



COMPARATIVE ANALYSIS OF MANAGEMENT STUDENTS' SATISFACTION OF UNIVERSITY OF THE PUNJAB LAHORE AND LAHORE UNIVERSITY OF MANAGEMENT SCIENCES ABOUT THE QUALITY OF HIGHER EDUCATION

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Keywords:

Quality; Satisfaction; Education; Services; Perception.



ABSTRACT

Higher Education has grown at an exponential rate in Pakistan since 1999. In such situation, there is always a fear that universities may compromise quality. Quality education is a prerequisite to gain knowledge. This research study is designed to explore the student's perceptions about education quality at University of the Punjab (PU), Lahore and Lahore University of Management Sciences (LUMS). Student's perceptions were compared in terms of variables i.e. quality of learners, environment, content, processes and outcomes. Data was collected through a questionnaire. Perceptions of 191 students were used for analysis and concluded that LUMS's students were more satisfied than PU's students. Out of 20 statements, students of PU were satisfied about three statements and students of LUMS were satisfied about 10 statements. Out of five variables, students of LUMS showed their satisfaction with 3 variables and PU's students just showed positive views.

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1. INTRODUCTION

Any increasing education system always requires to investigate whether quality is being maintained or not. In fact, it is the interest of Higher Education Institutions (HEI) to focus on quality. This results in a good standing that will lead to attract quality applicants and also quality staff. The most important thing is that students will be constructive and inspired. Quality can be defined as "The thing which fits the purpose of the product or service, once the purpose is decided" (David, 2010). From the experience of U.K., U.S.A. and other developed countries, it is shown that quality assurance in higher

education institutions can only work if the following conditions are met.

- Faculty members are qualified.
- Faculty members and other staff should be recruited in one full-time job in an institution so that they live with their families at ease.
- Availability of sufficient physical, electronic and other facilities like well-equipped and well-maintained laboratories.
- Efficient administration, with general workforce who are proficient in their work

In quality assurance of any institution, the main focus is on the satisfaction of customers. In academic settings,

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students are the primary customers of higher education (Scot, 1999). Students' satisfaction data is helpful for colleges and universities to make their curriculum more responsive to the needs of a changing marketplace. More than a few researchers have investigated issues regarding students' satisfaction and the majority of researcher agrees that highly satisfied students are more likely to remain in, and ultimately, successfully graduated from universities/colleges. Students' satisfaction surveys are important in ascertaining whether colleges and universities are fulfilling their mission. It is also well known that the most important product of educational institutions is qualified graduates for the society and employers. Satisfied students are more likely to be committed and continue their studies than less satisfied students, who are less willing to attend classes, and are more willing to quit their studies (Tessema et al., 2012).

Higher education institutions don't just develop students' intelligence and analytical reasoning, but also develop personality, prepare the individual with more proficiency and expertise, enhance the knowledge that the students have before arrival; change approaches and thinking. The most important responsibility of higher education institutions is to maximize the individual's educational growth; and it is an ongoing process to improve and enhance the individual's knowledge and development that must be the key objective of institutions (Tam, 2001).

Higher Education has grown at an exponential rate in Pakistan since 1999. In such situation, quality must be maintained, and there is always a fear that increasing the number of universities may compromise quality (Norman, 2010). Quality education is a prerequisite to gain knowledge which guarantees economic development. By knowing this, Higher Education Commission (HEC) of Pakistan has focused on quality assurance and enhancement of service quality in higher education institutions.

To achieve world class quality standards, quality assessment and continuous improvements are the indispensable ingredients for improving the quality of higher education. This includes the endorsement of academic programs and quality assessment of the university / institution. Base on the consultative process and its findings, the Quality Assurance Committee (QAC) of HEC strongly recommended Quality Enhancement Cells (QEC) at all universities of Pakistan with a focus on quality education to cover the space between the current and the preferred standing of quality education. These Quality Enhancement Cells will be facilitated by the Quality Assurance Agency (QAA) which has been established on January 18, 2005(HEC). Mission of QAA is "To integrate the concept of quality assurance in higher learning with enhanced level of international compatibility through capacity building".

