | .212 |
| Quality Teaching (QT) | 3.38 | 3.48 | 3.41 | -.820 | .106 | 1.013 | .212 |
| Quality Student Engagement (QSE) | 3.45 | 3.53 | 3.48 | -.927 | .106 | 1.762 | .212 |
| Student Competences Acquisition (SCA) | 3.91 | 4.00 | 4.00 | -1.867 | .106 | 4.296 | .212 |
| Level of Satisfaction (SAT) | 3.59 | 3.73 | 3.64 | -1.076 | .106 | 1.384 | .212 |

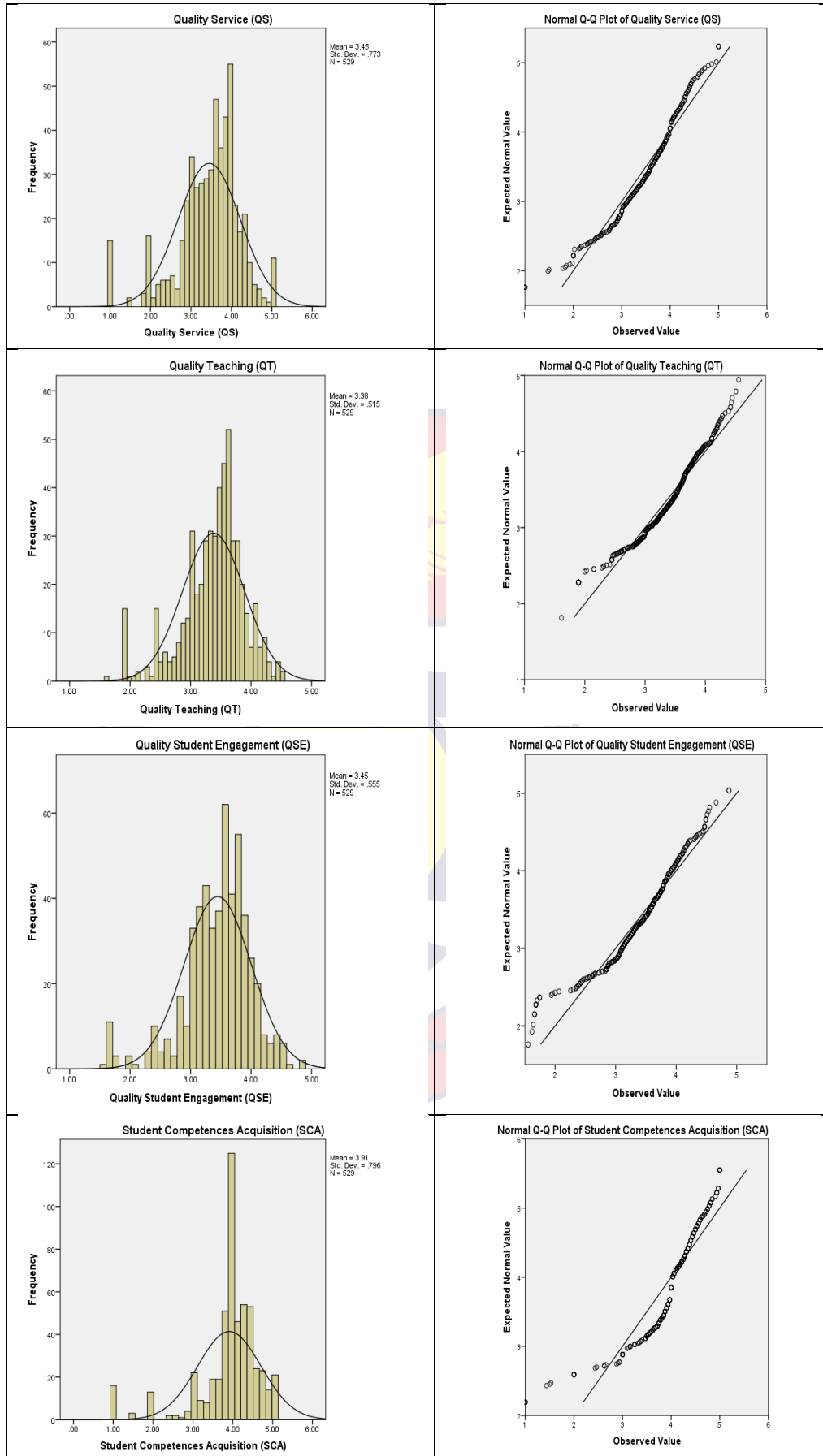
Source: Field data, 2020

TM = Trimmed Mean

SE = Standard Error

From Figure 11, the histogram and normal Q-Q plots for all the latent variables were examined. The histogram of the variables indicated that the peak of the data set is in the middle and fairly symmetrical. Additionally, the normal Q-Q plot indicated that the points lied in a reasonably straight diagonal line from bottom left to top right. Thus, the scores of all the variables (QLE, QS, QT, QSE, SCA and SAT) were closer to the straight line (i.e. the data followed the diagonal line closely and does not appear to have a non-linear pattern). This suggests no major deviations from normality.





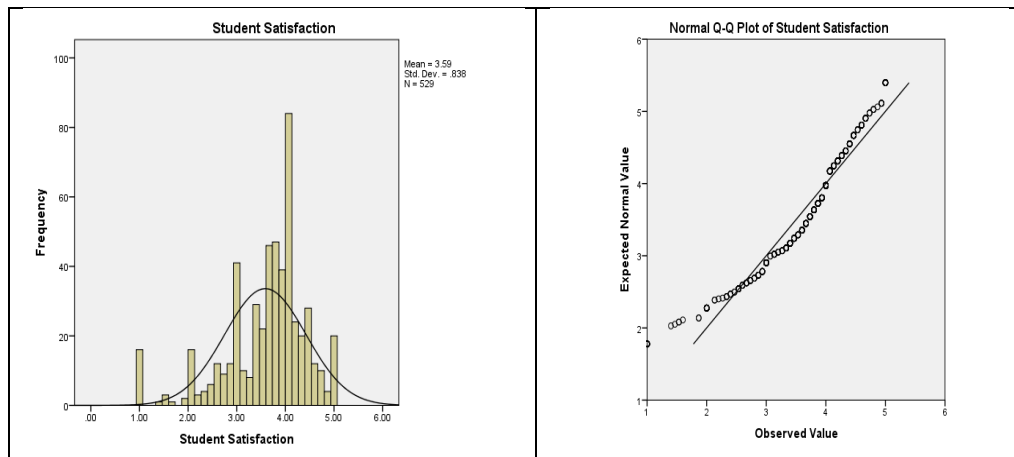


Figure 11: Histogram and Normal Q-Q plots for assessing scales normality

Also, with the assumption of adequate sample size ($n = 529$), the central limit theorem states that when the sample size has 100 or more observations, violation of the normality is not a major issue (Bland & Altman, 1999; Ghasemi & Zahediasl, 2012), hence, the data is good for parametric test. To further enhance the precision of the tests, bootstrapping using 10,000 bootstrap samples with 95% bias-corrected confidence intervals was performed for all the tests. Both AMOS and PROCESS Macro used the Maximum Likelihood Estimator (MLE), which is fairly robust to violations of multivariate normality if the sample size is large. Normally, the sample size greater than 200 is considered large enough in MLE even though the data distribution is slightly non-normal. This procedure was done to take of the anomaly of the distribution of scores on the scales.

Research Hypothesis One: There is no statistically significant moderation effect of QS on the influence of QLE on QT in the MEP in HE.

The main objective of this research hypothesis was to examine whether the effect of QLE on QT would be moderated by the QS in the MEP in HE. The data were analysed using hierarchical multiple regression analyses via moderation model 1 of Hayes' PROCESS Macro version 3.3 (Hayes, 2018). I

entered QT as a dependent continuous variable (Y), QLE as an independent continuous variable (X), and QS as moderating variable (W). To ensure better estimates of the parameters, the analysis was performed using 10,000 bootstrap samples with 95% bias-corrected confidence intervals (Strekens & Leroy-Werelds, 2016; Hair et al., 2017, Hayes, 2018). As recommended by Hayes and Cai (2007), I used a heteroskedasticity-consistent standard error estimator for the OLS regressions to prevent biased confidence intervals and mean-centered variables used as a component in interaction terms to avoid multi-collinearity (Cohen et al., 2003). The results are presented in Table 31 and Figure 12.

Table 31: Moderation Effect of Quality Service (QS) on the Influence of Quality Learning Environment (QLE) on Quality Teaching

| Variable | Path | B | SE | t-value | p-value | BCa 95% CI | |
|----------|----------------|-------|-----|---------|-----------|------------|--------|
| | | | | | | BootLL | BootUL |
| Constant | | 3.39 | .01 | 243.34* | .000 | 3.36 | 3.41 |
| QLE | b ₁ | .49 | .05 | 10.18* | .000 | .39 | .58 |
| QS | b ₂ | .44 | .02 | 21.72* | .000 | .40 | .48 |
| QLE*QS | b ₃ | -.10 | .06 | -1.53 | .130 | -.22 | .03 |
| | R | = .82 | | F | = 358.91* | | |
| | R ² | = .67 | | df | = 3(525) | | |

Source: Field data, 2020

* $P < .05$

*Significant @ BootCI

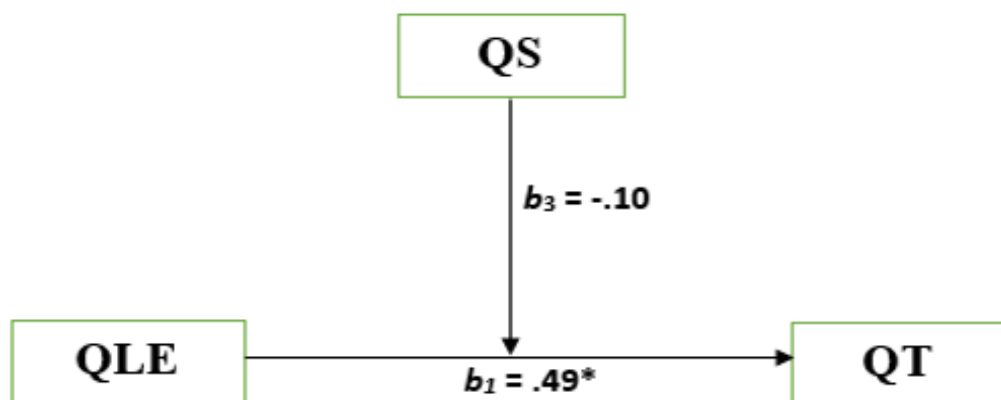


Figure 12: Statistical model results using model 1 of PROCESS Macro

Table 31 shows the results of the moderation effect of QS on the effect of QLE and QT and Figure 12 shows the diagrammatical presentation of statistical model. The multiple correlation co-efficient between the variables was .82. The correlation coefficient value ($R = .82$) indicated a positive strong relationship between the independent variable (QLE), moderator variable (QS) and outcome variable (QT). The overall model was statistically significant, $F(3, 525) = 358.91, p < .001, R^2 = .67$, accounting for 67% of the overall variance in QT scores. The conditional effect of QLE on QT was statistically significant [$b = .49, SE = .05, t(525) = 10.18, 95\% CI (.39, .58), p < .001$]. This means that QLE had a positive influence on QT. Thus, for every one unit increase in provision of QLE, QT will positively increase by 49%. The results of the present research corroborate the study of prior authors that there was positive and significant relationship between QLE and QT (e.g., Dorman, 2014). The proof given by these investigators and others showed that the learning opportunities and climate made by the university impact the quality of teaching of the faculty and learning of the learners.

Also, QS statistically significant predict QT [$b = .44, SE = .02, t(525) = 21.72, 95\% CI (.40, .48), p < .001$]. This means that for every one unit increase in provision of QS, QT will positively increase by 44%. However, the interaction effect between QLE and QS (QLE*QS) on QT was not statistically significant [$b = -.10, SE = .06, t(525) = -1.53, 95\% CI (-.22, .03), p = .130$]. This means that for each level (ie low, average and high) of provision of QS, the conditional effect of QLE on QT is not statistically significant. Accordingly, QS is not a significant moderator of the link between QLE and QT (Preacher et al., 2007; Hayes & Montoya, 2017; Hayes, 2018). Therefore, the null hypothesis

which stated that there is no statistically significant moderation of QS on the influence of QLE on QT in the MEP in HE is retained.

Research Hypothesis Two: There is no statistically significant conditional direct and indirect influence of QLE on QSE through QT as moderated by QS in the MEP in HE.

The main objective of this research hypothesis was to examine whether the effect of QLE on QSE through QT would be moderated by the QS provided in the programme. The data was analysed using hierarchical multiple regression analyses via moderation mediation model 59 of Hayes’ PROCESS Macro version 3.3 (Hayes, 2018). I entered QSE as a dependent continuous variable (Y), QLE as an independent continuous variable (X), QT as continuous mediating variable (M) and QS as continuous moderating variable (W). To ensure better estimates of the parameters, the analysis was performed using 10,000 bootstrap samples with 95% bias-corrected confidence intervals (Streuken & Leroy-Werelds, 2016; Hair et al., 2017, Hayes, 2018). As recommended by Hayes and Cai (2007), I used a heteroskedasticity-consistent standard error estimator for the OLS regressions to prevent biased confidence intervals and mean-centered variables used as a component in interaction terms to avoid multi-collinearity (Cohen et al., 2003). The results are presented in Table 32 and Figure 13.

Table 32: Moderated Mediation Analysis of Influence of Quality Learning Environment (QLE) on Quality Student Engagement (QSE)

| Variable | Path | B | SE | t-value | p-value | LLCI | ULCI |
|---|-----------------|------|-----|---------|---------|------|------|
| Mediator variable model (Quality Teaching-QT) | | | | | | | |
| Constant | | .01 | .01 | .59 | .560 | -.02 | .04 |
| QLE | a1 ⁱ | .49 | .05 | 10.18* | .000 | .39 | .58 |
| QS | a2 ⁱ | .44 | .02 | 21.72* | .000 | .40 | .48 |
| QLE*QS | a3 ⁱ | -.10 | .06 | -1.53 | .130 | -.22 | .03 |

| | | | | | | | |
|---|-----------------------------|--------|----------|----------|---------|------|------|
| R | = | .82 | F | = | 358.91* | | |
| R ² | = | .67 | df | = | 3(525) | | |
| Dependent variable model (Quality Student Engagement-QSE) | | | | | | | |
| Constant | | 3.46 | .01 | 246.97* | .000 | 3.44 | 3.49 |
| QLE | c ₁ ⁱ | .52 | .05 | 10.52* | .000 | .39 | .57 |
| QT | b ₁ ⁱ | .46 | .04 | 10.89* | .000 | .38 | .54 |
| QS | c ₂ ⁱ | .32 | .03 | 12.08* | .000 | .27 | .37 |
| QLE*QS | c ₃ ⁱ | .10 | .07 | 1.45 | .150 | -.04 | .23 |
| QT*QS | b ₂ ⁱ | -.08 | .02 | -3.30* | .000 | -.13 | -.03 |
| R | = | .86 | F | = | 310.37* | | |
| R ² | = | .75 | df | = | 5(523) | | |
| Conditional effects of focal predictor (QT->QSE) at values of moderator | | | | | | | |
| Low QS | | .40 | .05 | 8.11* | .000 | .30 | .49 |
| Average QS | | .46 | .04 | 10.89* | .000 | .38 | .54 |
| High QS | | .52 | .04 | 12.16* | .000 | .44 | .60 |
| Conditional direct effects of QLE on QSE at values of moderator (QS) | | | | | | | |
| Low QS | | -.07 | .08 | -.87 | .390 | -.23 | .09 |
| Average QS | | .05 | .05 | .08 | .940 | -.09 | .10 |
| High QS | | .08 | .06 | 1.33 | .180 | -.04 | .20 |
| Conditional indirect effects of QLE on QSE at values of moderator (QS) | | | | | | | |
| | Effect | BootSE | BootLLCI | bootULCI | | | |
| Low QS | .16* | .03 | .10 | .23 | | | |
| Average QS | .22* | .03 | .16 | .30 | | | |
| High QS | .29* | .05 | .19 | .40 | | | |

Source: Field data, 2020

*Significant @ BootCI ($P < .05$)

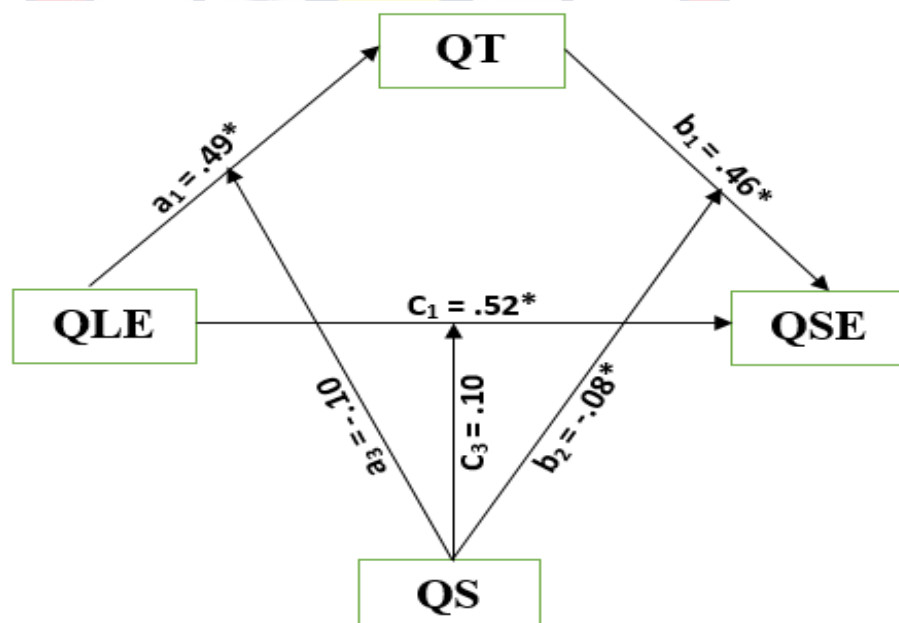


Figure 13: Statistical model results using model 59 of PROCESS Macro

Table 32 shows the results of the moderated mediation analysis between (QLE, QSE, QT and QS using model 59 of Hayes' PROCESS macro and Figure 13 shows the diagrammatical presentation of statistical model. The multiple correlation co-efficient between the variables in the mediator variable model (QT) was .82. The correlation coefficient value ($R = .82$) indicated a positive and strong relationship between the variables in mediator variable model. The overall model was statistically significant, $F(3, 525) = 358.91, p < .001, R^2 = .67$, accounting for 67% of the overall variance in QT scores. In the model, QLE had statistically significant effect on QT [$b = .49, SE = .05, t(525) = 10.18, 95\% CI (.39, .58), p < .001$]. This means that QLE had a positive and significant influence on QT. Accordingly, for every one unit increase in provision of QLE, QT would positively increase by 49%. The findings of the current research provided support to the results by prior studies that there was positive and significant relationship between QLE and QT (e.g., Dorman, 2014). The proof given by these investigators and others showed that the learning opportunities and climate made by the university impact the quality of teaching of the faculty and learning of the learners.

Also, QS had statistically significant effect on QT [$b = .44, SE = .02, t(525) = 21.72, 95\% CI (.40, .48), p < .001$]. This means that QS had a positive and significant influence on QT. This explains that QS is a significant moderator affecting QT, suggesting that there was moderation effect. Consequently, for every one unit increase in provision of QS, QT would positively increase by 44%. Apparently, in any HEI, where there is provision of QS, it could affect the overall university climate which in turn could positively affect the QT delivery. This in the long-run would affect student total experience, satisfaction, retention

and academic performance in the university. However, the conditional interaction effect between QLE and QS (QLE*QS) on QT was not statistically significant [$b = -.10$, $SE = .06$, $t(525) = -1.53$, 95% $CI (-.22, .04)$, $p = .130$]. This means that the effect of QLE on QT is not moderated by QS. Thus, QS is not significant moderator, influencing the direction and intensity of the relation between QLE and QSE (Preacher et al., 2007; Hayes & Montoya, 2017; Hayes, 2018).

In Table 32, the outcome variable model (QSE) reveals that the multiple correlation co-efficient between the variables was .86. This value ($R = .86$) indicated a positive and strong relationship between the variables in outcome variable model. The overall model was statistically significant, $F(5, 523) = 130.27$, $p < .001$, $R^2 = .75$, accounting for 75% of the overall variance in QSE scores. The conditional direct effect of QLE on QSE was positive and significant [$b = .52$, $SE = .05$, $t(523) = 10.52$, 95% $CI (.39, .57)$, $p < .001$]. Thus, QLE is a significant predictor of QSE as moderated by QT. This means that for every one unit increase in provision of QLE, QSE will positively increase by 52% as moderated by QT. It is clearly evident that in any HEI where there is QLE, the quality of student engagement will improve via QT. This could affect student total experience, satisfaction, retention and academic performance in the university. There was substantial inquiry showing that student engagement in HE differs according to the atmosphere and milieu created by the school and the learning opportunities designed and fashioned by the teachers in the classroom (e.g., Boaler & Staples, 2008; Kelly & Turner, 2009; Nasir et al., 2011). The findings of the current research align itself to former studies that QLE significantly and positively influence QSE (e.g., Dixson, 2010; Popkess,

2010; Opdenakker, & Minnaert, 2011; Delialiolu, 2012; Richardson et al., 2012; Klemenčič, 2015; Hopper, 2016; Belaineh, 2017; Hopper, & Kaiser, 2018a). The confirmation offered by these investigators and others submitted that the learning opportunities and environment produced by the teacher and school influence the engagement of the students. Conversely, the findings of the current investigation have different perspective on the results of Tedesco-Schneck (2016) that there was no statistically significant relationship QLE and reported classroom engagement/participation. The differences in the results could be attributed to validity and reliability of research methodology, analytical procedures, population and sample characteristics, discipline (programme), socio-cultural context disparity, respondents' beliefs, personal values, social perspectives, interpretation and understanding of measurement items, time of data collection, educational sector policies among others.