UNICEF model was adopted for questionnaire formulation in this research study. This model was presented by UNICEF in 2000 A.D which is based on five variables i.e. "quality of learners, quality of learning environment, quality of contents, quality of processes, and quality of outcomes". These five variables were discussed and supported by wide-ranging literature. "Quality of learners was shown by students' good health, regular attendance, and family support for learning". "School facilities, class size, safe environment, teachers' behavior, discipline policies, were the indicators of quality learning environments". "Quality of content was shown by student-centered and standard based curriculum, uniqueness of local and national content, conceptual and problem solving skills". "Indicators relating to teachers' competence, support for student-centered learning, participation based teaching methods and effective use of technology determine the quality of processes". "Quality of outcomes was indicated by students' achievement in literacy and numeracy, confidence level, and outcomes sought by parents and community".

1.1 Purpose of the Research

Primary purpose is to identify the gap where University of the Punjab is lacking from the Lahore University of Management Sciences in the quality of higher education. Second was to examine management students' satisfaction level with university services and environment at PU and LUMS, with the long-term intent of minimizing detractors to providing exceptional service quality, certainly influencing customer satisfaction, and building loyalty intentions among students.

1.2 Research Questions

Five research questions were answered in this research:

1. To what level students are satisfied with the quality of higher education?
2. To what level students are satisfied with variables related to "learners, learning environment, content, processes and outcomes"?
3. Is there any difference in the perceptions of students studying in PU and LUMS?
4. What are the areas which need improvement in quality of higher education in the light of UNICEF model?
5. To compare, which university is providing better quality to students?

2. LITERATURE REVIEW

Literature review is an essential look for providing the theoretical basis for the research that is significant to the work that one is carrying out.

2.1 Quality in Higher Education

Quality is the most important objective of universities and continuous quality improvement possibly the most important job that any institution is facing. Conversely, even though its importance, many people perceive quality a mysterious conception. When someone tries to define and measure quality, it will be difficult and confusing. And we all know and aware that when two quality experts discuss about the idea of quality, one's ideas of quality will often contradict with other's ideas of quality. Both quality experts don't come to the same conclusion. The word quality has many meanings:

“Achieving the excellence”

“To fulfill the needs of customers and go beyond their expectations”

But ISO 9001:2000 standard defines quality as “Ability of a set of inherent characteristics of a product, system or process to fulfill requirements of customers and other interested parties.” Quality is no longer an option; it is a positive requirement to survive. Research has demonstrated the strategic benefits of quality in contributing to market share and return on investment as well as lowering manufacturing cost and improving productivity. Quality becomes an issue when organizations try to expand the scope of it and improve their services.

Indeed customer satisfaction is central to all good business administration and an integral part of all Total Quality Management (TQM) models; whether it is Malcolm Baldrige quality criteria for performance excellence. European Foundation for Quality Management (EFQM) criteria, Deming award criteria, Dale and Boaden TQM model, and customer satisfaction is the core element. The students and their parents must have the knowledge about the quality of education, the students are getting but ironically we ignore these questions. In recent years, numerous studies in the field of service quality have been carried out; however, relatively few studies have addressed the specific context of higher education (Lagrosen et al., 2004).

The internationalization and increasing number of students in higher education has amplified competition in job-markets and due to this, students are reforming their perceptions about institution's education and they are trying to get the knowledge that should meet the international acceptable standards. To achieve these objectives, universities must establish and apply specific quality principles to the education processes (Dinham, 2006) i.e. teaching, training and courses that are provided by “The National Commission on Excellence in Education (1983)” and “Education Sector Reforms Action Plan 2001-2004 (Government of Pakistan, 2001)” regarding global movement in higher education and its inferences for universities (Seah & Edward, 2006).