In the model, QT had statistically significant conditional direct effect on QSE [$b = .46$, $SE = .04$, $t(523) = 10.89$, 95% $CI (.38, .54)$, $p < .001$]. Consequently, there is a mediation effect, suggesting that QT is a significant mechanism linking QLE and QSE (Preacher et al., 2007; Hayes & Montoya, 2017; Hayes, 2018). This means that QT had a positive and significant effect on QSE, suggesting that for every one unit increase in provision of QT, QSE will positively increase by 46%. The implication of this result is that the QSE in any HEI is highly contingent on the QT that the student experience. This suggest that the QT could positively alleviate student engagement when there is positive learning environment and QS. This in the long-run could affect student total experience, satisfaction, retention and academic performance in the university. The findings of the present inquiry support the observations of previous studies

that teaching quality as measured by CEQ predict the engagement of the students in terms of learning strategies and approaches to learning (e.g., Ramsden, 1991; Wilson et al., 1997; Lizzio et al., 2002; Dixson, 2010; Jenkins, 2010; Nkhoma et al., 2014; Klemenčič, 2015; Sun & Richardson, 2016; Yin & Ke, 2017; van de Grift et al., 2017; Joyce, et al., 2018; Miller, 2018; Yin et al., 2018; Haghgoo et al., 2019; Mohi-ud-Din et al., 2019). Jenkins (2010) in USA found that QT in terms of assessment practices and teaching strategies had a positive relationship with student engagement. QT performance indicators such as teaching strategies, course management system features, classroom management, effective instructional communication, and course facilitation strategies can render most rewarding learning engagement, motivation and experiences (e.g., Dixson, 2010, 2012; Nkhoma et al., 2014; Klemenčič, 2015; Bockmier-Sommers et al., 2017; van de Grift et al., 2017). Other scholars have found that poor teaching performance indicators such as heavy workload and inappropriate assessment are positively related to the low engagement of student in terms of adopting surface approach to learning (e.g., Ramsden, 1991; Wilson et al., 1997; Kreber, 2003; Richardson, 2005; Diseth et al., 2006). The evidence presented by these researchers proved that the QT delivered by the lecturers and the Management of the University positively affect the engagement of the learners.

In the model, QS had statistically significant positive direct effect on QSE [$b = .32$, $SE = .03$, $t(523) = 12.08$, 95% $CI (.27, .37)$, $p < .001$]. This means that QS is a significant moderator affecting QSE, suggesting that there was moderation effect. This means that for every unit increase in the provision of QS in the programme, the QSE in the programme would positively increase by

32%. The implication of this result is that, in any HEI, when there is a provision of QS, it could positively affect the QSE in the programme. This in the long-run could affect student total experience, satisfaction, retention and academic performance in the university. The findings of present inquiry are consistent with the results of former studies that service quality in terms of “tangibility”, “reliability”, “assurance”, “responsiveness”, “empathy”, “reputation and image” and “understandings” significantly influence engagement of students (e.g., Pearce, 2008; Day & Nolde, 2009; Dixson, 2010; Gruppetta & Mason, 2011; Brown Jr, 2014; Dassanayake, & Senevirathne, 2018; Dužević, 2020). Dužević (2020) established that institutional climate measured by SERVQUAL has a positive influence on student engagement. According to Dixson (2010, 2012), students revealed that QS in terms of effective communication made them feel engaged in academic activities. Extant researchers indicated that QS in terms of faculty “values of empathy”, “genuineness”, “availability”, “prompt and timely responses”, and “high regard for students” increase the learners’ engagement such as diversity of interactions (Motschnig-Pitrik, 2005; Rogers et al., 2014; Brooks & Young, 2015; Bockmier-Sommers et al., 2017). As per Klemenčič (2015), quality educational service can render most rewarding academic engagement and learning experiences among students. The validation presented by these researchers submitted that the quality of services (QS) provided by the university and faculty influence the engagement of the students.

Also, the conditional interaction effect between QT and QS (QT*QS) on QSE was negative and significant [$b = -.08$, $SE = .02$, $t(523) = -3.30$, 95% CI $(-.13, -.03)$, $p < .001$], indicating that the effect of QT on QSE is negatively moderated by QS. That is, QS had negative conditional effect on the relationship

between QT on QSE (Preacher et al., 2007; Hayes & Montoya, 2017; Hayes, 2018). This result clearly implies that poor provision of QS could negatively affect QT which in turn could affect the QSE in the programme. In addition, the conditional interaction effect between QLE and QS (QLE*QS) on QSE was positive but not statistically significant indicating that the effect of QLE on QSE is not moderated by QS [$b = .10$, $SE = .07$, $t(523) = 1.45$, 95% $CI (-.04, .23)$, $p < .001$]. This means that QS is not significant moderator, influencing the direction and intensity of the relation between QLE and (QSE (Preacher et al., 2007; Hayes & Montoya, 2017; Hayes, 2018).

In Table 32, the simple slopes revealed that there was statistically significant conditional effect of QT (focal predictor) on QSE at different values of QS as the moderator. At a low moderation of QS (-1 SD), the effect of QT on QSE was positive and statistically significant [$b = .40$, $SE = .05$, $t(523) = 8.11$, 95% $CI (.30, .49)$, $p < .001$]. This means that QT would positively and significantly increase QSE by 40%. At an average moderation of QS (*Mean*), the effect of QT on QSE was positive and statistically significant [$b = .46$, $SE = .04$, $t(523) = 10.89$, 95% $CI (.38, .54)$, $p < .001$]. This means that QT would significantly and positively increase QSE by 46%. At a high moderation of QS (+1 SD), QT was significant positive predictor of QSE [$b = .52$, $SE = .04$, $t(523) = 12.16$, 95% $CI (.44, .60)$, $p < .001$]. This implies that QT would positively contribute 52% to QSE in the programme. This means that when there is a change in the QS provided by the University, the QT would influence QSE either positively or negatively. Nevertheless, the slopes are more positive when QS in the programme moves from low (poor) to high (excellent) service.

Similarly, the results in Table 32 indicates that there was no statistically significant conditional direct effect of QLE on QSE at different values of QS as the moderator. At a low moderation of QS (-1 *SD*), the effect of QLE on QSE was negative and not statistically significant [$b = -.07$, $SE = .08$, $t(523) = -.87$, 95% $CI (-.23, .09)$, $p = .390$], at an average moderation of QS (*Mean*), the effect of QLE on QSE was positive but not statistically significant [$b = .05$, $SE = .05$, $t(523) = .08$, 95% $CI (-.09, .10)$, $p = .940$] and at a high moderation of QS (+1 *SD*), QLE was positive but not a significant predictor of QSE [$b = .08$, $SE = .06$, $t(523) = 1.33$, 95% $CI (-.04, .20)$, $p = .180$]. This result means that at an average and a high moderation of QS, QLE would positively and directly contribute about 5% and 8% to QSE respectively. Conversely, at a low moderation of QS, QLE would negatively contribute 7% to QSE. This means that when there is a change in the QS provided by the University, the QLE would influence QSE either positively or negatively. In furtherance, the slopes are high positive when QS in the programme moves from low (poor) to high (excellent) service.

As shown in Table 32, the conditional indirect effect of QLE on QSE through QT (QLE->QT->QSE) at the values of QS as a moderating variable suggests that all the three indirect effects were positive and statistically significant. At a low moderation of QS (-1 *SD*), QLE through QT statistically significant influence QSE [$IE = .16$, $BSE = .03$, $BCI (.10, .23)$], at an average moderation of QS (*Mean*), QLE through QT statistically significant influence QSE [$IE = .22$, $BSE = .03$, $BCI (.16, .30)$] and at a high moderation of QS (+1 *SD*) QLE through QT statistically significant influence QSE [$IE = .29$, $BSE = .05$, $BCI (.19, .40)$]. These results infer at a low, an average and a high moderation of QS, QLE would positively contribute 16%, 22% and 29% to QSE

through QT respectively. These levels of moderation of QS were statistically significant as the null of zero (0) does not fall between the lower and upper limit of the 95% confidence intervals for each effect. This means that when there is a change in the QS provided by the University, the QLE would influence QSE either positively or negatively as mediated by QT. In addition, the slopes are more positive when QS in the programme moves from low (poor) to high (excellent) service.

It was concluded from the conditional direct and indirect results that QT is a significant mediating variable that enlightens the process through which QLE and QSE are connected. Additionally, QS functions a significant moderating variable that affects the strength and direction of the association between QLE and QSE. Consequently, the null hypothesis which stated that there is no statistically significant conditional direct and indirect influence of perceived QLE on perceived QSE through perceived QT as moderated by perceived QS in the MEP was rejected.

Research Hypothesis Three: There is no statistically significant conditional direct and indirect influence of QS on the level of SAT among students through QT and QSE as moderated by QLE in the MEP in HE.

The main objective of this research hypothesis was to examine whether the effect of QS on student' SAT through QT and QSE would be moderated by the QLE provided in the programme. The data was analysed using hierarchical multiple regression analyses via moderation mediation model 92 of Hayes' PROCESS Macro version 3.3 (Hayes, 2018). I entered SAT level as a dependent continuous variable (Y), QS as an independent continuous variable (X), QT as the first continuous mediating variable (M 1), QSE as the second continuous

mediating variable (M 2) and QLE as continuous moderating variable (W). To ensure better estimates of the parameters, the analysis was performed using 10,000 bootstrap samples with 95% bias-corrected confidence intervals (Strekens & Leroy-Werelds, 2016; Hair et al., 2017, Hayes, 2018). As recommended by Hayes and Cai (2007), I used a heteroskedasticity-consistent standard error estimator for the OLS regressions to prevent biased confidence intervals and mean-centered variables used as a component in interaction terms to avoid multi-collinearity (Cohen et al., 2003). The results are presented in Table 33 and Figure 14.

Table 33: Moderated Mediation Analysis of Influence of Quality Service (QS) on Students' Satisfaction (SAT) with MEP

| Variables | Path | B | SE | t-value | p-value | LLCI | ULCI |
|--|-----------------|-------|-----|---------|---------|-----------|------|
| First mediator variable model (Quality Teaching-QT) | | | | | | | |
| Constant | | .01 | .01 | .59 | .560 | -.02 | .04 |
| QS | a1 | .44 | .02 | 21.72* | .000 | .40 | .48 |
| QLE | a2 | .49 | .05 | 19.18* | .000 | .39 | .58 |
| QS*QLE | a3 | -.10 | .06 | -1.53 | .130 | -.22 | -.03 |
| | R | = .82 | | | F | = 358.91* | |
| | R ² | = .67 | | | df | = 3(525) | |
| Second mediator variable model (Quality Student Engagement-QSE) | | | | | | | |
| Constant | | .00 | .01 | .24 | .810 | -.02 | .03 |
| QS | d1 | .34 | .03 | 12.54* | .000 | .28 | .39 |
| QT | d2 | .48 | .04 | 11.59* | .000 | .40 | .57 |
| QLE | d3 | .43 | .05 | 10.79* | .000 | .36 | .55 |
| QS*QLE | d4 | .08 | .10 | .79 | .430 | -.12 | .28 |
| QT*QLE | d5 | -.12 | .12 | -1.06 | .290 | -.35 | .11 |
| | R | = .86 | | | F | = 302.79* | |
| | R ² | = .74 | | | df | = 5(523) | |
| Dependent variable model (Satisfaction Level -SAT) | | | | | | | |
| Constant | | 3.60 | .02 | 189.78* | .000 | 3.56 | 3.64 |
| QS | c1 ⁱ | .58 | .04 | 13.73* | .000 | .50 | .67 |
| QT | b1 | .37 | .07 | 5.58* | .000 | .24 | .50 |
| QSE | b3 | .14 | .06 | 2.34* | .020 | .02 | .26 |
| QLE | c2 ⁱ | .25 | .07 | 3.38* | .000 | .10 | .39 |
| QS*QLE | c3 ⁱ | -.36 | .15 | -2.36* | .020 | -.66 | -.06 |
| QT*QLE | b2 | .33 | .19 | 1.76 | .080 | -.04 | .70 |
| QSE*QLE | b4 | -.17 | .20 | -.85 | .400 | -.57 | .22 |

| | | | |
|---|--------|--------|---------------------|
| R | = .88 | F | = 266.38* |
| R ² | = .78 | df | = 7(521) |
| Conditional effects of focal predictor (QS->SAT) at values of moderator (QLE) | | | |
| Low QLE | .47 | .07 | 6.78* .000 .34 .61 |
| Avera. QLE | .58 | .04 | 13.73* .000 .50 .67 |
| High QLE | .69 | .06 | 12.53* .000 .58 .80 |
| Conditional effects of focal predictor (QT->SAT) at values of moderator (QLE) | | | |
| Low QLE | .27 | .09 | 2.95* .000 .09 .45 |
| Avera. QLE | .37 | .07 | 5.58* .000 .24 .50 |
| High QLE | .47 | .08 | 5.60* .000 .30 .63 |
| Conditional direct effects of QS on SAT at values of moderator (QLE) | | | |
| Low QLE | .47 | .07 | 6.78* .000 .34 .61 |
| Average QLE | .58 | .04 | 13.73* .000 .50 .67 |
| High QLE | .69 | .06 | 12.53* .000 .58 .80 |
| Conditional indirect effects of QS->QT->SAT at values of moderator (QLE) | | | |
| | Effect | BootSE | BootLLCI bootULCI |
| Low QLE | .13* | .06 | .02 .24 |
| Average QLE | .16* | .04 | .09 .24 |
| High QLE | .19* | .04 | .12 .29 |
| Conditional indirect effects of QS->QSE->SAT at values of moderator (QLE) | | | |
| | Effect | BootSE | BootLLCI bootULCI |
| Low QLE | .03 | .03 | -.02 .09 |
| Average QLE | .05* | .03 | .00 .10 |
| High QLE | .06 | .04 | -.01 .15 |
| Conditional indirect effects of QS->QT->QSE->SAT at values of moderator | | | |
| | Effect | BootSE | BootLLCI bootULCI |
| Low QLE | .02 | .01 | -.01 .04 |
| Average QLE | .03* | .02 | .00 .06 |
| High QLE | .05 | .03 | -.01 .11 |

Source: Field data, 2020 *Significant @ BootCI ($P < .05$)

Table 33 shows the results of the moderated mediation analysis between QS, SAT level, QSE, QT and QLE using model 92 of Hayes' PROCESS macro and Figure 14 shows the diagrammatical presentation of statistical model. In Table 33, the first mediator variable (QT) model had a multiple correlation co-efficient of .82 between the variables. The correlation coefficient value ($R = .82$) indicated a positive and strong relationship between the variables in the first mediator variable model. The overall model was

statistically significant, $F(3, 525) = 358.91, p < .001, R^2 = .67$, accounting for 67% of the overall variance in QT scores.

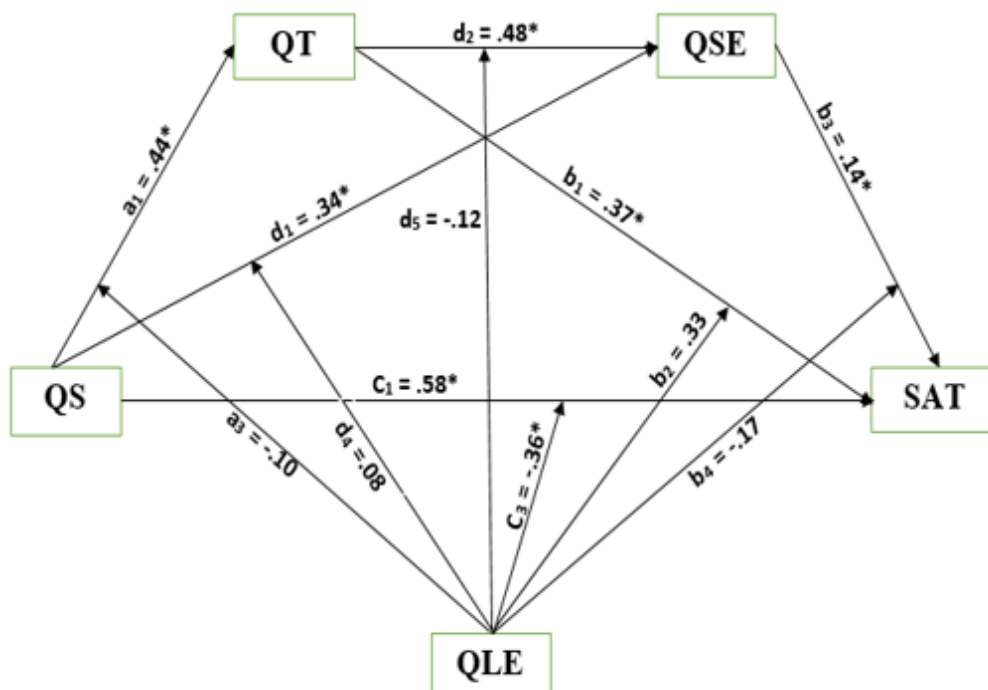


Figure 14: Statistical model results using model 92 of PROCESS Macro

In the first mediator variable model (QT), QS had statistically significant effect on QT [$b = .44, SE = .02, t(525) = 21.72, 95\% CI (.40, .48), p < .001$]. This means that QS had a positive and significant influence on QT. Consequently, for every one unit increase in provision of QS, QT would positively increase by 44%. Apparently, in any HEI, where there is provision of QS, it could affect the overall university climate which in turn could positively affect the QT delivery. This in the long-run would affect student total experience, satisfaction, retention and academic performance in the university.

Similarly, QLE had statistically significant effect on QT [$b = .49, SE = .05, t(525) = 10.18, 95\% CI (.39, .58), p < .001$]. This means that QLE had a positive and significant influence on QT. This explains that QLE is a significant moderator affecting QT, suggesting that there was moderation effect. Accordingly, for every one unit increase in provision of QLE, QT would

positively increase by 49%. These results clearly imply that when there is provision of QLE in the programme, it could positively affect the overall university climate on how to provide service quality which in turn could affect the QT. This could affect student total experience, satisfaction, retention and academic performance in the university. The findings of the current research provided support to the results by prior studies that there was positive and significant relationship between QLE and QT (e.g., Dorman, 2014). The evidence given by these scholars others indicated that the learning opportunities and climate created the university and faculty members affect the quality of instructional process. Nonetheless, the conditional interaction effect between QS and QLE (QS*QLE) on QT was not statistically significant [$b = -.10$, $SE = .06$, $t(525) = -1.53$, 95% $CI (-.22, .04)$, $p = .130$], demonstrating that QLE does not moderate the effect of QS on QT. This explains that QLE is not a significant moderating variable affecting the direction and intensity of the relation between QS and QT (Preacher et al., 2007; Hayes & Montoya, 2017; Hayes, 2018).

In Table 33, the multiple correlation coefficient of the second mediator variable model (QSE) was .86. The correlation coefficient value ($R = .86$) indicated a positive and strong relationship between the variables in the second mediator variable model. The overall model was statistically significant, $F(5, 523) = 302.79$, $p < .001$, $R^2 = .74$, explaining 74% of the overall variance in QSE scores. QS had statistically significant effect on QSE [$b = .34$, $SE = .03$, $t(523) = 12.54$, 95% $CI (.28, .39)$, $p < .001$]. This means that QS had a positive and significant influence on QSE suggesting that for every one unit increase in provision of QS, QSE would positively increase by 34%. The outcomes of current examination agreed with the results of previous studies that QS as

measured by SERVQUAL or SERPERF influence engagement of students (e.g., Pearce, 2008; Day & Nolde, 2009; Dixson, 2010; Gruppetta & Mason, 2011; Brown Jr, 2014; Dassanayake, & Senevirathne, 2018; Dužević, 2020). Dužević (2020) established that institutional climate measured by SERVQUAL has a positive influence on student engagement. According to Dixson (2010, 2012), students revealed that QS in terms of effective communication made them feel engaged in academic activities. Extant researchers indicated that QS in terms of faculty “values of empathy”, “genuineness”, “availability”, “prompt and timely responses”, and “high regard for students” increase the learners’ engagement such as diversity of interactions (Motschnig-Pitrik, 2005; Rogers et al., 2014; Brooks & Young, 2015; Bockmier-Sommers et al., 2017). As per Klemenčič (2015), quality educational service can render most rewarding academic engagement and learning experiences among students. The validation presented by these researchers submitted that the quality of services (QS) provided by the university and faculty influence the engagement of the students.

In the model, there was a statistically significant positive relationship between QT and QSE [$b = .48$, $SE = .04$, $t(523) = 11.59$, $95\% CI (.40, .57)$, $p < .001$]. This means that QT would contribute 48% to QSE in the programme for every unit increase in the provision of QT. The findings of the current investigation support the observations of previous scholars that teaching quality as measured by CEQ predict the engagement of the students in terms of learning strategies and approaches to learning (e.g., Ramsden, 1991; Wilson et al., 1997; Lizzio et al., 2002; Dixson, 2010; Jenkins, 2010; Nkhoma et al., 2014; Klemenčič, 2015; Sun & Richardson, 2016; Yin & Ke, 2017; van de Grift et al., 2017; Joyce, et al., 2018; Miller, 2018; Yin et al., 2018; Haghgoo et al., 2019;

Mohi-ud-Din et al., 2019). Jenkins (2010) in USA found that QT in terms of assessment practices and teaching strategies had a positive relationship with student engagement. QT performance drivers such as effective instructional communication, course management system features, classroom management, teaching strategies, and course facilitation strategies can provide maximum satisfying learning behavioural outcomes like engagement, motivation and experiences (e.g., Dixson, 2010, 2012; Nkhoma et al., 2014; Klemenčič, 2015; Bockmier-Sommers et al., 2017; van de Grift et al., 2017). Conversely, several researchers have found that poor teaching performance drivers such as inappropriate assessment and workoaded are positively related to the low engagement of student in terms of adopting surface approach to learning (e.g., Ramsden, 1991; Wilson et al., 1997; Kreber, 2003; Richardson, 2005; Diseth et al., 2006). The affirmation presented by these scholars and others indicated that the QT delivered by the educators and university impact the engagement of the learners.

Also, in the model, QLE had statistical significant positive influence on QSE [$b = .43$, $SE = .05$, $t(523) = 10.79$, 95% $CI (.36, .55)$, $p < .001$]. This explains that QLE is a significant moderator affecting QSE, suggesting that there was moderation effect (Preacher et al., 2007; Hayes & Montoya, 2017; Hayes, 2018). This suggests that QLE is a significant predictor of QSE indicating that for every one unit increase in provision of QLE, QSE would positively increase by 43%. These results clearly imply that when there is provision of QLE in the programme, it could positively affect the overall university climate on how to provide service quality which in turn could affect the QSE through QT delivery. This could affect student total experience,

satisfaction, retention and academic performance in the university. Considerable research established that the atmosphere and milieu created by the school and the learning opportunities designed and fashioned by the teachers in the classroom significantly determined the levels of engagement among students in HE (e.g., Boaler & Staples, 2008; Kelly & Turner, 2009; Nasir et al., 2011). The findings of the current research substantiate the outcomes of former studies that QLE significantly and positively influence QSE (e.g., Dixson, 2010; Popkess, 2010; Opdenakker, & Minnaert, 2011; Delialiolu, 2012; Richardson et al., 2012; Klemenčič, 2015; Hopper, 2016; Belaineh, 2017; Hopper, & Kaiser, 2018a). The verification presented by these investigators showed that the learning opportunities and environment produced by the teacher and school influence the engagement of the students. Contrariwise, the discoveries of the current examination have diverse standpoint on the results of Tedesco-Schneck (2016) that there was no statistically significant relationship QLE and reported classroom engagement/participation. The dissimilarities in the outcomes could be ascribed to soundness and consistency of research methodology, analytical techniques, population and sample features, discipline (programme), socio-cultural context inequality, respondents' beliefs, personal values, social perspectives, interpretation and understanding of measurement items, time of data collection, educational sector policies etc.

However, the conditional interaction between QS and QLE ($QS*QLE$) on QSE was not statistically significant [$b = .08$, $SE = .10$, $t(523) = .79$, 95% CI (-.12, .28), $p = .430$], representing that the relationship between QS and QSE is not statistically moderated by QLE. Additionally, the relationship between QT and QSE was not statistically significant moderated by QLE [$b = -.12$, $SE = .12$,

$t(523) = -1.06, 95\% CI (-.35, .11), p = .290]$. These results infer that QLE is not a significant moderating variable affecting the direction and intensity of the relation between QS and QSE (Preacher et al., 2007; Hayes & Montoya, 2017; Hayes, 2018).

In Table 33, the outcome variable model (SAT) reveals that the multiple correlation co-efficient between the variables was .88. This value ($R = .88$) indicated a positive and strong relationship between the variables in outcome variable model. The overall model was statistically significant, $F(7, 521) = 266.38, p < .001, R^2 = .78$, explaining 78% of the overall variance in SAT level of students ($R^2 = .77$). QS had statistically significant positive conditional direct effect on students' SAT with the programme [$b = .58, SE = .04, t(521) = 13.73, 95\% CI (.50, .67), p < .001]$. Thus, QS is a significant predictor of students' SAT as moderated by QT and QSE. This means that for every unit increase in the provision of QS in the programme, students' SAT with the programme would positively increase by 58%. The implication of this result is that, in any HEI, when there is a provision of QS, it could positively affect the QT and QSE in the university as well the QLE. The effect of this could positively influence the students' level of SAT with the university experience which in the long-run could affect student total experience, retention and academic performance in the university. The outcomes of the current study confirmed the results of prior studies that QS significantly influence the level of satisfaction among students (e.g., Banahene et al., 2018; Bosu et al., 2018b; Arrivabene et al., 2019; Bakrie et al., 2019; Mastoi et al., 2019; Masserini et al., 2019; Suyanto et al., 2019; Andoh et al., 2020; Anggraini, 2020; Suprianto et al., 2020). These studies found that QS as measured by SERVQUAL or SERVPERF, institutional

reputation and image positively and significantly predict satisfaction among students in HE. The affirmation given by these scholars and others specified that the QS provided by the educator and the University affect students' SAT in the programme.

In the outcome model (SAT), both QT [$b = .37, SE = .07, t(521) = 5.58, 95\% CI (.24, .50), p < .001$] and QSE [$b = .14, SE = .06, t(521) = 2.24, 95\% CI (.02, .26), p = .020$] had statistically significant conditional direct effect on students' SAT level with the programme. These results mean that both QT and QSE have a positive and significant effects on students' SAT, suggesting that for every one unit increase in the provision of QT and QSE, students' SAT level with the programme would positively increase by 37% and 14% respectively. As a result, there is a mediation effects, suggesting that both QT and QSE are significant mechanisms linking QS and level of SAT among students (Preacher et al., 2007; Hayes & Montoya, 2017; Hayes, 2018). The implication of this result is that the level of students' SAT with any programme in HE is highly contingent on the QT and QSE that the student experience. Thus, the QT and QSE could positively enhance student SAT when there is positive learning environment and QS. This in the long-run could affect student total experience, retention and academic performance in the university. The discoveries of the current investigation validate the results of previous researchers that QT as measured by CEQ and others indicators in terms of teachers' subject matter knowledge, teaching style and ability course material and organisation, influence the level of SAT among students (e.g., Elliot, 2002; Bigne et al., 2003; Navarro et al., 2005; Douglas et al., 2006; Ginns et al., 2007; Richardson et al., 2007; Spooren et al., 2007; Letcher & Neves, 2010; Malouff et al., 2010; Grace

et al., 2012; Larkin & Richardson, 2013; Yin & Wang, 2015; Asonitou et al., 2018, 2019; Masserini et al., 2019; Thien & Jamil, 2020). Substantial research also established that students' SAT with academic programme is contingent on the level of engagement in academic activities (e.g., Elliot, 2002; Umbach & Porter, 2002; Zhao & Kuh, 2004; Bangert, 2006; Billups, 2008; Newswander & Borrego, 2009; Dixson, 2012; Richardson et al., 2012; Strayhorn, 2012; Seng, & Ling, 2013; Yao, 2015; Fleming et al., 2017; Navarro et al., 2019; Assunção et al., 2020; Satuti et al., 2020). These studies discovered that students who are more engaged in terms of student-faculty communication, amount of time on task, sense of belonging, social support, a feeling of connectedness etc are more satisfied with HEI's service. The proof given by these analysts and others showed that the QT and QSE created by the instructor and school impact the fulfilment and satisfaction of the students.

In the model, the direct effect of QLE on students' SAT with the programme was positive and statistically significant [$b = .25$, $SE = .07$, $t(521) = 3.38$, 95% $CI (.10, .29)$, $p < .001$]. This result means that for every one unit increase in provision of QLE, the level of students' SAT with the programme would positively increase by only 25%. In view of that, QLE is regarded as a significant moderating variable that could predict the level of students' SAT with the programme (Preacher et al., 2007; Hayes & Montoya, 2017; Hayes, 2018). Also, there was statistically significant conditional interaction effect between QS*QLE [$b = -.36$, $SE = .15$, $t(521) = -2.36$, 95% $CI (-.66, -.06)$, $p = .020$] on the level of students' SAT with the programme. The findings of the present inquiry are in agreement with the outcomes of the earlier investigators that QLE in terms of the physical and psychosocial classroom environment

quality as measured by CUCEI or WIHIC influence students' SAT with the academic programme (e.g., Elliot, 2002; Majeed et al., 2002; Bangert, 2006; Billups, 2008; Strayhorn, 2012; Lemley et al., 2014; Yao, 2015; Fleming et al., 2017; Mastoi et al., 2019; Thygesen et al., 2020). The verification presented by these scholars signposted that the learning opportunities and environment designed by the faculty members and the management of the University highly affect the level of SAT among the students in the MEP.

Contrariwise, there was no statistically significant conditional interaction effect between QT*QLE [$b = .33, SE = .19, t(521) = 1.76, 95\% CI (-.04, .70), p = .080$], QSE*QLE [$b = -.17, SE = .20, t(521) = -.85, 95\% CI (-.57, .22), p = .400$] on the level of students' SAT in the programme. These results further indicate that the interaction effects were negative (QS*QLE and QSE*QLE) except for the interaction effect between QT and QLE (QT*QLE). Thus, QLE had both positive and negative conditional effects. The implication of this result is that poor provision of learning environment could negatively affect the services being offered by the university which in turn could affect the QT and QSE in the programme. It was, therefore, concluded that QLE is significant moderator, influencing the direction and intensity of the relation between QS, QSE, QT and the level of students' SAT (Preacher et al., 2007; Hayes & Montoya, 2017; Hayes, 2018).

In Table 33, the simple slopes revealed that there was statistically significant conditional effect of focal predictors (QS and QT) on the level of SAT among students at different values of QLE as the moderator. At a low moderation of QLE (-1 SD), the effect of QS [$b = .47, SE = .07, t(521) = 6.78, 95\% CI (.34, .61), p < .001$] and QT [$b = .27, SE = .09, t(521) = 2.95, 95\% CI$

(.09, .45), $p < .001$] on SAT among the students was positive and statistically significant. These results suggest that QS and QT would positively and significantly increase SAT by 47% and 27% respectively if poor learning environment is provided in the programme. At an average moderation of QLE (*Mean*), the effect of QS [$b = .58, SE = .04, t(521) = 13.73, 95\% CI (.50, .67), p < .001$] and QT [$b = .37, SE = .07, t(521) = 5.58, 95\% CI (.24, .50), p < .001$] on SAT was positive and statistically significant. This means that QS and QT would significantly and positively contribute 58% and 37% to students' SAT with the programme respectively if a moderate (average) QLE is provided in the programme. Also, at a high moderation of QLE (+1 *SD*), QS [$b = .69, SE = .06, t(521) = 12.53, 95\% CI (.58, .80), p < .001$] and QT [$b = .47, SE = .08, t(521) = 5.60, 95\% CI (.30, .63), p < .001$] was significant positive predictor of students' SAT with the programme. This means that QS and QT would significantly and positively contribute 69% and 47% to students' level of SAT with the programme respectively. Additionally, for the conditional effects of QS and QT on students' SAT, the simple slopes are high positive when QLE in the programme moves from low (poor) to high (excellent) service. This implies that when there is a change (from poor to excellent) in the learning environment provided by the University, the QS would influence the level of SAT among the students positively through QT.

In Table 33, the results of simple slopes indicated that there was statistically significant conditional direct effect of QS on the level of students' SAT at different values of QLE as the moderator. The conditional direct effects of QS on students' level of SAT with the programme was positive and statistically significant at a low moderation of QLE (-1 *SD*) [$b = .47, SE = .07,$

$t(521) = 6.78, 95\% CI (.34, .61), p < .001$], at an average moderation of QLE (*Mean*) [$b = .58, SE = .04, t(521) = 13.73, 95\% CI (.50, .67), p < .001$] and at a high moderation of QLE (+1 *SD*) [$b = .69, SE = .06, t(521) = 12.53, 95\% CI (.58, .80), p < .001$]. These results deduce that at a low, an average and a high moderation of QLE, QS would positively directly contribute 47%, 58% and 69% to the level of SAT among students respectively. The slopes are more positive when QLE in the programme moves from low (poor) to high (excellent) service. This means that when there is a change in the provision of QLE by the University, the QS would influence students' SAT either positively or negatively.

As shown in Table 33, the conditional indirect effect of QS on the level of students' SAT through QT (QS->QT->SAT), QSE (QS->QSE->SAT) and QT and QSE and QT (QS->QT->QSE->SAT) at different values of QLE as a moderating variable, suggests that all the three indirect effects (low, average and high QLE) were positive and statistically significant. For example, the conditional indirect effect of QS on SAT through QT (QS->QT->SAT) was positive and statistically significant at a low moderation of QLE (-1 *SD*) [$IE = .13, BSE = .06, BCI (.02, .24)$], at an average moderation of QLE (*Mean*) [$IE = .16, BSE = .04, BCI (.09, .24)$] and at a high moderation of QLE (+1 *SD*) [$IE = .19, BSE = .04, BCI (.12, .29)$]. These results conjecture that at a low, an average and a high moderation of QLE, QS would significantly and indirectly contribute 13%, 16% and 19% to students' SAT through only QT. Also, there was statistically significant conditional indirect effect of QS on students' SAT at an average moderation of QLE (*Mean*) via QSE (QS->QSE->SAT) [$IE = .05, BSE = .03, BCI (.00, .10)$] and QT and QSE (QS->QT->QSE->SAT) [$IE = .03,$

$BSE = .02, BCI (.00, .06)$]. These results also imply that QS would significantly contribute 5% and 3% indirectly to the level of SAT among the students at an average moderation of QLE. The slopes are more positive when QLE moves from low (poor) to high (excellent). These levels of moderation of QLE were statistically significant as the null of zero (0) does not fall between the lower and upper limit of the 95% confidence intervals for each effect. It was concluded that QT and QSE are significant mediators that elucidate the process by which QS and SAT are related. Also, QLE serves as a significant moderating variable that affect the strength and direction of the relationship between QS and SAT. Subsequently, I rejected the null hypothesis which stated that there is no statistically significant conditional direct and indirect influence of perceived QS on perceived SAT through perceived QT and QSE as moderated by perceived QLE in the MEP.

Research Hypothesis Four: There is no statistically significant conditional direct and indirect influence of QT on SCA through QSE as moderated by QS and QLE in the MEP in HE.

The main objective of this research hypothesis was to examine whether the effect of QT on SCA through QSE would be moderated by the QS and QLE provided in the programme. The data was analysed using hierarchical multiple regression analyses via moderation mediation model 73 of Hayes' PROCESS Macro version 3.3 (Hayes, 2018). I entered SCA as a dependent continuous variable (Y), QT as an independent continuous variable (X), QSE as the continuous mediating variable (M), QLE as the first continuous moderating variable (W) and QS as the second continuous moderating variable (Z). To ensure better estimates of the parameters, the analysis was performed using

10,000 bootstrap samples with 95% bias-corrected confidence intervals (Streukens & Leroi-Werelds, 2016; Hair et al., 2017, Hayes, 2018). As recommended by Hayes and Cai (2007), I used a heteroskedasticity-consistent standard error estimator for the OLS regressions to prevent biased confidence intervals and mean-centered variables used as a component in interaction terms to avoid multi-collinearity (Cohen et al., 2003). The results are presented in Table 34 and Figure 15.

Table 34: Moderated Mediation Analysis of Influence of Quality Teaching (QT) on Students' Competence Acquisition (SCA)

| Variables | Path | B | SE | t-value | p-value | LLCI | ULCI |
|--|----------------|------|-----|---------|---------|-----------|------|
| Mediator variable model (Quality Student Engagement-QSE) | | | | | | | |
| Constant | | .02 | .01 | 1.24* | .220 | -.02 | .05 |
| QT | a1 | .46 | .04 | 10.77* | .000 | .38 | .55 |
| QLE | a2 | .50 | .05 | 9.85* | .000 | .40 | .60 |
| QS | a3 | .33 | .03 | 11.98* | .000 | .27 | .38 |
| QT*QLE | a4 | -.09 | .12 | -.72 | .470 | -.32 | .15 |
| QT*QS | a5 | -.08 | .03 | -3.16* | .000 | -.14 | -.03 |
| QLE*QS | a6 | .16 | .10 | 1.55 | .120 | -.04 | .37 |
| QT*QLE*QS | a7 | -.05 | .08 | -.63 | .530 | -.21 | .11 |
| | R | =.87 | | | F | = 221.31* | |
| | R ² | =.75 | | | df | = 7(521) | |
| Dependent variable model (Student Competence Acquisition-SCA) | | | | | | | |
| Constant | | 4.00 | .02 | 201.08* | .000 | 3.96 | 4.04 |
| QT | c1 | .38 | .07 | 5.56* | .000 | .25 | .52 |
| QSE | b1 | .38 | .07 | 5.80* | .000 | .25 | .51 |
| QLE | c2 | .43 | .08 | .39 | .700 | -.12 | .18 |
| QS | c3 | .26 | .04 | 6.13* | .000 | .18 | .35 |
| QT*QLE | c4 | .23 | .21 | 1.09 | .280 | -.19 | .65 |
| QSE*QLE | b2 | -.37 | .24 | -1.53 | .130 | -.85 | .11 |
| QT*QS | c5 | .01 | .10 | .10 | .920 | -.19 | .21 |
| QSE*QS | b3 | -.25 | .09 | -2.79* | .010 | -.43 | -.08 |
| QLE*QS | c6 | .13 | .16 | .82 | .410 | -.18 | .44 |
| QT*QLE*QS | c7 | -.88 | .26 | -3.41* | .000 | -1.39 | -.37 |
| QSE*QLE*QS | b4 | .79 | .32 | 2.46* | .000 | .16 | 1.42 |
| | R | =.88 | | | F | = 153.92* | |
| | R ² | =.77 | | | df | = 11(517) | |
| Test of conditional QT*QLE interaction at value(s) of QS | | | | | | | |
| | Effect | F | df1 | df2 | P | | |

| | | | | | | |
|--|-----|--------|--------|----------|----------|------|
| Low QS | | -.45 | 2.87 | 1 | 517 | .090 |
| Average QS | | .23 | 1.18 | 1 | 517 | .280 |
| High QS | | .91 | 8.41* | 1 | 517 | .000 |
| Conditional effects of QT (focal) at values of the moderators (QLE/QS) | | | | | | |
| L-QLE/L-QS | .10 | .11 | .88 | .380 | -.12 | .31 |
| L-QLE/A-QS | .31 | .10 | 3.20* | .000 | .12 | .51 |
| L-QLE/H-QS | .53 | .15 | 3.56* | .000 | .24 | .82 |
| A-QLE/L-QS | .38 | .11 | 3.53* | .000 | .17 | .58 |
| A-QLE/A-QS | .38 | .07 | 5.56* | .000 | .25 | .52 |
| A-QLE/H-QS | .39 | .11 | 3.72* | .000 | .18 | .60 |
| H-QLE/L-QS | .25 | .12 | 2.19* | .030 | .03 | .48 |
| H-QLE/A-QS | .45 | .09 | 4.98* | .000 | .27 | .63 |
| H-QLE/H-QS | .65 | .17 | 3.83* | .000 | .32 | .99 |
| Test of conditional QSE*QLE interaction at value(s) of QS | | | | | | |
| Low QS | | -.24 | .87 | 1 | 517 | .350 |
| Average QS | | -.37 | 2.34 | 1 | 517 | .130 |
| High QS | | .98 | 5.47* | 1 | 517 | .020 |
| Conditional effects of QSE (focal) at values of the moderators (QS/QLE) | | | | | | |
| L-QLE/L-QS | .88 | .11 | 8.16* | .000 | .67 | 1.09 |
| L-QLE/A-QS | .50 | .09 | 5.33* | .000 | .31 | .68 |
| L-QLE/H-QS | .12 | .13 | .89 | .370 | -.14 | .37 |
| A-QLE/L-QS | .58 | .10 | 5.61* | .000 | .38 | .78 |
| A-QLE/A-QS | .38 | .07 | 5.80* | .000 | .25 | .51 |
| A-QLE/H-QS | .19 | .09 | 2.12* | .030 | .01 | .36 |
| H-QLE/L-QS | .28 | .21 | 1.35 | .180 | -.13 | .69 |
| H-QLE/A-QS | .27 | .11 | 2.57* | .010 | .06 | .48 |
| H-QLE/H-QS | .26 | .11 | 2.46* | .010 | .05 | .47 |
| Conditional direct effects of QT on ACA at values of moderators (QS/QLE) | | | | | | |
| L-QLE/L-QS | .10 | .11 | .88 | .380 | -.12 | .31 |
| L-QLE/A-QS | .31 | .10 | 3.20* | .000 | .12 | .51 |
| L-QLE/H-QS | .53 | .15 | 3.56* | .000 | .24 | .82 |
| A-QLE/L-QS | .38 | .11 | 3.53* | .000 | .17 | .58 |
| A-QLE/A-QS | .38 | .07 | 5.56* | .000 | .25 | .52 |
| A-QLE/H-QS | .39 | .11 | 3.72* | .000 | .18 | .60 |
| H-QLE/L-QS | .25 | .12 | 2.19* | .030 | .03 | .48 |
| H-QLE/A-QS | .45 | .09 | 4.98* | .000 | .27 | .63 |
| H-QLE/H-QS | .65 | .17 | 3.83* | .000 | .32 | .99 |
| Conditional indirect effects of QT->QSE->SCA at values of moderator | | | | | | |
| | | Effect | BootSE | BootLLCI | bootULCI | |
| Low QLE/Low QS | | .05 | .07 | -.08 | .21 | |
| Low QLE/Average QS | | .09 | .04* | .02 | .19 | |
| Low QLE/High QS | | .24 | .07* | .12 | .40 | |
| Average QLE/Low QS | | .08 | .05 | -.01 | .17 | |

| | | | | |
|------------------------|-----|------|------|-----|
| Average QLE/Average QS | .18 | .04* | .10 | .27 |
| Average QLE/High QS | .31 | .07* | .17 | .45 |
| High QLE/Low QS | .12 | .05* | .02 | .22 |
| High QLE/Average QS | .14 | .11 | -.08 | .37 |
| High QLE/High QS | .48 | .11* | .28 | .72 |

Source: Field data, 2020

*Significant @ BootCI ($P < .05$)