There are so many different concepts of quality in manufacturing and service sectors. But Harvey and Green concluded in their discussion to create a link among quality and standards in higher education and discover five approaches, and philosophies of quality that are apparent in higher education: quality as outstanding (linked with superiority and exclusiveness), as faultlessness or uniformity, as suitability for use and as worth for currency (Tam, 2001).

2.2 Customer Satisfaction in Higher Education

In academic settings, students' satisfaction data can help colleges and universities to make their curriculum more responsive to the needs of a changing marketplace. To make curriculum effective and responsive, it is important to evaluate effectiveness measures regarding the curriculum of each college, department, and program. How much effective a curriculum is? That can be evaluated using direct performance measures (e.g., exams, projects, and presentations) and by indirect performance measures (e.g., students' perceptions with the curriculum).

Researchers have explored students' perceptions for many reasons: Several researchers measured the level of student's satisfaction to examine accountability reporting and self-improvement purposes across departments and colleges; others examined student's perceptions in order to determine whether their perception ratings of college programs and services are linked with the satisfaction of the overall college experience. Some researcher stated that student's satisfaction is a key element of success for organizations. Students as customers always have expectations from universities and when these expectations are met, they will be more satisfied and loyal to the institutions. As there is a positive relationship between quality of services provided to the students and student's satisfaction, so management should pay full attention to the quality of services offered (Helgesen & Hessel, 2007).

2.3 Total Quality Management (TQM) in Higher Education

In 1950, Edward Deming started to teach statistical methods and Dr. Juran delivered lectures on quality management tools and techniques to the Japanese. Armand Feigen Baum wrote many articles on Total Quality Control. This was the first time to work on quality and originate TQM (Total Quality Management). This new approach brought Japan to the top quality leader in the world in 1970s. TQM became international when earlier unchallenged American industries lost significant market share in both American and other world markets. To achieve the competitive edge, American companies started to implement result-oriented approach of TQM. It began to be implemented in the mid-1980 and only became a well-known part of the quality related language in the late 1980s. After that

both the famous press and academic Journals have published a plethora of accounts describing both successful and unsuccessful efforts at applying total quality management.

Saunders & Walker (1991) studied the comparison between the manufacturing and higher education institutions and they came to a final conclusion that the biggest problem with the execution of TQM in tertiary education is “To identify the appropriate management structure that will encourage quality improvement in the light of shared goals without inhibiting the diversity, innovation, and creativity that are the essence of a university”.

The past research exposed the probable benefits of TQM implementation in different departments of universities such as admin department, curriculum and key learning activities and training method, research and development activities in education, and extra-curricular activities. Visionary leadership and performance measurement are major elements for implementation of TQM in any organization. Performance management is a vital activity which plays a great role in continuous improvement of quality of education. It is said that performance management is the central activity of all departments of an organization. In management activities, visionary leadership plays a very important role. Ekaette (2001) gave their comments in the favor of this idea that performance management and visionary leadership are very important for managing all activity precisely and accurately. He concluded that in many organizations, managers do not have the personality, and good interpersonal relations required for successful and competent leadership. American companies prefer to emphasize ‘leadership’ rather than management.

It was observed that the lack of leadership and the lack of effective & efficient style of management, so many programs or activities cannot be continued in such organizations, such as provision of funds for research and development and publications, staff wellbeing is ignored, control of staff and students will not be satisfactory (Junejo, 2010). Through the study of literature, it has exposed that there are many cultural and attitudinal barriers to the implementation of quality management in higher education institutions. The major hindrance is the unconstructive behaviors of some faculty members and other employees towards the implementation of TQM within universities.

TQM can help higher education : “(a) focus on the proper needs of the market (b) achieve top quality performance in all areas (c) product systems for achieving quality performance (d) develop measures of achievement (e) help institutions to become competitive (f) develop team approaches (g) improve communication (h) reward outstanding achievement, and (i) facilitate a continual review process”.