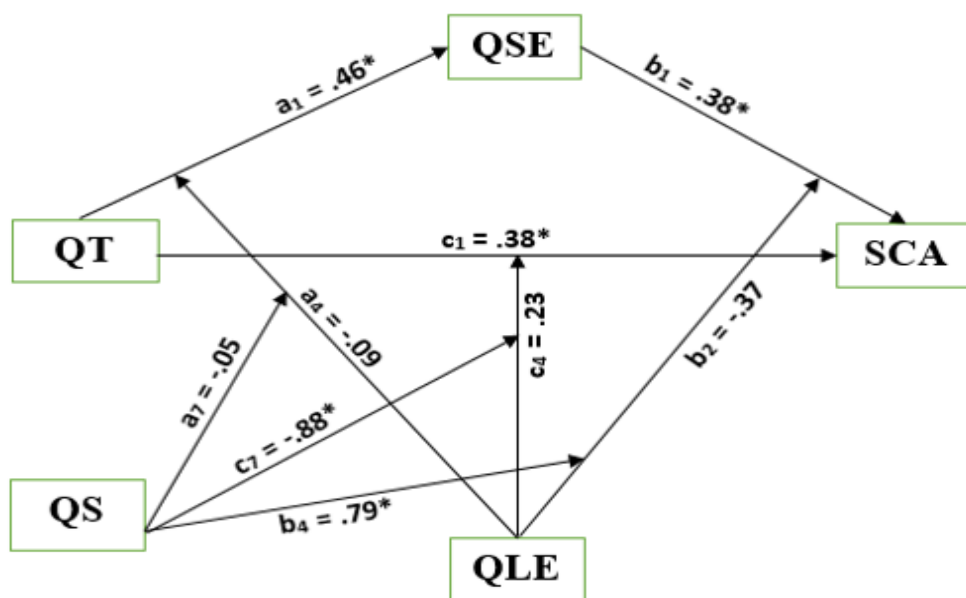


Figure 15: Statistical model results using model 73 of PROCESS Macro

Table 34 shows the results of the moderated mediation analysis between QT and SCA through QSE as moderated by QLE and QS using model 73 of Hayes' PROCESS macro and Figure 15 shows the diagrammatical presentation of statistical model. In Table 34, the mediator variable model (QSE) had a multiple correlation co-efficient of .87 between the variables. The correlation coefficient value ($R = .87$) indicated a positive and strong relationship between the variables in the mediator variable model. The overall model was statistically significant, $F(7, 521) = 221.31, p < .001, R^2 = .75$, explaining 75% of the overall variance in QSE scores. In the mediator variable model (QSE), QT was significant positive predictor of QSE [$b = .46, SE = .04, t(521) = 10.77, 95\% CI (.38, .55), p < .001$]. This means that QT would contribute 46% to QSE in the

programme for every unit increase in the provision of QT. Thus, the quality and the nature of teaching that the University would provide could tell the kind of engagement the students are going to experience. The findings of the present examination agreed with the results of previous scholars that QT as measured by CEQ influence the engagement of the students in terms of “collaborative learning”, “faculty-student interactions”, “learning strategies” and “approaches to learning” (e.g., Ramsden, 1991; Wilson et al., 1997; Lizzio et al., 2002; Dixson, 2010; Jenkins, 2010; Nkhoma et al., 2014; Klemenčič, 2015; Sun & Richardson, 2016; Yin & Ke, 2017; van de Grift et al., 2017; Joyce, et al., 2018; Miller, 2018; Yin et al., 2018; Haghgoo et al., 2019; Mohi-ud-Din et al., 2019). Jenkins (2010) revealed that QT had a positive relationship with QSE. QT performance indicators such as course facilitation strategies, course management system features, effective instructional communication, teaching strategies, and classroom management can offer utmost worthwhile learning engagement, motivation and experiences (e.g., Dixson, 2010, 2012; Nkhoma et al., 2014; Klemenčič, 2015; Bockmier-Sommers et al., 2017; van de Grift et al., 2017). In support of these evidence, extant investigators have found that poor teaching performance indicators such as excessive and unnecessary workload and assessment have positively link with low engagement of student in terms of adopting surface approach to learning (e.g., Ramsden, 1991; Wilson et al., 1997; Kreber, 2003; Richardson, 2005; Diseth et al., 2006). The proof offered by these authors indicated that the QT provided by the university management and faculty significantly predict the engagement of the learners.

Also, QLE had statistically significant effect on QSE [$b = .50$, $SE = .05$, $t(521) = 9.85$, 95% $CI (.40, .60)$, $p < .001$]. This means that QLE had a positive

and significant influence on QSE. This explains that QLE is a significant moderator affecting QSE, suggesting that there was moderation effect. Subsequently, for every one unit increase in provision of QLE, QSE would positively increase by 50%. These results obviously suggest that when there is a provision of QLE in HEI, it could positively affect the overall university climate which in turn could affect the QT and the extent of student engagement in the programme. This could affect student total experience, satisfaction, retention and academic performance in the university. Extensive studies discovered that the learning climate and milieu provided by the university and the learning opportunities created by the faculty in the classroom significantly influenced the levels of learners' engagement in HE (e.g., Boaler & Staples, 2008; Kelly & Turner, 2009; Nasir et al., 2011). The discoveries of the existing study authenticate the outcomes of past scholars that QLE positively affect QSE in HE (e.g., Dixson, 2010; Popkess, 2010; Opdenakker, & Minnaert, 2011; Delialiolu, 2012; Richardson et al., 2012; Klemenčič, 2015; Hopper, 2016; Belaineh, 2017; Hopper, & Kaiser, 2018a). Inversely, the findings of the existing examination disagreed with the results of Tedesco-Schneck (2016) that there was no statistically significant relationship QLE and reported classroom engagement/participation of learners. The dissimilarities in the outcomes could be ascribed to soundness and consistency of research methodology, analytical techniques, population and sample features, discipline (programme), socio-cultural context inequality, respondents' beliefs, personal values, social perspectives, interpretation and understanding of measurement items, time of data collection and educational sector policies. The authentication given by these investigators exhibited that the learning opportunities and environment

created by the faculty members and the university management significantly influence the engagement of the students.

In the mediator variable model (QSE), QS had statistically significant effect on QSE [$b = .33$, $SE = .03$, $t(521) = 11.98$, 95% $CI (.27, .38)$, $p < .001$]. This means that QS had a positive and significant influence on QSE. Accordingly, QS is a significant moderator affecting QSE, suggesting that there was moderation effect. Consequently, for every one unit increase in provision of QS, QSE would positively increase by 33%. In HE sector, the quality of service provided by the institutions could determine the level of QT and how it would subsequently influence student engagement in the programme and vice versa. The outcomes of current examination agreed with the results of previous studies that QS as measured by SERVQUAL or SERPERF influence engagement of students (e.g., Pearce, 2008; Day & Nolde, 2009; Dixson, 2010; Gruppetta & Mason, 2011; Brown Jr, 2014; Dassanayake, & Senevirathne, 2018; Dužević, 2020). Dužević (2020) established that institutional climate measured by SERVQUAL has a positive influence on student engagement. According to Dixson (2010, 2012), students revealed that QS in terms of effective communication made them feel engaged in academic activities. Extant researchers indicated that QS in terms of faculty “values of empathy”, “genuineness”, “availability”, “prompt and timely responses”, and “high regard for students” increase the learners’ engagement such as diversity of interactions (Motschnig-Pitrik, 2005; Rogers et al., 2014; Brooks & Young, 2015; Bockmier-Sommers et al., 2017). As per Klemenčič (2015), quality educational service can render most rewarding academic engagement and learning experiences among students. The validation presented by these researchers

submitted that the quality of services (QS) provided by the university and faculty influence the engagement of the students.

Additionally, in the mediator variable model (QSE), there was statistically significant but negative interaction effect between QT and QS (QT*QS) on QSE [$b = -.08, SE = .03, t(521) = -3.16, 95\% CI (-.14, -.03), p < .001$] indicating that QS moderates the effect of QT on QSE. This explains that QS is a significant moderating variable affecting the direction and intensity of the relation between QT and QSE (Preacher et al., 2007; Hayes & Montoya, 2017; Hayes, 2018). However, the interaction effect between QT and QLE (QT*QLE) [$b = -.09, SE = .12, t(521) = -.72, 95\% CI (-.32, .15), p = .470$], QLE and QS (QLE*QS) [$b = .16, SE = .10, t(521) = 1.55, 95\% CI (-.04, .37), p = .120$] and QT, QLE and QS (QT*QLE*QS) [$b = -.05, SE = .08, t(521) = -.63, 95\% CI (-.21, .11), p = .530$] on QSE were not statistically significant. This implies the both QLE and QS are not significant moderating variables affecting the direction and intensity of the relation between QT and QSE (Preacher et al., 2007; Hayes & Montoya, 2017; Hayes, 2018).

In Table 34, the outcome variable model (SCA) reveals that the multiple correlation co-efficient between the variables was .88. This value ($R = .88$) indicated a positive and strong relationship between the variables in outcome variable model. The overall model was statistically significant, $F(11, 517) = 153.92, p < .001, R^2 = .77$, explaining 77% of the overall variance in SCA score. In the model, QT had statistically significant conditional direct effect on SCA in the programme [$b = .38, SE = .07, t(517) = 5.65, 95\% CI (.25, .52), p < .001$]. This means that for every unit increase in the provision of QT, SCA in the programme would positively increase by 42%. The implication of this result is

that QT is a significant predictor of SCA in the programme. Accordingly, when QT is provided by the university, it could positively affect the SCA via the engagement experienced by the students in the programme. However, the direction and the intensity of the effect of QT on SCA would also be permeated by the QLE and the QS that would be provided by the University. This suggests that QT cannot alone influence the competences to be acquired by the students in the programme if there is no provision of QLE and QS to enhance effective instructional intercourse. This could also affect the total experience or satisfaction and retention level of the student as well as their overall academic performance. The discoveries of the current examination are in agreement with the results of past scholars that QT performance indicators involving “appropriate assessment practices”, “collaboration and interaction”, “curriculum-embedded”, “innovation pedagogical practices”, “instructional facilities” and “resources” significantly influence students’ skills development and acquisition in HE (e.g., Lecky & Neill, 2001; e.g., Scardamalia & Beretier, 2002; Bath et al., 2004; Hmelo-Silver, 2004; Kember & Leung, 2005; Greeno, 2006; Ballantine & MCourt-Larres, 2007; Kember et al., 2007; Williams, 2008; Kember, 2009; Henrico, 2012; O’Driscoll, 2012; Vila et al., 2012; Hadiyanto, & Ibrahim, 2013; Chang, 2014; Kivunja, 2014; Hadiyanto, & Suratno, 2015; Mader, 2015; Quintana et al., 2016; Rossano et al., 2016; Tynjälä et al., 2016; Keinänen & Oksanen, 2017; Keinänen & Butter, 2018; Keinänen, & Kairisto-Mertanen, 2019; Virtanen & Tynjälä, 2019). Furthermore, authors have revealed that an innovative curriculum improves students’ skills development (Bath et al., 2004; Hu et al., 2016). The affirmation presented by these intellectuals and others indicated that the QT provided by the HEIs impact the

competences acquisition of the learners. From these results, it is clear that in order to equip students with 21st century employability skills, HEIs have to create different pedagogical strategies and practices to foster QT that would allow the use of theory to practice and innovation activities.

In the outcome model (SCA), QSE [$b = .38, SE = .07, t(517) = 5.50, 95\% CI (.25, .51), p < .001$] and QS [$b = .26, SE = .04, t(517) = 6.13, 95\% CI (.18, .35), p < .001$] had statistically significant positive conditional direct effect on SCA in the the programme. This means that both QSE and QS had a positive and significant effect on SCA, suggesting that for every one unit increase in provision QSE and QS, SCA in the programme would positively increase by 38% and 26% respectively. The implication of these results is that there is mediation and moderation effect from QSE and QS respectively, signifying that QSE is a significant mechanism linking QT and SCA as moderated by QS and QLE (Preacher et al., 2007; Hayes & Montoya, 2017; Hayes, 2018). Also, provision of QS could positively affect the QT and QSE in the programme. This could positively influence the level of satisfaction among the students with the university experience which in the long-run could affect student total experience, retention and academic performance in the university. The findings of the current investigation are consistent with the results of past studies that QSE including “collaborative learning”, “faculty-student interactions” “authentic working life problems”, “discussion with others” authentic working life problems, “integrating theory and practice” and “sharing of experiences” positively enhances students’ skills acquisition (e.g., Cokley, 2000; Anaya & Cole, 2001; Kuh & Hu, 2001; Bjorkland et al., 2002; Plecha, 2002; Kember & Leung, 2005; Sax et al. 2005; Smith & Bath, 2006; Kim, & Sax, 2007; Kember

et al., 2007; Kember, 2009; Komarraju et al., 2010; Dixson, 2012; Hadiyanto, & Ibrahim, 2013; Hadiyanto, & Suratno, 2015; Singh, & Gera, 2015; Tynjälä et al., 2016; Jääskelä et al., 2018; Hooper & Brake, 2018; Hopper & Kaiser, 2018; NSSE, 2018; Virtanen & Tynjälä, 2019). The findings of the current inquiry are consistent with the works of earlier researchers who asserted that when students are highly engagement in innovative practices like “group assignments”, “research projects”, “internships”, “work placement”, “problem-based learning” and “entrepreneurship activities”, the likelihood of the learners acquiring 21st century competences increase (e.g., Paul, 2011; Bjornali & Støren, 2012; Vila et al. 2012; Avvisati et al., 2013; Tynjälä et al., 2016; Virtanen & Tynjälä, 2019). A national study by NSSE (2018) found that “student engagement or college experience helped them develop a range of career-relevant skills and competencies”. In addition, “most faculty reported that it is important for undergraduates to participate in high-impact practices (HIP) such as an internship, culminating senior experience, service-learning, research with undergraduates, and learning communities”. However, in India, authors revealed poor correlation between engagement and students’ skills acquisition in terms of higher order skill (HOS) proficiency. They concluded that more engaged students do not necessarily possess greater HOS proficiency (e.g., Hooper & Brake, 2018; Hopper & Kaiser, 2018). These varied conclusions might be caused by the different educational setting in which the studies were conducted. From these results, it is clear that in order to equip students with 21st century employability skills, HEIs have to create different pedagogical orientations and approaches to foster QSE that would allow the use of theory to practice and innovation activities.

Concerning QS and SCA, the outcomes of the existing research corroborate the study of former researchers that QS as measured by SERVQUAL or SERVPERF significantly affect students' competences development in HE (e.g., Motschnig-Pitrik, 2005; Kim, & Sax, 2014). According to Motschnig-Pitrik (2005, pp. 503-530), "lecturers' values of empathy", "genuineness" and "high regard", has the potential to increase the number and diversity of "social interactions/communication skills" among students. These qualities of the faculty also "allow students to demonstrate initiative", which in turn may result in "deeper learning", "problem solving", "spontaneity and creativity". Service quality in terms of faculty accessibility influence student engagement in terms of student–faculty interaction (Kim, & Sax, 2014). The confirmation given by these authors established that the QS and QSE created by the institution and lecturers influence the generic skills acquisition among students. From these results, it is clear that in order to equip students with 21st century employability skills, HEIs have to create different practices to foster QS.

However, QLE had positive and insignificant conditional direct effect on SCA [$b = .43$, $SE = .08$, $t(517) = .39$, 95% $CI (-.12, .18)$, $p = .700$]. Subsequently, for every one unit increase in provision of learning environment, SCA would positively increase by 43%, yet, it was not statistically significant. This result means that the provision of QLE would have a positive influence on SCA, however, it was not a significant moderator affecting SCA. This could affect student total experience, satisfaction, retention and academic performance in the university. The findings of the present inquiry are similar to the results of past scholars that learning environment in terms of "physical and

psychosocial classroom environment” created by the institutions and faculty members positively influence students’ skills acquisition in HE (e.g., Dixon, 2012; Sobri et al., 2017; Hopper, & Kaiser, 2018b; Ovbiagbonhia et al., 2019). Several investigators have found that learning environment characterised by innovation pedagogies like “discussions”, “sharing experiences”, “cooperative learning”, “experiential learning”, “peer activities”, “authentic working life problems”, “integrating theory and practice” and other learning activities is beneficial to student generic skills development (e.g., Scholz et al., 2004; Southcott, 2004; Ballantine & MCourt-Larres, 2007; Kember & Leung, 2005; Kember et al., 2007; Kember, 2009; Singh, & Gera, 2015; Tynjälä et al., 2016; Jääskelä et al., 2018; Keinänen, & Kairisto-Mertanen, 2019; Virtanen & Tynjälä, 2019). Kivunja (2014) asserted that the key to fostering competences development among students’ lies in creating QLE in which learners can solve authentic, real-world problems and be inquisitive and open-minded. Vila et al. (2012) showed that collaborating on solutions to new problems improves the acquisition of capabilities in students. The proof given by these analysts and others showed that the learning opportunities and climate created by the instructor and institution impact the competences acquisition of the learners. From these results, it is clear that in order to equip students with 21st century employability skills, HEIs have to create different practices to foster QLE that would allow the use of theory to practice and innovation activities.

In Table 34, the outcome model (SCA) indicated that there was statistically significant positive conditional interaction effect between QSE, QLE and QS (QSE*QLE*QS) [$b = .79$, $SE = .32$, $t(517) = 2.46$, 95% $CI (.16, 1.42)$, $p < .001$], however, the conditional interaction effect between QSE and

QS (QSE*QS) [$b = -.25, SE = .09, t(517) = -2.79, 95\% CI (-.43, -.08), p = .010$], QT, QLE and QS (QT*QLE*QS) [$b = -.88, SE = .26, t(517) = -3.41, 95\% CI (-1.39, -.37), p < .001$], was negative and statistically significant. These results suggest that for every one unit increase in the conditional interaction effect between QSE*QLE*QS, QT*QLE*QS* and QSE*QS, SCA in the programme would significantly increase by 79% and decrease by 88 and 25% respectively. These results suggest that both QLE and QS serves as significant moderators influencing the direction and intensity of the relation between QT and SCA and QSE and SCA while QSE also function as a significant mechanism (mediator) linking QT and SCA in the programme (Preacher et al., 2007; Hayes & Montoya, 2017; Hayes, 2018). Therefore, poor provision of services and learning environment could affect the QT that would be delivered to students in the programme which in turn could affect their level of competence acquisition in the programme. This could affect student total experience, satisfaction, retention and academic performance in the university.

In Table 34, the results of simple slopes indicate that there was statistically significant conditional direct effect of QT on SCA at different values of QLE and QS as moderators. At a low moderation of both QLE and QS (-1 SD/-1 SD), the effect of QT on SCA was positive and statistically insignificant [$b = .10, SE = .11, t(517) = .88, 95\% CI (-.12, .31), p = .380$], at a low moderation of QLE and an average moderation of QS (-1 SD/Mean), the effect of QT on SCA was positive and statistically significant [$b = .31, SE = .10, t(517) = 3.10, 95\% CI (.12, .51), p < .001$] and at a low moderation of QLE and a high moderation of QS (-1 SD/+1 SD), the effect of QT on SCA was positive and statistically significant [$b = .53, SE = .15, t(517) = 3.56, 95\% CI (.24, .82)$],

$p < .001$]. Also, in Table 34, at an average moderation of QLE and a low moderation of QS (*Mean*/-1 *SD*), the effect of QT on SCA was positive and statistically significant [$b = .38, SE = .11, t(517) = 3.53, 95\% CI (.17, .58), p < .001$], at an average moderation of both QLE and QS (*Mean*/*Mean*), the effect of QT on SCA was positive and statistically significant [$b = .38, SE = .17, t(517) = 5.56, 95\% CI (.25, .52), p < .001$] and at an average moderation of QLE and a high moderation of QS (*Mean*/+1 *SD*), the effect of QT on SCA was positive and statistically significant [$b = .39, SE = .11, t(517) = 3.72, 95\% CI (.18, .60), p < .001$].

Similarly, the effect of QT on SCA was positive and statistically significant at a high moderation of QLE and a low moderation of QS (+ 1 *SD*/- 1 *SD*) [$b = .25, SE = .12, t(517) = 2.19, 95\% CI (.03, .48), p < .001$], at a high moderation of QLE and an average moderation of QS (+1 *SD*/*Mean*) [$b = .45, SE = .09, t(517) = 4.98, 95\% CI (.27, .63), p < .001$] and at a high moderation of both QLE and QS(+1 *SD*/+1 *SD*) [$b = .65, SE = .17, t(517) = 3.83, 95\% CI (.32, .99), p < .001$]. These results imply that at a low moderation of QLE and at different moderations (low, average, and high) of QS, QT would positively and significantly increase SCA in the programme by 10%, 31% and 53% respectively, at an average moderation of QLE and at different moderations (low, average, and high) of QS, QT would positively and significantly increase SCA in the programme by 38%, 38% and 39% respectively and at a high moderation of QLE and at different moderations (low, average, and high) of QS, QT would positively and significantly increase SCA in the programme by 25%, 45% and 65% respectively. This means that when there is a change in the provision of QLE and QS by the University, the QT would influence SCA either

positively or negatively. From the results of conditional direct effects of QT on students' SCA in the programme, the slopes are more positive at all the levels of moderations of QLE and QS indicating that when both QLE and QS moves from poor to excellent, the effect of QT on SCA would increase at an increasing rate.

As shown in Table 34, the conditional indirect effect of QT on SCA through QSE (QT->QSE->ACA) at a different moderation values of QLE and QS suggests that all the three indirect effects (low, average and high of QLE and QS) were positive. For example, at a low moderation of both QLE and QS (-1 SD/-1 SD), QT through QSE had positive effect on SCA [$IE = .05$, $BSE = .07$, $BCI (-.08, .21)$], at a low moderation of QLE and an average moderation of QS (-1 SD/Mean), QT statistically significant indirectly influence SCA [$IE = .09$, $BSE = .04$, $BCI (.02, .19)$] and at a low moderation of QLE and a high moderation of QS (-1 SD/+1 SD), QT statistically significant influence SCA as mediated by QSE [$IE = .24$, $BSE = .07$, $BCI (.12, .40)$]. These results imply that at a low moderation of QLE and at different moderations (low, average, and high) of QS, QT would positively and significantly increase SCA in the programme by 5%, 9% and 24% respectively as mediated by QSE.

Likewise, in Table 34, the conditional indirect effects of QT on SCA was positive and statistically significant at an average moderation of QLE and a low QS (Mean/-1 SD) [$IE = .08$, $BSE = .05$, $BCI (-.01, .17)$], at an average moderation of both QLE and QS (Mean/Mean) [$IE = .18$, $BSE = .04$, $BCI (.10, .27)$] and at an average moderation of QLE and a high moderation of QS (Mean/+1 SD) [$IE = .31$, $BSE = .07$, $BCI (.17, .45)$]. These results infer that at an average moderation of QLE and at different moderations (low, average, and

high) of QS, QT indirectly would positively and significantly increase SCA in the programme by 8%, 18% and 31% respectively. Finally, QT as mediated by QSE positively and statistically significant influenced SCA in the programme at a high moderation of QLE and low QS (+1 *SD*/-1 *SD*) [*IE* = .12, *BSE* = .05, *BCI* (.02, .22)], at a high moderation of QLE and an average moderation of QS (+1 *SD*/*Mean*) [*IE* = .14, *BSE* = .11, *BCI* (-.08, .37)] and at a high moderation of both QLE and QS (+1 *SD*/+1 *SD*) [*IE* = .48, *BSE* = .11, *BCI* (.28, .72)]. These results imply that at a high moderation of QLE and at different moderations (low, average, and high) of QS, QT through QSE, would positively and significantly increase SCA in the programme by 12%, 14% and 48% respectively.

From the results of conditional direct and indirect effects of QT on SCA, it is argued that when there is a change in the provision of QLE and QS by the University, the QT as mediated by QSE, would influence SCA either positively or negatively. From the results of conditional indirect effects of QT on SCA in the programme, the slopes are more positive at different moderation values (low, average and high) of both QLE and QS. These levels of moderation of both QLE and QS were statistically significant, as the null of zero (0) does not fall between the lower and upper limit of the 95% confidence intervals for each effect. Hence, it was concluded that both QLE and QS are significant moderators that affect the strength and direction of the relationship between QT and SCA and QSE is also a significant mediator that explains the process through which QT and SCA are related. Therefore, I rejected the null hypothesis which stated that there is no statistically significant conditional direct and

indirect influence of perceived QT on perceived SCA through perceived QSE as moderated by perceived QS and QLE in the MEP.

Research Hypothesis Five: There is no statistically significant difference in the perceived quality drivers (QLE, QS, QT, QSE, SCA and SAT) of the MEP based on demographic variables (gender and age) of the students.

The objective of research hypothesis five was to examine whether there is any statistically significance difference in the perception of students towards quality drivers (QLE, QS, QT, QSE, ACA and SAT) in the programme based on their gender and age distribution. A two-way multivariate analysis of variance (two-way MANOVA) was conducted to test the null hypothesis regarding differences in respondents' gender and age distribution on dependent variables (QLE, QS, QT, QSE, AC and SAT). The primary purpose of using the two-way MANOVA is to assess if there is any interaction between the two independent variables (gender and age) on the dependent variables. In accordance with Cramer and Bock (1966), a MANOVA was first performed on the means to help protect against inflating the Type 1 error rate in the follow-up ANOVAs and post-hoc comparisons. The gender of respondents had two levels: 1 = Male students (n = 302) and 2 = Female students (n = 227) whilst the age group of respondents had three levels: 1 = below 25years (n = 320), 2 = 25-29years (n = 155) and 3 = 30years and above (n = 54). Prior to conducting the MANOVA, preliminary analysis was conducted to ensure no violation of the assumption of multivariate outliers, normality, linearity, multicollinearity and singularity, and homoscedasticity (homogeneity of variance-covariance and of variance between groups).

The assumption of univariate or multivariate outliers of the variables (QLE, QS, QT, QSE, SCA and SAT) were detected using Mahalanobis distance (MD) and Cook’s distance (CD) values. Multivariate outliers are cases which have an unusual combination of scores on the dependent variables. MD is a statistical measure of the extent to which cases are multivariate outliers, based on a chi-square distribution, assessed using $p < .001$ (Tabachnick & Fidell, 2013; Kline, 2015; Pallant, 2016; Field, 2017). In Table 35, the minimum (lowest) and maximum (highest) MD values were .372 and 32.962 respectively (i.e. using six dependent variables as degrees of freedom).

Table 35: Assumption of Multivariate Outliers

| Variable | Minimum | Maximum | Mean | SD | N |
|----------------------|---------|---------|-------|-------|-----|
| Mahalanobis Distance | .376 | 32.962 | 5.989 | 5.023 | 529 |
| Cook’s Distance | .000 | .041 | .002 | .003 | 529 |

Source: Field data, 2020

The maximum value of *MD* (32.962) is above the critical chi-square value of 22.46, suggesting that there are multivariate outliers in your data. However, the values of *MD* indicated that violations of normality in this sample are due to skewness rather than outliers. Also, given the size of the data, it is not unusual for a few outliers to appear. Furthermore, Cook’s distance (CD) was also used to detect whether any strange case is having any undue influence on the results for the model as a whole. According to Tabachnick and Fidell (2013), cases with values larger than 1 are a potential problem. The maximum (highest) value for CD was .041, proposing no major problems of univariate of multivariate outliers.

The assumption of multivariate normality of the dependent variables (QLE, QS, QT, QSE, SCA and SAT) were examined using statistical (mean, median, % trimmed mean, skewness and kurtosis and graphical (histogram and Normal Q-Q plots) procedures. Both the statistical and graphical procedures revealed that the data were approximately normal (see Table 30; Figure 11). MANOVA assumes that there must be a linear relationship between each pair of dependent variables for all combinations of groups of independent variables and no multicollinearity. The dependent variables should be moderately correlated with each other to avoid multicollinearity (Tabachnick & Fidell, 2013; Kline, 2015; Pallant, 2016; Field, 2017). The Pearson correlation and Scatter matrix plots were used to test the assumption of linearity, multicollinearity and singularity of the data.

Table 36: Assumption of Multivariate Linearity

| Variable | 1. QLE | 2. QS | 3. QT | 4. QSE | 5. SCA | 6. SAT |
|--|--------|-------|-------|--------|--------|--------|
| 1. Quality learning environment (QLE) | 1 | | | | | |
| 2. Quality service (QS) | .360 | 1 | | | | |
| 3. Quality teaching (QT) | .519 | .678 | 1 | | | |
| 4. Quality student engagement (QSE) | .403 | .614 | .511 | 1 | | |
| 5. Student competences acquisition (SCA) | .347 | .677 | .661 | .599 | 1 | |
| 6. Satisfaction (SAT) | .430 | .556 | .491 | .676 | .694 | 1 |

Source: Field data, 2020

In Table 36, there was a positive moderate correlation among the dependent variables (QLE, QS, QT, QSE, SCA and SAT). The Pearson correlation ranges from $r = .360$ to $.694$. This result implies that all the dependent variables are moderately correlated and none is above $.80$ or $.90$ (Tabachnick & Fidell, 2013; Kline, 2015; Pallant, 2016; Field, 2017). Hence,

the assumption of linearity, multicollinearity and singularity between dependent variables are acceptable and tenable.

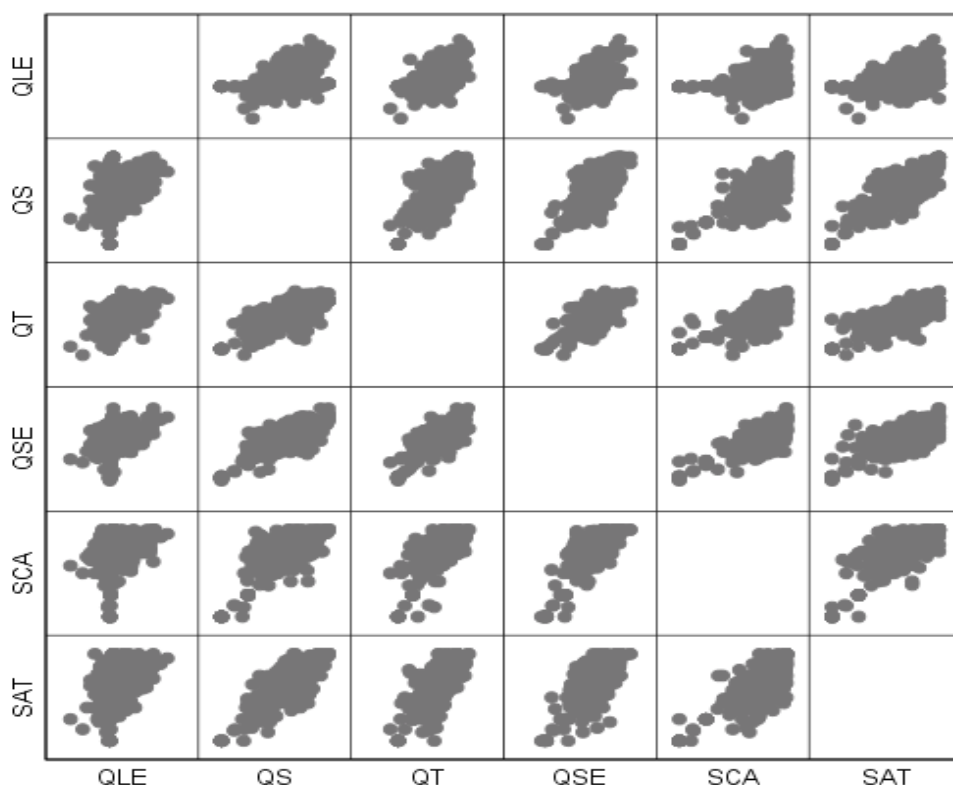


Figure 16: Scatter matrix plot for multivariate linearity

Also, in Figure 16, the visual representation of multivariate linearity using scatter diagram matrix indicated that there was an oval scatter between each pair of variables gives an idea about linearity. As demonstrated in in Figure 16, there was a generally pattern of the lines (data set) moving from the left bottom to the right top. This indicates a positive linear relationship between the dependent variables (QLE, QS, QT, QSE, SCA and SAT). Thus, there is no curvilinear among the variables. Accordingly, all pairs of covariates and all dependent-covariate pairs are acceptable and tenable. The assumption of multivariate homogeneity of variance-covariance matrices was assessed using Box's M test of equality of covariance matrices and homogeneity of variance was assessed by Levene's test of Homogeneity of Variance (Equality of Error Variances) for all dependent variables (see Table 37).

Table 37: Box’s Test of Equality of Covariance Matrices

| | |
|------------|-----------|
| Box’ M | 410.672 |
| F-value | 3.700 |
| df1 | 105 |
| df2 | 39159.067 |
| Sig. value | .000 |

Source: Field data, 2020

As evident in Table 37, the homogeneity of variances-covariances matrices assumption, as assessed by Box’s test of equality of covariance matrices, $M = 410.672$, $F(105, 39159.067) = 3.700$, $p < .0001$ was violated. Thus, the observed covariance matrices of the dependent variables were not assumed equal across groups for the purposes of the MANOVA. Since this assumption was not met, Pillai’s Trace test was used to interpret the multivariate results (a test statistic that is very robust to violations of assumptions and involving unequal N values) (Tabachnick & Fidell, 2013; Kline, 2015; Pallant, 2016; Field, 2017). The assumption of equal variance assumed using Levene’s test is shown in Table 38.

Table 38: Levene’s Test of Equality of Error Variances

| Variable | F | df1 | df2 | Sig. |
|---------------------------------------|--------|-----|-----|------|
| Quality learning environment (QLE) | 2.706 | 5 | 523 | .020 |
| Quality service (QS) | 7.742 | 5 | 523 | .000 |
| Quality teaching (QT) | 5.284 | 5 | 523 | .000 |
| Quality student engagement (QSE) | 8.039 | 5 | 523 | .000 |
| Student competences acquisition (SCA) | 16.420 | 5 | 523 | .000 |
| Satisfaction (SAT) | 8.029 | 5 | 523 | .000 |

Source: Field data, 2020

In Table 38, the results of Levene’s test of Homogeneity of Variance provided evidence that the assumption of homogeneity of variance across

groups was not satisfactory for all dependent variables. This implies that the error variances of dependent variables (QLE, QS, QT, QSE, SCA and SAT) were not assumed equal across the groups. Thus, the assumption was unacceptable and untenable by the homogeneity of variances matrices ($p < 0.001$). Despite the violation of the assumption of homoscedasticity, MANOVA tests are robust to the assumption of normality, linearity and homogeneity of variance and co-variance (Rasch, 2003, Rasch & Guiard, 2004). Also, with the assumption of adequate sample size ($n = 529$), the central limit theorem states that when the sample size has 100 or more observations, violation of the normality is not a major issue (Bland & Altman, 1999; Ghasemi & Zahediasl, 2012), hence, the data is good for parametric test. Hence, Two-Way MANOVA was used in the study. The results are presented in Table 39-42.

Table 39: MANOVA Descriptive Statistics (Gender*Age Group)

| Variable | Gender | | Age Group | | |
|----------|--------------------------------|----------------------------------|-------------------------------------|--------------------------------------|------------------------------------|
| | Male (n = 302) <i>M(SD)</i> | Female (n = 227) <i>M(SD)</i> | < 25years (n = 320) <i>M(SD)</i> | 25-29years (n = 155) <i>M(SD)</i> | > 30years (n = 54) <i>M(SD)</i> |
| QLE | 3.18(.33) | 3.17(.28) | 3.18(.31) | 3.17(.32) | 3.12(.24) |
| QS | 3.55(.65) | 3.33(.90) | 3.52(.70) | 3.37(.85) | 3.32(.93) |
| QT | 3.43(.47) | 3.31(.57) | 3.42(.48) | 3.33(.54) | 3.26(.60) |
| QSE | 3.51(.48) | 3.36(.63) | 3.49(.49) | 3.40(.62) | 3.34(.68) |
| SCA | 3.99(.62) | 3.80(.97) | 4.01(.67) | 3.84(.90) | 3.56(1.05) |
| SAT | 3.67(.73) | 3.47(.95) | 3.66(.67) | 3.49(.91) | 3.46(1.01) |

Source: Field data, 2020

Table 39 shows the MANOVA descriptive statistics of gender and age group of the respondents. Concerning gender difference with respect of quality drivers (QLE, QS, QT, QSE, SCA and SAT) in the MEP, it appears that male students had a higher positive perceptions than female respondents. For

example, male students ($M = 3.18$; $SD = .33$) appeared to indicate that the the University moderately emphasised QLE in the programme than female respondents ($M = 3.17$; $SD = .28$). Also, regarding the level of SAT, male students ($M = 3.67$; $SD = .73$) seemed to be highly satisfied with programme than with the female respondents ($M = 3.47$; $SD = .95$).

Similarly, as demonstrated in Table 39, concerning age group difference in relation with quality drivers (QLE, QS, QT, QSE, SCA and SAT) in the MEP, it appears that there is difference in respondents' perception towards quality drivers in the programme based on age group. For example, regarding QLE, the students within the age group of below 25years ($M = .318$; $SD = .31$) believed that the University provide a moderate QLE than the students within the age group of 25-29years ($M = 3.17$; $SD = .32$) and above 30years ($M = 3.21$; $SD = .24$). About SCA and level of SAT, it appears that there were age group differences. The results of multivariate tests (MANOVA) are presented in Table 40.

Table 40 shows the results of the two-way MANOVA. There was no significant interaction effect between gender and age group (Gender*Age) on the combined dependent variables (QLE, QS, QT, QSE, SCA and SAT), *Pillai's Trace* = .038, $F(12, 1038) = 1.694$, $p = .063$, $\eta_p^2 = .019$. This result means that there are no significant differences in the interaction effects between gender and age group on a linear combination of the dependent variables (QLE, QS, QT, QSE, SCA and SAT). Thus, the effect of the gender on the dependent variables is the same for the age groups and vice versa. The multivariate effect size (η_p^2) based on Pillai's Trace was .019, which implies that approximately 2% of the variance in the canonically derived dependent variables were accounted for by

interaction effects of gender and age group. This reflects a small effect size according to Cohen’s conversions.

Table 40: Multivariate Tests Results (MANOVA Results)

| Effect | | Value | F | Hypothesis df | Error df | Sig. | η_p^2 |
|------------|--------------------|--------|------------------------|---------------|----------|------|------------|
| Intercept | Pillai's Trace | .986* | 5950.817 ^{b*} | 6.000 | 518.000 | .000 | .986 |
| | Wilks' Lambda | .014 | 5950.817 ^b | 6.000 | 518.000 | .000 | .986 |
| | Hotelling's Trace | 68.928 | 5950.817 ^b | 6.000 | 518.000 | .000 | .986 |
| | Roy's Largest Root | 68.928 | 5950.817 ^b | 6.000 | 518.000 | .000 | .986 |
| Gender | Pillai's Trace | .013 | 1.150 ^b | 6.000 | 518.000 | .332 | .013 |
| | Wilks' Lambda | .987 | 1.150 ^b | 6.000 | 518.000 | .332 | .013 |
| | Hotelling's Trace | .013 | 1.150 ^b | 6.000 | 518.000 | .332 | .013 |
| | Roy's Largest Root | .013 | 1.150 ^b | 6.000 | 518.000 | .332 | .013 |
| Age | Pillai's Trace | .056* | 2.513* | 12.000 | 1038.000 | .003 | .028 |
| | Wilks' Lambda | .944 | 2.526 ^b | 12.000 | 1036.000 | .003 | .028 |
| | Hotelling's Trace | .059 | 2.538 | 12.000 | 1034.000 | .003 | .029 |
| | Roy's Largest Root | .050 | 4.293 ^c | 6.000 | 519.000 | .000 | .047 |
| Gender*Age | Pillai's Trace | .038 | 1.694 | 12.000 | 1038.000 | .063 | .019 |
| | Wilks' Lambda | .962 | 1.694 ^b | 12.000 | 1036.000 | .063 | .019 |
| | Hotelling's Trace | .039 | 1.693 | 12.000 | 1034.000 | .063 | .019 |
| | Roy's Largest Root | .027 | 2.377 ^c | 6.000 | 519.000 | .028 | .027 |

a. Design: Intercept + Gender + Age + Gender*Age

Source: Field data, 2020

* $P < .05$

Concerning the main effects (i.e. the effect of each independent variable on the dependent variables), the result of the MANOVA revealed that there was statistically significant effect of age group on the linear combination of the dependent variables, *Pillai's Trace* = .056, $F(12, 1038) = 2.513$, $p = .003$, $\eta_p^2 = .028$. The multivariate effect size is approximately 3% representing small effect size according to Cohen’s conversions. This implies that 3% of the variance in the linear combination of dependent variables is accounted for by the age group of the students. This result means that there are statistically significant difference between the levels of age group. Accordingly, how the students perceived quality in the MEP differ based on their age group.

However, the results of gender main effects on the linear combination of dependent variables was not statistically significant, *Pillai's Trace* = .013, $F(6, 518) = 1.150$, $p = .332$, $\eta_p^2 = .013$. The multivariate effect size is approximately 1% representing small effect size according to Cohen's conversions. This implies that 1% of the variance in the linear combination of dependent variables is accounted for by the gender of the students. This result infers that there are no significant differences in the linear combination of the dependent variables based on gender of the students. Thus, both male and female students have equal positive perception towards the quality in the MEP. Per the results of the multivariate tests (MANOVA), a univariate ANOVA was performed and the results are presented in Table 41.

In Table 41, a series of one-way ANOVA's on each of the dependent variables (QLE, QS, QT, QSE, SCA and SAT) was conducted as a follow-up test to the MANOVA. The p-values for the ANOVAs on the MANOVA output do not take into account that multiple ANOVAs have been conducted. So, to protect against Type I error, I made an alpha correction to account for multiple ANOVAs being run, such as a Bonferroni correction. In this case, the researcher accepts statistical significance at $p < .008$. This is done by dividing the alpha value of .05 by the number of ANOVAs conducted, which is equal the number of dependent variables ($.05/6 = .008$).

As presented in Table 41, the follow-up univariate ANOVAs results indicated that there was no statistically significant difference in the dependent variables (QLE, QS, QT, QSE, SCA and SAT) based on gender and the two level interaction between gender and age (Gender*Age) ($p > .008$).

Table 41: Tests of Between-Subject Effects (Univariate ANOVA)

| Source | DV | Sum of Square | df | Mean Square | F | Sig. | η_p^2 |
|-----------------|-----|---------------------|----|-------------|------------|------|------------|
| Corrected Model | QLE | .397 ^a | 5 | .079 | .847 | .517 | .008 |
| | QS | 14.117 ^b | 5 | 2.823 | 4.901* | .000 | .045 |
| | QT | 4.916 ^c | 5 | .983 | 3.810* | .002 | .035 |
| | QSE | 6.155 ^d | 5 | 1.231 | 4.110* | .001 | .038 |
| | SCA | 19.299 ^e | 5 | 3.860 | 6.395* | .000 | .058 |
| | SAT | 11.778 ^f | 5 | 2.356 | 3.435* | .005 | .032 |
| Intercept | QLE | 3002.137 | 1 | 3002.137 | 32072.792* | .000 | .984 |
| | QS | 3460.025 | 1 | 3460.025 | 6006.201* | .000 | .920 |
| | QT | 3337.593 | 1 | 3337.593 | 12933.864* | .000 | .961 |
| | QSE | 3474.242 | 1 | 3474.242 | 11599.061* | .000 | .957 |
| | SCA | 4300.983 | 1 | 4300.983 | 7125.859* | .000 | .932 |
| | SAT | 3745.342 | 1 | 3745.342 | 5462.364* | .000 | .913 |
| Gender | QLE | .019 | 1 | .019 | .200 | .655 | .000 |
| | QS | 1.350 | 1 | 1.350 | 2.343 | .126 | .004 |
| | QT | .680 | 1 | .680 | 2.634 | .105 | .005 |
| | QSE | 1.120 | 1 | 1.120 | 3.740 | .054 | .007 |
| | SCA | 3.681 | 1 | 3.681 | 6.098 | .014 | .012 |
| | SAT | 1.473 | 1 | 1.473 | 2.148 | .143 | .004 |
| Age group | QLE | .131 | 2 | .066 | .701 | .497 | .003 |
| | QS | 4.441 | 2 | 2.220 | 3.854 | .022 | .015 |
| | QT | 2.252 | 2 | 1.126 | 4.364 | .013 | .016 |
| | QSE | 2.273 | 2 | 1.136 | 3.794 | .023 | .014 |
| | SCA | 11.890 | 2 | 5.945 | 9.850* | .000 | .036 |
| | SAT | 4.707 | 2 | 2.353 | 3.432 | .033 | .013 |
| Gender* Age | QLE | .252 | 2 | .126 | 1.348 | .261 | .005 |
| | QS | 2.979 | 2 | 1.490 | 2.586 | .076 | .010 |
| | QT | .886 | 2 | .443 | 1.716 | .181 | .007 |
| | QSE | 1.069 | 2 | .535 | 1.785 | .169 | .007 |
| | SCA | 2.597 | 2 | 1.299 | 2.152 | .117 | .008 |
| | SAT | 1.518 | 2 | .759 | 1.107 | .331 | .004 |

Bonferroni correction = (.05/6) = .008 Error df = 523

Source: Field data, 2020

* $P < .008$

Thus, both gender of the students and interaction between gender and age group are significant factors that influence students' perception towards the quality in the programme. The discoveries of the present inquiry lend support to the results of the prior studies that gender is not a function to perceive the QLE, QS, QT and SAT inversely (e.g., Ilias et al., 2008; Lay & Khoo, 2012;

Belaineh, 2017; Bosu et al., 2018a; Avcı & Kalelioğlu, 2019; Andoh et al., 2020). For example, Belaineh (2017) indicated gender does not influence students' perception towards QLE differently. In Ghana, Bosu et al. (2018a) and Andoh et al. (2020) found that QS as measured by SERVQUAL and students' satisfaction does not depend on gender. Thus, both male and female students have equal perception towards QS and their satisfaction level. Also, Avcı and Kalelioğlu (2019) in Turkey found that QT did not differ significantly according to the gender of students.