TQM is implemented for improving student/staff morale, enhancing effectiveness and efficiency of academic processes, and providing high quality services to the students and others stakeholders like employers, other universities and society. TQM was first time implemented in USA in 1985 in two colleges and in UK it was first time implemented in the late 1980s. Higher education institutions in Pakistan have increased considerably in the last ten years. It is observed by the opening of 70 new universities/ degree awarding institutes.

2.4 Quality Assurance in Higher Education

In twentyone century, in order to work in a competitive environment, it is not possible without providing training, developing, and particularly providing quality education to employees and faculty members to face the current and future problems. By some quality experts, students are perceived as a product, in order to assure and enhance the quality of product there should be a system for quality assurance and it is based on the assumption that every person who is an employee in the institution is responsible for service quality. This system needs dedication, timely working, and efforts to accomplish the task, and motivation of every employee in the university, from top management to the lower management.

A report that is represented by the Bostan explored many areas of education in Pakistan which are facing problems like low salary of teachers, improper curriculum, lack of research and development, and variations of outputs that society expect from higher education institutions. Yet, it is said that “students who graduate from the Pakistan educational system routinely do well (and often excel) in educational and professional environments abroad suggest that the system in Pakistan is still able to produce good students” (Boston Report, 2002). The quality of education in universities is extremely imperative for developing human resources with some objectives and goals to enhance their knowledge and improve their skills and expertise.

The main challenges which are being faced by the Higher education institutions in the world are the quality assurance conformity procedures, liability, consistency, sincerity, growth and efficiency. Quality assurance defined by Kontio (2008) as “Quality assurance includes all the procedures, processes and systems that support and develop the education and other activities of the higher education institutions”. Adil (2010) stated that national goals and objectives must be set first, and must be followed by each institution, college and university. Raza (2010) concluded from his survey for which data was collected from employers of different business sectors of Pakistan i.e. “from sugar; banking; food; cement; auto; leasing; synthetics; glass & ceramics; IT; oil & gas; paper & board; and tobacco sectors” and he pointed out that employers were not satisfied over the quality of graduates in Pakistan in terms of intellectual,

professional, personal, and social development skills. This indicates that performance of local universities is under pressure and it is below the standards in the market place. There is a problem of low quality graduates which become more complex when they have to compete in the local and also in international job market.

2.5 UNICEF Model

United Nations International Children Emergency Fund was formed by the United Nation General Assembly on December 11, 1946. Its purpose was to provide emergency food and healthcare to the children in those countries which had been devastated by World War II. Its Headquarter is located in New York City. It supplies continuing charitable funds and mothers and children are assisted that are living in developing countries. It is one of the members of UNDP. It is said that 91.8% of their revenue is used for development.

In 2000 UNICEF presented a survey report on children in the developing countries like Nepal, India, Bangladesh, Sri Lanka, Maldives, Ethiopia, Mali and many others. In the survey, it focused on the terrible education condition of these countries. In these countries, children are facing many problems like lack of discipline, physical and mental harassment by their teachers and fellows. This model consists of five variables “quality learners, quality learning environment, quality contents, quality process and quality outcomes”. First three variables are considered as inputs, these can be converted to a final product through number of processes that would be academic and administrative.

“Quality of learners is shown by student’s good health, nutrition, regular attendance and family support for learning. Physical elements (e.g. school facilities, class size), psychosocial elements (e.g. safer environment, teacher’s behavior, discipline policies), and service delivery (e.g. health service, lecture in class-room) are the indicators of quality learning environments. Quality of content is reflected by student-centered and standard base curriculum and uniqueness of local and national contents”.

“Factors relating to teachers & teaching (e.g. teacher’s competence, support for student-centered learning methods) and supervision & support (e.g. administrative leadership, effective use of technology) determine the quality of processes. Quality of outcomes is indicated by student’s achievements in literacy and numeracy, life skills, outcomes sought by parents, community participation and learner’s confidence”.

3. RESEARCH METHOD AND DATA COLLECTION

Quantitative approach was adopted to collect the data. It is quicker to complete and it is normally possible to predict accurately. The study was designed to assess

service quality in the Punjab University Lahore and the Lahore University of Management Sciences according to UNICEF model. The instrument used in this study was questionnaire based survey. Questionnaire was formulated with the help of five variables of UNICEF (2000) model. These variables were “quality of learners, learning environment, contents, processes and outcomes”. The questionnaire contained 20 questions under 5 variables. The first, third and fourth variable contained four questions, second variable contained five questions, and fifth variable contained three questions. Student’s responses were taken on five point Liker rating scale ranging from 1 strongly dissatisfied to 5 strongly satisfied. Questionnaire has three parts i.e. a) general information about students, b) responses against each statement, and c) comments. These questionnaires were distributed by hand to the students of PU and LUMS and collected on the spot.

Data was collected from Ninety four students in PU (from three institutes i.e. IBA, IAS and IQTM) and ninety seven students from LUMS responded the questionnaires. Total sample size of the research was 191 out of which 124 male (51 male from PU & 73 male from LUMS) and 67 female (43 female from PU & 24 female from LUMS). Average age of PU students was 21 and range between 18 – 28 years. And average age of LUMS students was 26 and range between 23 – 33 years. Generally, 38 students (22 from PU and 16 from LUMS) gave their comments in the space given on questionnaire paper. Respondents from PU were 67 BBA, 10 MBA and 17 MS (TQM) students, and from LUMS were 97 MBA students.

4. RESULTS

This section presents an analysis and interpretation of the study findings in relation to the five research questions. Data was analyzed through descriptive statistics using excel sheet and Minitab. Table 1 show overall mean students responses with different statements. Out of 20 statements, PU students were satisfied about three items i.e. family’s financial support for learning (Mean= 4.05, S.D=0.92), availability of lecture theater tools e.g. multimedia etc (Mean=4.11, S.D=0.89) and use of teaching methods e.g. whiteboard/multimedia etc (Mean= 4.06, S.D=0.83) and on remaining statements students show positive behavior.

Out of 20 statements, Lahore University of Management Science’s students were satisfied about ten statements i.e. motivation for attending the classes (Mean=4.01, S.D=0.88), family’s financial support for learning (Mean=4.16, S.D=0.92), quality of social life at university (Mean=4.00, S.D=0.94), library resources (Mean=4.16, S.D=0.84), provision of learning materials/handouts by the teachers (Mean=4.04, S.D=0.86), availability of lecture theater tools e.g. multimedia etc. (Mean=4.19, S.D=0.93), teachers’ preparation for lectures (Mean=4.16, S.D=0.84), use of teaching

methods e.g. whiteboard/multimedia etc. (Mean=4.21, S.D=0.76), students' participation in classroom activities (Mean=4.00, S.D=0.97), graduates' confidence

(Mean=4.04, S.D=0.80) and students show positive behavior on remaining statements.