However, the findings of the prevailing research was not supported by the results of earlier researchers that gender influence students' perception towards QLE, QS, QT, QSE, SCA & SAT (e.g., Kim et al., 2000; Nair & Fisher, 2000; Coll et al., 2002; Charik, 2006; den Brok et al., 2006; Radloff, & Coates, 2010; Yusoff et al., 2015; Schreiber & Yu, 2016; Sun & Richardson, 2016; Chadha & Sachdeva, 2019; ISSE, 2018, 2019; Thien & Jamil, 2020). For example, "female students perceived their learning environment more favourably or positively than males" (Kim et al., 2000; Nair & Fisher, 2000; Coll et al., 2002; Charik, 2006; den Brok et al., 2006). Yusoff et al. (2015) reported that gender significantly affect students' perception towards QS and the level of their SAT. Similarly, in UK, Sun and Richardson (2016) and Malaysia, Thien and Jamil (2020) found gender differences in QT as measured by CEQ. There were conditional effect of gender of the students on QT and learning approaches (Sun & Richardson, 2016). Radloff and Coates (2010) in Australia, indicated that "females reported slightly higher levels of engagement involving "academic challenge", "higher-order thinking", "general development outcomes" and "greater participation in work integrated forms of

learning" than males". Further, in a national survey, ISSE (2018, 2019) reported that gender of students significantly affect their engagement or college experience. Female students' are highly engaged than male students in "higher-order learning", "reflective and integrative learning" and "learning strategies" while the male students are highly engaged than the female students in "quantitative reasoning", "student-faculty interaction", "quality of interactions", and "effective teaching practice". Chadha and Sachdeva (2019) found that there was significant gender difference in students' rating of their employability skills. These mixed inferences might be instigated by the dissimilar learning background and location in which the research were conducted.

Additionally, the age group of the student does not statistically significantly influence their perception towards QLE, QS, QT, QSE, and SAT in the programme ($p > .008$). The findings of the current research was reinforced by the results of Andoh et al. (2020) in Ghana that the QS and the level of SAT among students are sensitive to age of the learners. Conversely, these findings are inconsistent with the results of past researchers that age significantly affect the perception of students towards QLE, QS, QT, QSE, and SAT (e.g., Truluck & Courtney, 2002; Khoo & Fraser, 2008; Popkess, 2010; Radloff, & Coates, 2010; Yusoff et al., 2015; Asonitou et al., 2018, 2019; ISSE, 2018, 2019). For example, Khoo and Fraser (2008) found that there was variation in student satisfaction towards the learning environment based on age. Yusoff et al. (2015) reported that perceived QS and students' SAT depend on age. Also, in UK, Sun and Richardson (2016) discovered that there were direct and indirect effect of age of the students on QT and learning approaches. Popkess (2010) revealed

that learners within 25 years and above reported significantly higher engagement scores than their counterparts. Also, in Australia, Radloff and Coates (2010) found that “with the exception of environmental support”, students over 20 years of age are more engaged than their younger counterparts in “work integrated learning”, “staff and student interactions”, “general learning outcomes” but “lower levels of overall satisfaction”. Further in a national survey, ISSE (2018, 2019) reported that age of students significantly affect their engagement or college experience. The learners with the age of 24 years are highly engaged than their counterparts. These diverse deductions might be initiated by the dissimilar location and environment where the investigations were implemented.

However, there was statistically significant difference in SCA based on age group, $F(2, 523) = 9.850, p < .001, \eta_p^2 = .036$. This means that the age group of the students influence SCA. Thus, the age group of the students has positive and significant relationship with SCA. This result submits that about 4% of the variance in SCA is being accounted for the age group of the respondents. On this account, post hoc test of multiple comparisons was conducted and the results are presented in Table 42. As shown in Table 42, a pairwise comparisons were performed using Scheff test of multiple comparisons (post-hoc analyses) to examine which group of age influence the quality drivers (SCA) in the programme most strongly. Scheffe’s procedure was used to protect against inflated Type I error due to multiple tests. Also, the Bonferroni method was used to control for Type I error across pairwise comparisons.

Table 42: Scheffe Test of Multiple Comparisons

| Variable | Comparison | MD (I-J) | SE | Sig. | BA 99.2% CI |
|----------|-----------------------|----------|--------|------|---------------|
| | < 25yrs. vs. 25-29yrs | .1646 | .07603 | .097 | -.0728 .4019 |
| | < 25yrs. vs. 30yrs + | .4435* | .11430 | .001 | .0867 .8003 |
| SCA | 25-29yrs vs. < 25yrs. | -.1646 | .07603 | .097 | -.4019 .0728 |
| | 25-29yrs vs. 30yrs + | .2789 | .12277 | .077 | -.1044 .6621 |
| | 30yrs + vs. < 25yrs. | -.4435* | .11430 | .001 | -.8003 -.0867 |
| | 30yrs + vs. 25-29yrs | -.2789 | .12277 | .077 | -.6621 .1044 |

b. *The mean difference is significant at the .008 level

Source: Field data, 2020

An inspection of the mean scores using Bonferroni adjustment indicated that there was statistically significant pairwise difference between the students below the age group of 25years ($M = 4.01$; $SD = .67$) and those within the age group of 30years and above ($M = 3.46$; $SD = 1.01$) in their perception towards SCA in the programme. This result submits that competences acquisition among the students in the programme differs based on the age group of the students. Thus, the age of the students significantly affects their level of competences acquisition in the programme. The discoveries of the current research are in agreement with the results of prior investigators who found that age of students had a significant influence on their employability skills acquisition (e.g., Ibok, 2013; Asuquo & Agboola, 2014; Idaka, & Uzoechi, 2016). For example, Idaka and Uzoechi (2016) in Nigeria found that age significantly influenced employability skills acquisition among learners. Similarly, Asuquo and Agboola (2014) indicated that young students were better in their acquisition of employability skills than older adults. Contrariwise, Okwilagwe and Falaye (2010) found no age difference in the acquisition of

employability skills among students. These diverse deductions might be initiated by the dissimilar location and environment where the investigations were implemented.

Final Observed Conceptual Framework

The study hypothesised that QLE, QS, QT, QSE, SCA, and SAT are quality drivers in MEP. The study finally theorised that the variables (quality drivers) could have conditional direct and indirect effect on students' competence acquisition (SCA) and level of satisfaction (SAT). The level of students' satisfaction with the programme would determine whether they are promoters (positively confirmed), passives (confirmed) and detractors (negatively confirmed) of the programme. This would finally indicate the level of quality in the programme. The study also postulated that the demographic characteristics (gender and age) of the students would influence their perception towards the quality in the programme.

Overall, the study found that the lecturers and students had a moderate perception about the quality in the programme. They were moderately satisfied with the quality in the programme. This means that both lecturers and students are passives (confirmed) of the programme. There was statistically conditional direct and indirect effect of the quality drivers on QSE, SCA and SAT in the programme. Also, the study found that age of the students significantly influenced their perception towards the quality drivers in the programme, typically with SCA. In conclusion, the suggested conceptual model (framework) impeccably fits the information gathered. The model was saturated, and disclosed no inconsistency between the speculated model and the predicted model. Thus, the results supported the conceptual model, indicating

that the quality performance indicators (QLE, QS, QT, QSE, SCA and SAT) considered in this current examination could significantly and positively predict quality in MEP in UCC. In other words, a moderate quality in the performance drivers showed a moderate quality programme delivery in UCC. In view of the discoveries, my final observed model or conceptual framework is displayed in Figure 17.

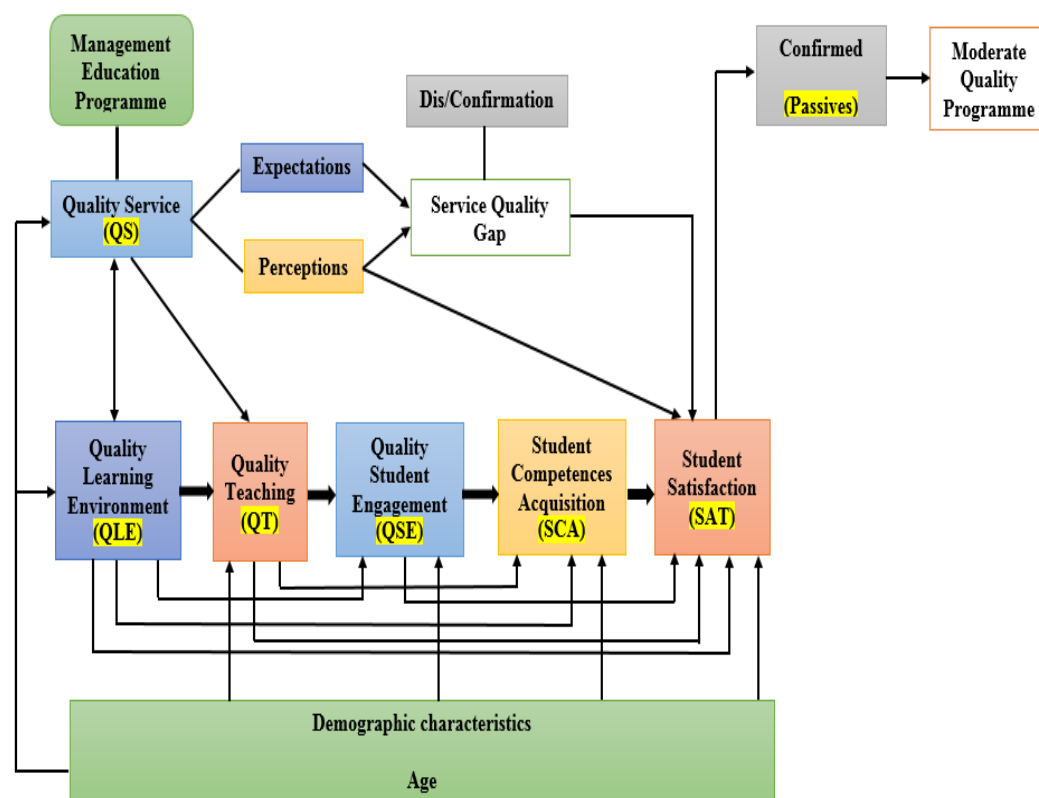


Figure 17: Final observed conceptual model/framework

Chapter Summary

The study was conducted to assess the perceptions of faculty and students towards quality in the MEP in HE. The study was guided by six (6) and five (5) research questions and hypotheses respectively. Overall, the research revealed that the faculty and students perceived a moderate quality in the programme. They had a high positive perception towards QSE and SCA and a moderate positive perception towards QLE, QS and QT in the programme. They

were moderately satisfied with the programme. The study found that QT was positively and significantly influenced by QLE and QS. However, there was no statistically significant moderation effect of QS on the relationship between QLE and QT. QLE, QS and QT significantly affect QSE and SCA in the programme. QSE also significantly predicted SCA. QS significantly moderates the relationship between QLE and QSE as mediated by QT. There was a statistically significant conditional direct and indirect influence of QT on SCA via QSE as moderated by QS and QLE. Students' SAT with the programme was driven by QS, QT, QSE and QLE. There was a statistically significant conditional indirect effect of QS on SAT through perceived QT and QSE as moderated by perceived QLE. There was a statistically significant effect of age group on the linear combination of the dependent variables. Gender of students does not have any effects on the linear combination of dependent variables. There was no significant gender and age interaction effects on students' perception of quality drivers in the programme. Finally, the proposed model perfectly fits the data collected. The model was saturated, and showed no discrepancy between the hypothesised model and the predicted model. The next chapter focuses on summary, conclusions and recommendations of the study (Chapter Five).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

The purpose of the study was to assess the perceptions of faculty and students towards quality in the MEP in HE. This last chapter presents the summary of the study. The summary of the study is divided into two part. The first part deals with the overview of the research problem and research process and the second part presents the study's key findings. Based on the key findings, conclusions are drawn and recommendations are provided. Correspondingly, suggestions for further research are also provided.

Summary of the Study

The problem that necessitated this current study was the recent criticism against MEP in HE for failing to produce competent graduates for the job market as a result of poor curriculum programme and QS. Professional management bodies, employers and educators have raised concerns about quality in the MEP. In Ghana, there is high proliferation of HEIs, however, it appears that quality delivered by them still remains questionable. In view of this, several groups and individuals have called upon HEIs to re-examine their curriculum in order to remedy the gaps in the programme so as to improve the academic performance and competences level of students. The calls for changes in the MEP in HE requires an efficient and effective implementation of TQM to ensure continuous improvement in academic programmes in order to produce graduates with competences required by contemporary labour market. This study was carried out to examine the perceptions of lecturers and students on quality in the MEP in the UCC using, TQM theory, ECT and CIPP Model of

programme evaluation. The study was guided by six (6) research questions and five (5) research hypotheses.

Based on the nature of the research problem being investigated, the study employed pragmatism research philosophy using sequential explanatory mixed methods design. Quantitative data was collected first followed by qualitative data based on the results that emerged from the quantitative study. The study population was all Management lecturers and Level 400 Management students in UCC. Census was conducted on all the faculty members and students for quantitative study while deviant case purposive sampling technique was used to select eight (8) lecturers and twelve (12) students for a follow-up interview based on the results of the first phase. The data were collected using structured questionnaire called “QUAMEP-Q” and a Follow-up Interview Guide (FIG). The questionnaire was validated and reliability co-efficient of items was estimated using Cronbach’s alpha which ranges from .706 to .950 for lecturers’ questionnaire and .810 to .960 for students’ questionnaire. For the follow-up interviews, the criteria of credibility, dependability, confirmability and transferability was assessed. Ethical protocols were followed before, during and after the data collection. The data collected was processed using SPSS version 25.0, AMOS version 21.0 and PROCESS Macro version 3.3 and analysed using descriptive (frequencies, percentages, mean and standard deviation) and inferential (Multiple Linear Regressions, Conditional process Analysis and Two-way MANOVA) statistics.

Summary of Key Findings

1. Concerning research question one (**context evaluation**), the lecturers and students had a positive perception towards QLE in the programme.

The lecturers reported a high level of QLE while the students perceived a moderate level of QLE in the programme. This is as a result of large class size which affected the personalisation, individuation and cohesiveness in the programme.

2. Regarding research question two (**input evaluation**), the lecturers and students provided a moderate positive feedback on QS provided in the programme. This is as a result of inadequate and low quality of the university's tangibles, health and accommodations services, few delays, negative attitude of staff and lack of personalised and individualised attention due to large class size.
3. With regard to research question three (**process evaluation**), the lecturers and students had a moderate positive perception towards QT in the programme. This is as a result of high workload, inadequate academic independence, learning resources, support services and sense of community due to poor safety and security on campus. Also, low students' qualities and intellectual motivation due to lack of practical lessons.
4. With reference to research question four (**process evaluation**), the lecturers and students had a high positive perception towards the QSE in the programme. However, they have concerns about inadequate facilities and resources, poor health care services, student-faculty interactions and support systems due to large class size.
5. Referring to research question five (**product evaluation**), the lecturers and students had a high positive perception towards SCA in the

programme. This is as a result of the soft skills the programme equipped students with.

6. As regards research question six (**product evaluation**), the lecturers and students indicated a moderate level of satisfaction with the programme. This is as a result of unfavourable learning environment, inadequate instructional resources, workload, attitude of some faculty, theoretical nature of the programme, lack of practical delivery of lessons, delay in releasing student results and lack of sense of community.
7. Pertaining to research hypothesis one, QLE and QS statistically significantly influenced QT. However, QS does not moderate the relationship between QLE and QT.
8. About research hypothesis two, QSE was significantly influenced by QLE, QS and QT. QS statistically significantly moderate the relationship between QLE and QSE as mediated by QT.
9. Concerning research hypothesis three, students' SAT with the programme is driven by QS, QT QSE and QLE. There was statistically significant conditional indirect effect of QS on SAT through QT and QSE as moderated by QLE.
10. Relating to research hypothesis four, SCA was significantly predicted by QLE, QS, QT and QSE. There was statistically significant conditional direct and indirect influence of QT on SCA via QSE as moderated by QS and QLE.
11. Finally, concerning research hypothesis five, there was statistically significant effect of age group on the linear combination of the quality drivers (QLE, QS, QT, QSE, SCA and SAT) in the programme. The

students within the age group of below 25years had a significant higher positive towards SCA in the programme than the students within the age group of 30years and above. Gender of students does not have any significant effects on the quality drivers. There was no significant gender and age interaction effect on students' perception of quality drivers in the programme.

Conclusions

In view of the findings of the investigation enlisted above, a number of conclusions can be drawn. One, the study concluded that the University provide a moderate QLE in the programme. The lecturers somehow provide pedagogies which create opportunity for lecturer-student relationships, promoting differential treatment and actively involving student in instructional process. The lecturers appear to positively influence inclusivity in the class and promote social development. This would positively influence students' behavioural outcomes.

The study concluded that the University provides a moderate QS in the programme. Poor tangibility has the potential of negatively affecting instructional and pedagogical practices of lecturers and student learning and development. Poor health care would also negatively influence students' learning and academic achievement. This would not project the University to be highly competitive.

The study concluded that the quality of teaching (QT) in the programme was moderate. Excessive workload, inadequate instructional resources and support services would negatively influence students' behavioural outcomes and decrease faculty quality lesson delivery. Excessive workload would also

cause academic stress among the students. The limited choices offered to students would discourage students in learning and ownership of learning.

The study concluded quality of student engagement (QSE) in the programme was high. The high QSE would enhance students' cohesiveness, teamwork, positive feelings, and sense of belongingness and self-regulation strategies. This could also positively influence students' behavioural outcomes. It could further be heightened if more support systems are provided to students.

The finding that the Management Education Programme (MEP) emphasis and fortify students with core competencies and skills implies that the students are prepared for the job market. This could help students throughout their career life by making them competitive in the job market and helps organisation grow. This is highly commendable.

The study concluded that both the lectures and students were moderately satisfied with the programme. They expressed dissatisfaction with the university's tangibles and learning environment. Unconducive learning and inadequate resources have the potential to negatively affect the work of faculty. It would also negatively affect students' behavioural outcomes and loyalty towards the University.

The study concluded that QLE and QS are valuable quality drivers in the programme that predict the QT. However, QS is not significant moderating variable that can alter the association between QLE and QT. Thus, QS does not affect the strength and direction of the relationship that exist between QLE and QT. Both QSE and SCA are significantly influenced by QLE, QS and QT. Also, QSE significantly predict SCA. There was significant conditional direct effect of QLE on QSE. QS statistically significantly moderate the relationship

between QLE and QSE as mediated by QT. Thus, QS indicates the conditions under which the relationship between QLE and QSE is affected as mediated by QT. Also, there was statistically significant conditional direct and indirect influence of QT on SCA via QSE as moderated by QS and QLE. Thus, both QS and QLE indicates the conditions under which the relationship between QT and SCA is affected as mediated by QSE. QLE, QS and QT are valuable mechanisms that explain the process through which QLE and QSE are related as well as QT and SCA are related. Students' SAT with the programme is driven by QS, QT QSE and QLE. There was statistically significant conditional indirect effect of QS on SAT through QT and QSE as moderated by QLE.

The age of the students influenced their perception towards quality drivers (QLE, QS, QT, QSE, SCA and SAT). Typically, SCA in the programme varies by age group. This could be associated with students' stereotype. However, gender of students does not affect their perception towards quality drivers. The perception of students towards the quality in the programme is not sensitive to gender. Thus, both male and female students have equal positive perception towards the quality drivers in the Management Education Programme (MEP).

Recommendations

Based on the key findings and conclusions drawn, the following recommendations are offered. The Management of the University should continue to provide strengthen quality culture via the implementation of TQM dimensions that would emphasis continuous in QLE, QS, QT, QSE, SCA and SAT. This can be done by setting these quality performance drivers as strategic

objective for the institution to signal commitment from all the employees in ensuring constant enhancement in QLE, QS, QT, QSE, SCA and SAT.

Context evaluation: Quality learning environment (QLE)

1. The Management of the University should continue to improve on the learning environment by emphasizing on personalisation, individuation and cohesiveness and innovation practices.
2. The Management of the University should make every effort for the provision of more infrastructure facilities to help reduce large class sizes, in order to increase opportunities for student-teacher interactions, cohesiveness, and students' participation in classroom.

Input evaluation: Quality service (QS)

1. The Management of the University should continue to improve on the QS dimensions in order to be highly competitive. There is a need to invest more in the tangibles to remain competitive, attract and sustain students.

Process evaluation: Quality teaching (QT)

1. Provision needs to be made by the Management of the University that would encourage lecturers to involve students in curriculum planning and implementation since it is what they do that result in learning.
2. The Management of the University should provide instructional resources to foster quality teaching and learning.
3. Faculty should provide balance workload for students, adequate time for completion of assignment and ensure social interaction during teaching, learning and assessment.

Process Evaluation: Quality student engagement (QSE)

1. The Management of the University should provide more and improve on the social support systems to continue fostering student engagement.
2. Faculty should continue to sustain their high level of students' engagement in the programme.

Product evaluation: Students' competence acquisition (SCA)

1. Faculty should not relent in providing students with the required skills need in the job market.

Product evaluation: Students' satisfaction (SAT)

1. The Management of the University should improve on the social learning environment, invest more in the facilities and instructional resources.
2. Faculty should make conscious effort to create positive social learning environment for effective learning among students

Recommendation for Reasearch Hypotheses

The Management of the University should continue to:

1. provide QLE and QS that would foster QT
2. emphasis on QLE, QS and QT to foster QSE
3. encourage the establishment of quality supportive learning culture and climate, QT and QSE policies and that would help develop and improve SCA
4. set management integrated systems and processing that would emphasis on QLE, QS, QT, QSE and SCA for improving students' SAT

5. The faculty should also take into consideration the age of the students in creating and fostering quality in the programme, typically, competences acquisition among the students.

Research Contributions

This current investigation has made several contributions to literature. They are presented as: (a) contribution to knowledge, (b) contribution to theory, (c) contribution to methodology, and contribution to practice.

Contribution to knowledge

1. QLE, QS, QT and QSE positively influence SCA and SAT with the programme.
2. QLE, QS, QT positively influence QSE in the programme.
3. QT is also influenced by the QLE and QS by the university.
4. The study confirmed that gender of students is not sensitive to the elements of quality drivers in the programme.
5. Age of the students is a key determinant of how students perceived quality in the programme.
6. The appropriateness in applying theories and concepts developed from other contexts to the Ghanaian context.

Contribution to theory

1. This current research merged QTM, ECT and CIPP Model of programme evaluation into a comprehensive conceptual framework to explain quality in academic programme in HEIs.

Contribution to methodology

1. Rigorous methods (quantitative and qualitative approaches) were used to address the weaknesses of existing methods (quantitative approach) used in the literature.
2. Robust statistical models (conditional process) were used to estimate the direct and indirect effects of the independent variables on the dependent variables through moderation and mediation analysis.

Contribution to practice

1. The study has sensitised the University Management to provide enabling environment, learning resources and facilities and support systems to foster QT, QSE and SAT with the programme.
2. The faculty have been sensitised to provide QT and QSE in order to develop the required competences in students.

It is accepted and recognised that no single study would provide all the solutions that are needed to address a particular research problem. Accordingly, this research provides grounds for further studies to be executed to contribute to ongoing discussions on quality in MEP in HE.

Suggestions for Further Research

1. This study only focus on Management students in a HE in Ghana, hence, a comprehensive study could be conducted on all Management students in public and private HEIs in Ghana to examine students' perception of quality in the programme.
2. The current study only used students and lecturers to determine the quality in the MEP, another study could be conducted to involve other stakeholders like employers, alumni and past students (employees) to

explore the concerns with the relevance of MEP offered at the University.

3. Quality in any academic programme like MEP is multidimensional, hence, another study could be conducted using other quality performance drivers aside QLE, QS, QT, QSE, SCA and SAT.



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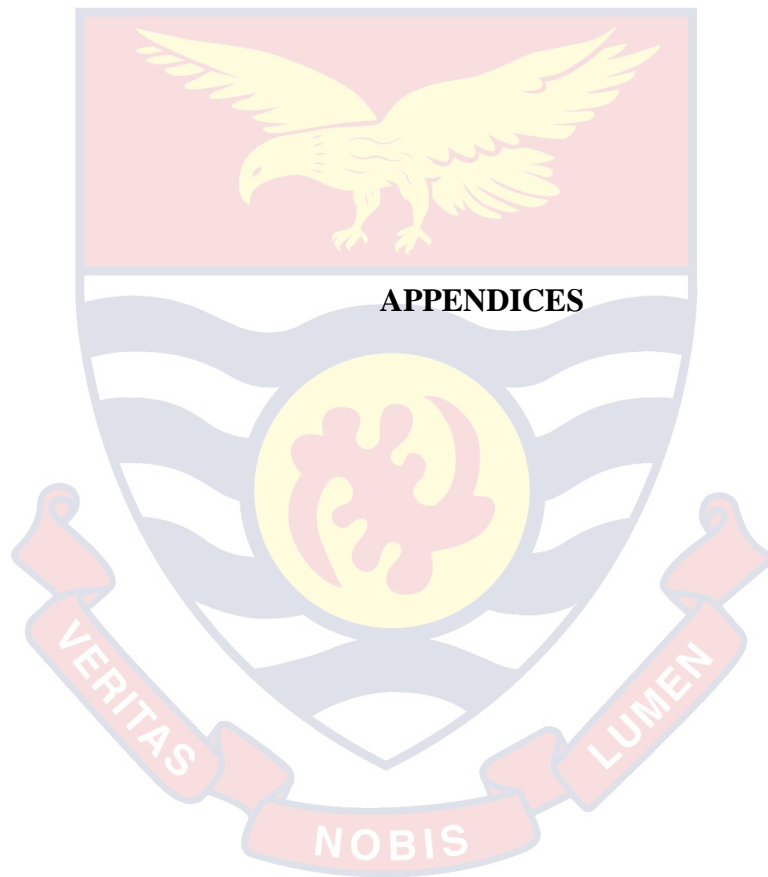
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APPENDIX A

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION
DEPARTMENT OF BUSINESS AND SOCIAL SCIENCES EDUCATION

Lecturers' Questionnaire

Dear Respondent

I am conducting a research work on the topic "*Quality in Management Education Programme: The Perceptions of Lecturers and Students*". This questionnaire is developed to measure your perspective of quality in the Management Programme you have been teaching in the University. I kindly request your assistance to help fill this questionnaire frankly and honestly. I assure you that any information provided will be treated and held in strict confidential. The information provided will be used solely for academic purposes. Thank you for your time.

Instructions: Please the tick (✓) the box where applicable to your choice concerning each statement.

SECTION A

Background Information

- | | | | | |
|--------------|----------------|--------|----------------|--------|
| 1. Gender | a) Male | [] | b) Female | [] |
| 2. Age group | a) below 25yrs | [] | d) 35-40yrs | [] |
| | b) 25-29yrs | [] | e) 41-45yrs | [] |
| | c) 30-34yrs | [] | f) above 45yrs | [] |

SECTION B**Quality Learning Environment (QLE) in MEP**

This section is to find out your opinions about the quality of learning environment provided in the programme. Please, kindly indicate the extent to which you agree or disagree with the following statements by ticking 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (UN), 4=Agree (A) and 5=Strongly Agree (SA)

| SN | Statements | SD 1 | D 2 | UN 3 | A 4 | SA 5 |
|------|--|---------|--------|---------|--------|---------|
| QLE1 | I always consider each student interest and feelings in the lecture hall | | | | | |
| QLE2 | I always ensure that each student put effort into what the whole class is doing | | | | | |
| QLE3 | I know each student in the class by their names | | | | | |
| QLE4 | I often have a sense of satisfaction after each lecture | | | | | |
| QLE5 | I inform students exactly what has to be done during each lecture | | | | | |
| QLE6 | New ideas are rarely tried out in my lecture hall | | | | | |
| QLE7 | My students are expected to do the same work, in the same way and in the same time | | | | | |

**SECTION C****Quality Services (QS) in MEP**

This section is to find out your opinions about the quality of service provided in the programme. Please, kindly indicate the extent to which you agree or disagree with the following statements by ticking 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (UN), 4=Agree (A) and 5=Strongly Agree (SA)

| SN | Statements | SD 1 | D 2 | UN 3 | A 4 | SA 5 |
|------|---|---------|--------|---------|--------|---------|
| QS1 | I am knowledgeable in course content | | | | | |
| QS2 | I am caring and courteous | | | | | |
| QS3 | I have sincere interest in solving problem | | | | | |
| QS4 | I am efficient/prompt in dealing with students complaints | | | | | |
| QS5 | I show positive attitude and keep promises | | | | | |
| QS6 | I am knowledgeable of the systems/procedures | | | | | |
| QS7 | UCC and my department has professional appearance/image | | | | | |
| QS8 | There are quality academic facilities | | | | | |
| QS9 | Each student has equal treatment and respect and fair amount of freedom | | | | | |
| QS10 | There is confidentiality of information | | | | | |
| QS11 | I am easily contacted by telephone | | | | | |
| QS12 | There are wide range of programmes with several specialties | | | | | |
| QS3 | There are programmes with flexible structures and study plans | | | | | |
| QS14 | There is quality in counseling services offered | | | | | |
| QS15 | There is quality in health services offered | | | | | |

SECTION D

Quality Teaching (QT)

This section is to find out your opinions about the quality of teaching in the Management Education Programme. Please, kindly indicate the extent to which you agree or disagree with the following statements by ticking 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (UN), 4=Agree (A) and 5=Strongly Agree (SA)

| SN | Statements: CEQ Scale | SD 1 | D 2 | UN 3 | A 4 | SA 5 |
|------|---|---------|--------|---------|--------|---------|
| GT1 | I make the course interesting to the students and motivate them to their best | | | | | |
| CG2 | I provide clear goals, standards, and expectation for students | | | | | |
| AW3 | The workload of each course is too heavy in this programme | | | | | |
| AW4 | There is a lot of pressure on me as a lecturer in this programme | | | | | |
| AA5 | Students assessment only focused on the cognitive aspect | | | | | |
| EI6 | Students have a lot of choice in terms of number of courses to register, what and how they are going to learn and how to be assessed. | | | | | |
| GS7 | The programme equips students with lot of competencies/skills | | | | | |
| SS8 | There are several support services available to each student in this programme | | | | | |
| LR9 | The resources for teaching and learning are of quality, adequately available, accessible by both lecturers and students | | | | | |
| CO10 | The courses in this programme are well organised (ie. from level 100-400) | | | | | |
| LC11 | I feel that I belonged to the department and the university community | | | | | |
| GQ12 | The programme provides students with a broad overview of diverse knowledge in the field | | | | | |
| GQ13 | I consider what I taught students (students learned) valuable for their future | | | | | |
| IM14 | The programme is challenging and thought-provoking | | | | | |



SECTION E

Quality Students' Engagement (QSE)

This section is to find out your opinions about the quality of lesson involvement in the Management Education Programme. Please, kindly indicate the extent to which you agree or disagree with the following statements by ticking 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (UN), 4=Agree (A) and 5=Strongly Agree (SA)

| SN | Statements (SCEQ)/(NSSE) | SD 1 | D 2 | UN 3 | A 4 | SA 5 |
|-----|--|---------|--------|---------|--------|---------|
| QR1 | I often help students to reach conclusions based on analysis of numerical information | | | | | |
| LS2 | I often provide activities to enhance students' learning strategies and approach | | | | | |
| CL3 | I always ensure collaborative learning among students by giving group works | | | | | |
| DD4 | I often encourage interactions among my students from different race or ethnicity, economics background | | | | | |
| DD5 | I always encourage communication among my students from different political background and with religious beliefs | | | | | |
| SF6 | I always have open discussion with my students about everything regarding the course | | | | | |
| ET7 | I provide clear explanations to students about course requirements and immediate feedback on completed assignments | | | | | |
| QI8 | I have poor interactions with students and even with colleagues | | | | | |
| SE9 | I provide all kind of support to help students succeed | | | | | |

SECTION F

Students' Competencies (Skills) Acquisition

This section is to find out your opinions about the quality of skills acquired by the students in the Management Education Programme. Please, kindly indicate the extent to which you agree or disagree with the following statements by ticking 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (UN), 4=Agree (A) and 5=Strongly Agree (SA)

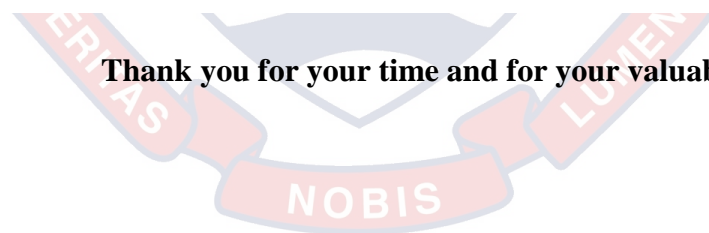
| SN | Statements | SD 1 | D 2 | UN 3 | A 4 | SA 5 |
|------|--|---------|--------|---------|--------|---------|
| | The courses in this programme prepared and equipped students to acquire..... | | | | | |
| AS1 | Time management skills | | | | | |
| AS2 | Learning skills (willingness to learn) | | | | | |
| AS3 | Technology proficiency skill (Digital Fluency)/ICT skills | | | | | |
| AS4 | Self-monitoring skill | | | | | |
| AS5 | Research skills | | | | | |
| AS6 | Presentation skills | | | | | |
| AS7 | Problem solving skills/Resolving conflict/(Solution Mindset) | | | | | |
| AS8 | Analytic skills | | | | | |
| AS9 | Teamwork skills (Collaboration) | | | | | |
| AS10 | Written communication skills | | | | | |
| AS11 | Planning skills | | | | | |
| AS12 | Adaptability/flexibility | | | | | |
| AS13 | Entrepreneurial Mindset | | | | | |
| AS14 | Empathy/compassion | | | | | |
| AS15 | Application skills | | | | | |
| AS16 | Self-awareness skills | | | | | |
| AS17 | Self-confidence skills | | | | | |
| AS18 | Social/diversity awareness (respect for diversity) skills | | | | | |
| AS19 | Independence skills | | | | | |
| AS20 | Emotional intelligence skills | | | | | |
| AS21 | Stress tolerance skills | | | | | |
| AS22 | Initiative/Creativity skills | | | | | |
| AS23 | Democratic participation skills | | | | | |
| AS24 | Reflectiveness (reflective thinking) skills | | | | | |
| AS25 | Negotiation skills | | | | | |
| AS26 | Decision-making skills | | | | | |
| AS27 | Organizational skills | | | | | |
| AS28 | Sociability/openness skills | | | | | |
| AS29 | Self-discipline/self-respect skills | | | | | |
| AS30 | Perseverance skills | | | | | |
| AS31 | Self-motivation skills | | | | | |
| AS32 | Risk-taking skills | | | | | |

SECTION G

Satisfaction with Management Education Programme

This section is to find out your satisfaction about the Management Education Programme. Please, kindly indicate the extent to which you are satisfied or dissatisfied with the following statement by ticking 1=Very Dissatisfied (VD), 2=Dissatisfied (D), 3=Undecided (UN), 4=Satisfied (S) and 5= Very Satisfied (VS)

| SN | Statements: SAT Scale | VD | D | UN | S | VS |
|------|--|----|---|----|---|----|
| | | 1 | 2 | 3 | 4 | 5 |
| | I am satisfied with..... | | | | | |
| SS1 | each course in the programme | | | | | |
| SS2 | the content of each course in the programme | | | | | |
| SS3 | the skills/competencies acquired in the programme | | | | | |
| SS4 | my collegiate lecturers | | | | | |
| SS5 | the learning environment in this programme | | | | | |
| SS6 | academic aspects of the services provided in the programme | | | | | |
| SS7 | non-academic aspects of the services provided in the programme | | | | | |
| SS8 | the quality of teaching in this programme | | | | | |
| SS9 | the information and services provided | | | | | |
| SS10 | my decision to teach in this university | | | | | |
| SS11 | the level of student engagement in this programme | | | | | |
| SS12 | Overall, I rate the services in the programme as exceptional | | | | | |
| SS14 | Overall, I rate this programme as excellent | | | | | |



Thank you for your time and for your valuable feedback

| | | | | | | |
|-----|---|--|--|--|--|--|
| IV3 | I always keep looking to see what time it is in each course in this programme | | | | | |
| IV4 | I pay particular attention to what others are saying in each course | | | | | |
| IV5 | I seldom present my assignment/work to the class in each course in this programme | | | | | |
| IV6 | There are opportunities for each student to express opinions/concerns during lectures in this programme | | | | | |
| IV7 | My lecturers always dominate class discussions without students involvement | | | | | |
| SC1 | My class is made up of individuals who do not know each other well | | | | | |
| SC2 | I know each student in the class by their names in this programme | | | | | |
| SC3 | I make friendships among students in each course in this programme | | | | | |
| SC4 | I do not have much chance to get to know each other in this programme | | | | | |
| SC5 | I took a long time to get to know everybody name in this programme | | | | | |
| SC6 | I know each student very well in this programme | | | | | |
| SC7 | I am not interested in getting to know other students in this programme | | | | | |
| SF1 | I often look forward to coming to lectures in this programme | | | | | |
| SF2 | I am highly dissatisfied with what is done in the lectures in this programme | | | | | |
| SF3 | I often have a sense of satisfaction after each lecture in this programme | | | | | |
| SF4 | My lectures are a waste of time in this programme | | | | | |
| SF5 | Classes are boring | | | | | |
| SF6 | Students enjoy going to this class | | | | | |
| SF7 | Classes are interesting. | | | | | |
| TO1 | I know exactly what has to be done during lectures in this programme | | | | | |
| TO2 | In this programme, getting a certain amount of work done is important in each course | | | | | |
| TO3 | I always get distracted instead of paying attention in lectures in this programme | | | | | |
| TO4 | My lectures are always disorganised in this programme | | | | | |
| TO5 | In this programme, class assignments are clear in each course, so I know what to do. | | | | | |
| TO6 | Lectures seldom starts on time in this programme | | | | | |
| TO7 | In this programme, learning activities in each course are clearly and carefully planned. | | | | | |
| IN1 | New ideas are rarely tried out in each course in this programme | | | | | |
| IN2 | In this programme, new and different ways of teaching are hardly ever used in each course | | | | | |
| IN3 | My lecturers bring innovative classroom activities for students to do. | | | | | |
| IN4 | Teaching methods and approaches in each course are characterized by innovation and variety in this programme | | | | | |
| IN5 | The seating arrangement in each course is organised in the same way each week in this programme | | | | | |
| IN6 | My lecturers often think of unusual class activities in this programme | | | | | |
| IN7 | I seem to be doing the same type of activities in every lecture in this programme | | | | | |
| ID1 | In this programme, all students in the lecture are expected to do the same work, in the same way and in the same time | | | | | |
| ID2 | I am generally allowed to work at my own pace in each course in this programme | | | | | |
| ID3 | We the students have a say in how each lecture time is spent by the lecturers in this programme | | | | | |
| ID4 | In each course, we (students) are allowed to choose learning activities and how we will work in this programme | | | | | |
| ID5 | In this programme, each lecturer teaching approaches allow students to proceed at their own pace | | | | | |
| ID6 | There is little opportunity for me to pursue my particular interest in this programme | | | | | |
| ID7 | It is the lecturers who decide what will be done in each course in this programme | | | | | |

SECTION C

Students' Perception of Quality Services (QS)

This section is to find out your opinions about the service quality in the Management Education Programme. Please, kindly indicate the extent to which you agree or disagree with the following statement by ticking 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (UN), 4=Agree (A) and 5=Strongly Agree (SA).

| SN | Statements: HEdPER Scale | SD 1 | D 2 | UN 3 | A 4 | SA 5 |
|------|---|---------|--------|---------|--------|---------|
| AA1 | The lecturers in the department are knowledgeable for answering my questions regarding course syllabi (Knowledge in course content) | | | | | |
| AA2 | The lecturers and administrative staff in the department assist me in a careful and polite manner (Caring and courteous) | | | | | |
| AA3 | The lecturers and administrative staff in the department are never too busy to refuse my requests for assistance (Responding to request for assistance) | | | | | |
| AA4 | When I have a problem, the lecturers and administrative staff in the department are sincerely interested in solving it (Sincere interest in solving problem) | | | | | |
| AA5 | The lecturers and administrative staff in the department have a positive attitude toward students (Positive attitude) | | | | | |
| AA6 | The lecturers in the department communicate well in the lecture hall (Good communication) | | | | | |
| AA7 | The lecturers in the department provide feedback on my progress (Feedback and progress) | | | | | |
| AA8 | The time available for consulting the lectures is sufficient and convenient (Sufficient and convenient consultation) | | | | | |
| AA9 | The lectures are highly qualified and experienced in its respective field of knowledge (Educated and experienced academics) | | | | | |
| NS1 | When I have a problem, the lecturers and administrative staff in the department are sincerely interested in solving it (Sincere interest in solving problems) | | | | | |
| NS2 | The lecturers and administrative staff in the department provide individual attention (Caring and individual attention) | | | | | |
| NS3 | My questions and complaints are dealt with quickly and effectively in this programme (Efficient/prompt dealing with complaints) | | | | | |
| NS4 | The lecturers and administrative staff in the department are never too busy to take my requests for assistance (Responding to a request for assistance) | | | | | |
| NS5 | The lecturers and administrative staff in the department keep accurate records that can be referred to (Accurate and retrievable records) | | | | | |
| NS6 | When the lecturers and administrative staff in the department promise to do something within a certain time, they do it (Promises kept) | | | | | |
| NS7 | The working hours of the lecturers and administrative staff in the department are convenient (Convenient opening hours) | | | | | |
| NS8 | The lecturers and administrative staff in the department have a positive attitude toward their work and the students (Positive attitude) | | | | | |
| NS9 | The lecturers and administrative staff in the department communicate well with the students (good communication) | | | | | |
| NS10 | The lecturers and administrative staff in the department are knowledgeable of its systems and/or procedures (Knowledgeable of the systems/procedures) | | | | | |
| NS11 | I feel secure in my relationships with the lecturers and administrative staff in the department (Feeling secured and confident) | | | | | |
| NS12 | The lecturers and administrative staff in the department provides services within the expected deadlines (Service within reasonable time frame) | | | | | |
| RS1 | My department and the university has a professional appearance and/or image (Professional appearance/image) | | | | | |
| RS2 | The student housing/hostel facilities and equipment provided by the university are adequate and necessary (Hostel facilities and equipment) | | | | | |
| RS3 | The academic resources and facilities are adequate and necessary (Academic facilities) | | | | | |
| RS4 | The department and the university executes programmes of excellent quality (Internal quality programs) | | | | | |
| RS5 | The recreational facilities provided by the university are adequate and necessary (Recreational facilities) | | | | | |

| | | | | | | |
|------|--|--|--|--|--|--|
| RS6 | The sizes of groups in each course allow personal classroom assistance in this programme (Minimal class sizes) | | | | | |
| RS7 | My department and the university location is ideal (Ideal campus location) | | | | | |
| RS8 | My department and the university layout and appearance of campuses are excellent (Ideal campus layout) | | | | | |
| RS9 | My department and the university provides highly respectable programmes (Reputable academic programs) | | | | | |
| RS10 | My department graduated students are easily employable (Easily employable graduates) | | | | | |
| AS1 | The students are treated equally and respectfully by my department the university (Equal treatment and respect) | | | | | |
| AS2 | The students are free to express their opinions in my department in this programme (Fair amount of freedom) | | | | | |
| AS3 | The lecturers and the administrative staff respects the confidentiality of information I disclose to them (Confidentiality of information) | | | | | |
| AS4 | It is easy to contact the lecturers and the administrative staff by telephone in my department (Easily contacted by telephone) | | | | | |
| AS5 | My department and the university fosters and promotes the creation of student organizations (Student's union) | | | | | |
| AS6 | My department and the university appreciates feedback from students to improve the delivery of services (Feedback for improvement) | | | | | |
| AS7 | My department and the department has a standardized and simple procedure for providing services (Service delivery procedures) | | | | | |
| PI1 | My department and the university provides a wide range of programmes with several specialties | | | | | |
| PI2 | My department and the university provides programmes with flexible structures and study plans | | | | | |
| US | My department and the university provides an excellent counseling service to all students in this programme (Counseling services) | | | | | |
| US2 | The health care services provided by the university are adequate and necessary (health service) | | | | | |



SECTION D

Students' Perception of Quality Teaching (QT)

This section is to find out your opinions about the quality of teaching in the Management Education Programme. Please, kindly indicate the extent to which you agree or disagree with the following statements by ticking 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (UN), 4=Agree (A) and 5=Strongly Agree (SA)

| SN | Statements: SCEQ Scale | SD 1 | D 2 | UN 3 | A 4 | SA 5 |
|-----|---|---------|--------|---------|--------|---------|
| GT1 | The lecturers (staff) of this programme motivate me to do my best work | | | | | |
| GT2 | The staff put a lot of time into commenting on my work | | | | | |
| GT3 | The staff make a real effort to understand difficulties I may be having with my work | | | | | |
| GT4 | The staff normally give me helpful feedback on how I am doing | | | | | |
| GT5 | My lecturers are extremely good at explaining things to me | | | | | |
| GT6 | The lecturers work very hard to make their courses interesting | | | | | |
| GT7 | The staff show no real interest in what I have to say | | | | | |
| GT8 | The courses in the programme really tries to get the best out of all its students | | | | | |
| CG1 | It is always easy to know the standard of work expected from me in each course in this programme | | | | | |
| CG2 | I have usually had a clear idea of where I am going and what is expected of me in each course in this programme | | | | | |
| CG3 | It has often been hard for me to discover what is expected of me in each course in this programme | | | | | |
| CG4 | The aims and objectives of each course are not made very clear in this programme | | | | | |
| CG5 | The lecturers made it clear right from the start what they are expecting from each student in this programme | | | | | |
| AW1 | The workload of each course is too heavy in this programme | | | | | |
| AW2 | It seems to me that each course outline tries to cover too many topics in this programme | | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| AW3 | There is a lot of pressure on me as a student in this programme | | | | |
| AW4 | The volume of work to be done through in each course means I cannot understand it all thoroughly in this programme | | | | |
| AW6 | I am generally given enough time to understand the things I have to learn in each course in this programme | | | | |
| AA1 | My lecturers frequently give the impression that they have nothing to learn from students in this programme | | | | |
| AA2 | To do well on each course in this programme all you really need is a good memory | | | | |
| AA3 | My lecturers only seem more interested in assessing (testing) what I have memorised than what I have understood | | | | |
| AA4 | Too many of my lecturers only ask me questions just about facts | | | | |
| AA5 | Feedback on my work is usually provided only in the form of marks or grades | | | | |
| AA6 | It is only possible to get through each course in this programme just by working hard around exam times | | | | |
| EI1 | In this programme, there are few opportunities to choose the course I want to study | | | | |
| EI2 | The courses in this programme have encouraged me to develop my own academic interests as far as possible | | | | |
| EI3 | In this programme, I have a great deal of choice over how I am going to learn in each course | | | | |
| EI4 | In this programme, I am given a lot of choice in the work I have to do in each course | | | | |
| EI5 | In this programme, we often discuss with our lecturers how we are going to learn in each course | | | | |
| EI6 | In this programme, there is very little choice in each course about the ways I am going to be assessed | | | | |
| GS1 | The courses in this programme have helped me to develop my problem solving skills | | | | |
| GS2 | The courses in this programme have sharpened my analytic skills | | | | |
| GS3 | The courses in this course have helped develop my ability to work as a team member | | | | |
| GS4 | As a result of pursuing this programme, I feel more confident about tackling unfamiliar problems | | | | |
| GS5 | The courses in this programme have improved my written communication skills | | | | |
| GS6 | The courses in this programme have helped me develop the ability to plan my own work | | | | |
| SS1 | The library services are readily accessible in this programme | | | | |
| SS2 | I am able to access information technology resources when I needed them in this programme | | | | |
| SS3 | I am satisfied with each course and careers advice provided in this programme | | | | |
| SS4 | Health, welfare and counselling services meet my requirements in this programme | | | | |
| SS5 | Relevant learning resources are accessible when I needed them in this programme | | | | |
| LR1 | The library resources are appropriate for my needs in this programme | | | | |
| LR2 | The use of ICTs in teaching and learning in each course was effective in this programme | | | | |
| LR3 | In this programme, It is made clear what resources are available to help me learn in each course | | | | |
| LR4 | The study materials in each course are clear, simple and concise in this programme | | | | |
| LR5 | The study materials in each course are relevant and up to date in this programme | | | | |
| CO1 | The courses in this programme are well organised | | | | |
| CO2 | I am given helpful advice when planning my academic activities in this programme | | | | |
| CO3 | In this programme, each course content is organised in a systematic way | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| CO4 | There is sufficient flexibility in my courses to suit my needs in this programme | | | | | |
| CO5 | I have enough choices of the courses I wanted to study in this programme | | | | | |
| LC1 | I felt part of a group of students and lecturers committed to learning in this programme | | | | | |
| LC2 | I am able to explore academic interests with staff and students in this programme | | | | | |
| LC3 | I learned to explore new ideas confidently with other people in this programme | | | | | |
| LC4 | In this programme, students' ideas and suggestions are used during teaching and learning in each course | | | | | |
| LC5 | As a result of this programme, I feel that I belonged to the university community | | | | | |
| GQ1 | The courses in this programme stimulate my enthusiasm for further learning | | | | | |
| GQ2 | The courses in this programme provide me with a broad overview of my field of knowledge | | | | | |
| GQ3 | As a result of this programme, my university experience encouraged me to value perspectives other than my own | | | | | |
| GQ4 | As a result of this programme, I learned to apply principles from each course to new situations | | | | | |
| GQ5 | The courses in this programme developed my confidence to investigate new ideas | | | | | |
| GQ6 | In this programme, I consider what I learned valuable for my future | | | | | |
| IM1 | I found my courses (studies) intellectually stimulating in this programme | | | | | |
| IM2 | I found my courses motivating in this programme | | | | | |
| IM3 | The courses in this programme have stimulated my interest in the field | | | | | |
| IM4 | The courses in this programme are challenging and thought-provoking | | | | | |
| SAT | Overall, my university experience was worthwhile as a result of this programme | | | | | |

SECTION E

Students' Perception of Quality Students' Engagement (QSE)

This section is to find out your opinions about the quality of lesson involvement in the Management Education Programme. Please, kindly indicate the extent to which you agree or disagree with the following statements by ticking 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (UN), 4=Agree (A) and 5=Strongly Agree (SA)

| SN | Statements (SCEQ)/(NSSE) | SD 1 | D 2 | UN 3 | A 4 | SA 5 |
|-----|--|---------|--------|---------|--------|---------|
| HO1 | In this programme, my courses always emphasised the application of facts, theories, or methods to practical problems or new situations | | | | | |
| HO2 | In this programme, my courses always emphasised the analysis of an idea, experience, or line of reasoning in depth by examining its parts | | | | | |
| HO3 | In this programme, my courses always emphasised an evaluation of a point of view, decision, or information source | | | | | |
| HO4 | In this programme, my courses always emphasised forming an understanding or new idea from various pieces of information | | | | | |
| RI1 | In this programme, I often combine ideas from different courses when completing my assignments/group work in each course | | | | | |
| RI2 | In this programme, I always connect my learning to problems or issues in society | | | | | |
| RI3 | In this programme, I always include diverse perspectives in group discussions or assignments in each course | | | | | |
| RI4 | In this programme, I often examine the strengths and weaknesses of my own views on a topic or issue in each course | | | | | |
| RI4 | In this programme, I often try to better understand someone else's views by imagining how an issue looks from their perspective in each course | | | | | |
| RI5 | In this programme, I always learn something that changed the way I understand an issue or concept in each course | | | | | |
| RI6 | In this programme, I always connect ideas from my courses to my prior experiences and knowledge | | | | | |
| QR1 | In this programme, I often reach conclusions based on my analysis of numerical information (numbers, graphs, statistics, etc.) | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| QR2 | In this programme, I always use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | | | | | |
| QR3 | In this programme, I often evaluate what others have concluded from numerical information | | | | | |
| LS1 | In this programme, I often identify key information from recommended reading materials in each course | | | | | |
| LS2 | In this programme, I always review my lecture notes after each class | | | | | |
| LS3 | In this programme, I always summarise what I learned in each class or from each course materials | | | | | |
| CL1 | In this programme, I often ask my group study mates or friends to help me understand each course material | | | | | |
| CL2 | In this programme, I always explain each course material to one or more of my friends or group study mates | | | | | |
| CL3 | In this programme, I always prepare for exams by discussing or working through each course material with friends or group study mates | | | | | |
| CL4 | In this programme, I often work with my friends or group study mates other on projects or assignments in each course | | | | | |
| DD1 | In this programme, I always communicate with people from different race or ethnicity | | | | | |
| DD2 | In this programme, I often interact with people from different economic background | | | | | |
| DD3 | In this programme, I often interact with people with different religious beliefs | | | | | |
| DD4 | In this programme, I always communicate with people with different political views | | | | | |
| SF1 | In this programme, I always talk about my career plans with some of the lecturers | | | | | |
| SF2 | In this programme, I often work with some of the lecturers on activities other than coursework (church, committees, student groups, etc.) | | | | | |
| SF3 | In this programme, I often discuss each course content, topics, ideas, or concepts with other lecturers outside of class | | | | | |
| SF4 | In this programme, I always discuss my performance with some of the lecturers | | | | | |
| ET1 | In this programme, the lecturers clearly explain each course goals and requirements | | | | | |
| ET2 | In this programme, the lecturers teach in an organised way in each course | | | | | |
| ET3 | In this programme, the lecturers use examples or illustrations to explain difficult points in each course | | | | | |
| ET4 | In this programme, each course lecturer provides feedback on a draft or work in progress | | | | | |
| ET5 | In this programme, each course lecturer provides prompt and detailed feedback on tests or completed assignments | | | | | |
| QI1 | In this programme, the quality of my interactions/communication with colleague students is poor | | | | | |
| QI2 | In this programme, the quality of my interactions/communication with academic advisors is poor | | | | | |
| QI3 | In this programme, the quality of my interactions/communication with academic staff is poor | | | | | |
| QI4 | In this programme, the quality of my interactions/communication with support services staff (career services, student activities, accommodation, etc.) is poor | | | | | |
| QI5 | In this programme, the quality of my interactions/communication with other administrative staff and offices (registry, finance, etc.) is poor | | | | | |
| SE1 | In this programme, the university always provide all support to help students succeed academically | | | | | |
| SE2 | In this programme, the university always stress on the use of learning support services (learning centre, computer centre, maths support, writing support etc.) | | | | | |
| SE3 | In this programme, the university always contact students from different backgrounds (social, racial/ethnic, religious, etc.) | | | | | |
| SE4 | In this programme, the university always provide opportunities for all students to be involved socially | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| SE5 | In this programme, the university always provide support for my overall well-being (recreation, health care, counselling, etc.) | | | | | |
| SE6 | In this programme, the university always help me manage my non-academic responsibilities (work, family, etc.) | | | | | |
| SE7 | In this programme, the university always emphasise the attendance of campus activities and events (special speakers, cultural performances, sporting events, etc.) | | | | | |
| SE8 | In this programme, the university always emphasise the attendance of events that address important social, economic, or political issues | | | | | |

SECTION F

Students' Perception of Competencies (Skills) Acquisition

This section is to find out your opinions about the quality of learning skills acquired in the Management Education Programme. Please, kindly indicate the extent to which you agree or disagree with the following statement by ticking 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (UN), 4=Agree (A) and 5=Strongly Agree (SA)

| SN | Statements | SD 1 | D 2 | UN 3 | A 4 | SA 5 |
|------|---|---------|--------|---------|--------|---------|
| | The courses in this programme have helped me to develop my..... | | | | | |
| AS1 | Time management skills | | | | | |
| AS2 | Learning skills (willingness to learn) | | | | | |
| AS3 | Technology proficiency skill (Digital Fluency)/ICT skills | | | | | |
| AS4 | Self-monitoring skill | | | | | |
| AS5 | Research skills | | | | | |
| AS6 | Presentation skills | | | | | |
| AS7 | Problem solving skills/Resolving conflict/(Solution Mindset) | | | | | |
| AS8 | Analytic skills | | | | | |
| AS9 | Teamwork skills (Collaboration) | | | | | |
| AS10 | Written communication skills | | | | | |
| AS11 | Planning skills | | | | | |
| AS12 | Adaptability/flexibility | | | | | |
| AS13 | Entrepreneurial Mindset | | | | | |
| AS14 | Empathy/compassion | | | | | |
| AS15 | Application skills | | | | | |
| AS16 | Self-awareness skills | | | | | |
| AS17 | Self-confidence skills | | | | | |
| AS18 | Social/diversity awareness (respect for diversity) skills | | | | | |
| AS19 | Independence skills | | | | | |
| AS20 | Emotional intelligence skills | | | | | |
| AS21 | Stress tolerance skills | | | | | |
| AS22 | Initiative/Creativity skills | | | | | |

| | | | | | | |
|------|---|--|--|--|--|--|
| AS23 | Democratic participation skills | | | | | |
| AS24 | Reflectiveness (reflective thinking) skills | | | | | |
| AS25 | Negotiation skills | | | | | |
| AS26 | Decision-making skills | | | | | |
| AS27 | Organizational skills | | | | | |
| AS28 | Sociability/openness skills | | | | | |
| AS29 | Self-discipline/self-respect skills | | | | | |
| AS30 | Perseverance skills | | | | | |
| AS31 | Self-motivation skills | | | | | |
| AS32 | Risk-taking skills | | | | | |

SECTION G

Students' Satisfaction (SAT) with Management Education Programme

This section is to find out your satisfaction about the service quality in the Management Education programme. Please, kindly indicate the extent to which you are satisfied or dissatisfied with the following statement by ticking 1=Very Dissatisfied (VD), 2=Dissatisfied (D), 3=Undecided (UN), 4=Satisfied (S) and 5= Very Satisfied (VS)

| SN | Statements: SAT Scale | VD 1 | D 2 | UN 3 | S 4 | VS 5 |
|------|--|---------|--------|---------|--------|---------|
| | I am satisfied with..... | | | | | |
| SS1 | each course in this programme | | | | | |
| SS2 | what learned in each course in this programme | | | | | |
| SS3 | the skills acquired from this programme | | | | | |
| SS4 | my lecturers in this programme | | | | | |
| SS5 | the learning environment in this programme | | | | | |
| SS6 | academic aspects of the services provided in this programme | | | | | |
| SS7 | non-academic aspects of the services provided | | | | | |
| SS8 | the teaching in this programme | | | | | |
| SS9 | the information and services provided by the by lecturers and administrative staff in this programme | | | | | |
| SS10 | my decision to attend this university | | | | | |
| SS11 | my decision to pursue this programme | | | | | |
| SS12 | the level of student engagement in this programme | | | | | |
| SS13 | the knowledge and attitude acquired from this programme | | | | | |
| SS14 | Overall, I rate the services in this programme as exceptional | | | | | |
| SS15 | Overall, I rate this programme as excellent | | | | | |

Thank you for your time and for your valuable feedback

APPENDIX C

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION
DEPARTMENT OF BUSINESS AND SOCIAL SCIENCES EDUCATION

Follow-Up Interview Guide

1. In your opinion, how will you rate the quality in the programme?
2. In your opinion, describe the quality of the learning environment (QLE) (RQ_1).
3. In your opinion, describe the quality of the service (QS) offered in the programme (RQ_2).
4. Share your view on the state of quality teaching (QT) in the programme (RQ_3)
5. Share your view on the quality of student engagement (QSE) that experienced in the programme (RQ_4)
6. a) Do you feel the programme has prepared and equipped you with the necessary skills (SCA) need for social and job world? (RQ_5).

b) Could you describe some of the skills or competencies that you have acquired from the programme?
7. a) From your experience with the programme, are you satisfied (SAT) with everything? (RQ_6)
b) Describe some of the areas that you are satisfied with in the programme
8. Is there anything else you would like to share with me about management education programme

APPENDIX D

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION & STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF BASIC EDUCATION

Telephone: +233-(0)3321-33379
Cables: University, Cape Coast
Email: basic.education@ucc.edu.gh



UNIVERSITY POST OFFICE
CAPE COAST, GHANA

31/01/2020

Our Ref:

Your Ref:

LETTER OF CONSENT

Mr. Edmond Kwesi Agormedah is a PhD student at the Department of Business and Social Sciences Education, University of Cape Coast and I am the Co-Supervisor for his Thesis. The Topic for the Thesis is "Quality in Management Education Programmes: The Tale of Lecturers and Students". He had gone through Proposal Presentation and effected the necessary corrections. I would appreciate it if Ethical Clearance is given him after the approval of the instrument by Institutional Review Board (IRB).

Yours Sincerely,

A handwritten signature in black ink, appearing to read 'C. Agezo', written over a horizontal line.

Prof. Clement Agezo

APPENDIX E

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES & SOCIAL SCIENCES EDUCATION
DEPARTMENT OF BUSINESS & SOCIAL SCIENCES EDUCATION

Telephone: +233 03321 35411/ +233 03321 32480/3,

EKT. (268), Direct: 35411.

Telegrams & Cables: University, Cape Coast.

Email: dbase@ucc.edu.gh

Our Ref: DoBSSE/37/V.2/61

Your Ref:



UNIVERSITY POST OFFICE
CAPE COAST, GHANA

DATE: 3rd February, 2020

The Chairperson
Institutional Review Board
University of Cape Coast
Cape Coast

Dear Sir,

LETTER OF CONFIRMATION ON PROPOSAL

We write to you to formally bring to your notice that the Department is satisfied with the research proposal of Mr. Edmond Kwesi Agormedah and has consequently given the said candidate the permission to apply for ethical clearance from IRB in order to enable him to undertake data collection.

We count on your usual cooperation.

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'J. Kwarteng'.

DR. JOSEPH TUFUOR KWARTENG
HEAD

APPENDIX F

Application Letter for Ethical Clearance

University of Cape Coast
College of Education Studies
Faculty of Humanities and Social Sciences Education
Department of Business and Social Sciences Education
3rd February, 2020

Thru

The HoD
Department of Business and Social Sciences Education
Faculty of Humanities and Social Sciences Education
College of Education Studies
University of Cape Coast

Dear Sir,

APPLICATION FOR ETHICAL CLEARANCE LETTER

I humbly write to apply for ethical clearance to enable me undertake my research work on the topic “*Quality in Management Education Programmes: The Tale of Lecturers and Students*”. I am a third year student pursuing Doctor of Philosophy in Management Education and would be grateful if you could kindly review my research proposal for ethical clearance purpose.

I count on your usual cooperation.

Thank you

Yours faithfully,

EKA


(Edmond Kwesi Agormedah)
EH/MGE/17/0005
edmond.agormedah@stu.ucc.edu.gh
[0246944065](tel:0246944065)



APPENDIX G

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES & SOCIAL SCIENCES EDUCATION
DEPARTMENT OF BUSINESS & SOCIAL SCIENCES EDUCATION

Telephone: +233-(0)3321 35411 / +233-(0)3321 32480 /3
EXT: (268), Direct: 35411
Telegrams & Cables: University, Cape Coast
Dept. Telephone: 0209408788
E-mail: dbase@ucc.edu.gh



UNIVERSITY OF CAPE COST
PRIVATE MAIL BAG
Date: 18th March, 2020

Our Ref:
Your Ref:

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTORY LETTER

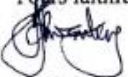
Mr. Edmond Kwesi Agormedah is a Ph.D. (Management Education) student of this Department. As part of his education, he is supposed to design and execute research of acceptable standard. With this, he is working on the research topic: **“Quality in Management Education Programme: The Tale of Lecturers and Students”**.

He seeks to examine the perception of faculty and students on the quality of Management Education programme in higher education.

In case he flouts any ethical requirement as the study may necessitate, kindly get in touch with his supervisors, Prof. Yaw Afari Ankomah, the Principal Supervisor, on **0244070280** or through e-mail yankomah@ucc.edu.gh; or Prof. Clement Kwadzo Agezo, the Co-Supervisor, on 0244974793 or through e-mail cagezo@ucc.edu.gh. You may also get in touch with the Department on 0209408788 or through dbssc@ucc.edu.gh.

We would be grateful if you could give him the necessary assistance to enable him complete the research.

Thank you.

Yours faithfully,

Dr. Joseph Tufuor Kwarteng
Head



APPENDIX H