Table 1. Students Overall Responses with Different Statements

Statements/Items	PU			LUMS		
	N	Mean	S.D	N	Mean	S.D
1) Motivation for attending the classes	94	3.79	0.99	97	4.01	0.88
2) Health(physical & mental) condition	94	3.90	0.99	97	3.79	1.04
3) Family's financial support for learning	94	4.05	0.92	97	4.16	0.92
4) Quality of social life at this university	94	3.45	1.11	97	4.00	0.94
5) The program administration is effective in supporting learning	94	3.66	0.96	97	3.79	1.03
6) Library resources	94	3.56	1.11	97	4.16	0.84
7) Provision of learning materials/ handouts by the teachers	94	3.72	0.85	97	4.04	0.86
8) Teachers are easily accessible to students	94	3.57	1.09	97	3.89	0.90
9) Availability of lecture theater tools e.g. multimedia etc.	94	4.11	0.89	97	4.19	0.93
10) Inclusion of latest issues and topics	94	3.45	0.94	97	3.71	0.87
11) Level of the knowledge I am acquiring.	94	3.81	0.84	97	3.81	0.85
12) The program is effective in developing analytical skills	94	3.68	0.94	97	3.92	0.89
13) The program is effective in developing problem solving skills	94	3.68	0.88	97	3.98	0.92
14) Teachers' preparation for lectures	94	3.90	1.01	97	4.16	0.84
15) Use of teaching methods e.g. whiteboard/multimedia etc.	94	4.06	0.83	97	4.21	0.76
16) Appropriateness of evaluation techniques	94	3.72	0.96	97	3.63	1.17
17) Students' participation in classroom activities	94	3.59	1.04	97	4.00	0.97
18) Satisfaction with your academic performance	94	3.74	0.95	97	3.76	0.94
19) Graduates' confidence	94	3.72	0.95	97	4.04	0.80
20) Employment opportunities for the students studying in your department or university	94	3.41	1.02	97	3.86	0.96

P-value < 0.05, Where "N" is the number of students

From the descriptive statistics of the individual variables, as we can see from figure 1, 2, 3, 4, 5 (Appendix) students of PU responded just favor to the quality of 'learners (Mean=3.80, S.D=1.03)', 'learning environment (Mean=3.73, S.D=1.00)', 'contents (Mean=3.65, S.D=0.91)', 'processes (Mean=3.82, S.D=0.97)' and 'outcomes (Mean=3.63, S.D=0.98)'. Out of five subscales, students of LUMS responded satisfaction with three subscales i.e. quality of 'learners (Mean=4.00, S.D=0.95)', 'learning environment (Mean=4.02, S.D=0.92)' and 'processes (Mean=4.00, S.D=0.97)' and indicated positive behavior with quality of 'contents (Mean=3.86, S.D=0.89)' and 'outcomes (Mean=3.89, S.D=0.90)'.

Questions are presented with a summary of findings and relevant supporting tables and figures for each question. The first question was "To what level students are satisfied with the quality of higher education?" Students of both universities (PU & LUMS) responded a positive behavior with the quality of higher education. It is shown from the figure 6 (Appendix) students had shown 77% level of satisfaction and 23% level of dissatisfaction with the quality of higher.

The second question was "To what level students are satisfied with different variables?" From figures 1, 2, 3, 4, 5, students of Punjab University responded all questions above the neutral level. But the students of LUMS showed higher level of satisfaction with the quality of higher education than Punjab University

students. Out of five subscales, they satisfied with quality of learners, learning environment and processes.

The third question was "Is there any difference in the perceptions of students studying in PU and LUMS?" Yes, perceptions of PU's students were different from LUMS's students (as shown from the table 1, and figures # 1, 2, 3, 4, 5 & 7) (See Appendix). LUMS's students were more satisfied than PU's students. The results explored the service quality in business schools and stated that students are more satisfaction with the academic quality of LUMS.

Fourth question was "What are the areas which need improvement in quality of higher education in the light of UNICEF model?" Although LUMS had done much work to improve the quality of higher education but still it needs improvements to meet the needs and expectations of students. A lot of efforts are needed to improve the quality of course contents i.e. through including latest issues and topics, fulfilling level of knowledge that students acquired and developing analytical & problem solving skills, and quality of outcomes i.e. to improve graduate confidence and academic performance. Punjab University is also doing well to enhance and continuously improve the quality of higher education but with the momentum of tortoise. PU is facing many problems like shortage of funds and Ph.D. teachers but it is providing economical education to the students than LUMS.

Fifth question was “To compare, which university is providing better quality to students?” Lahore University of Management Science is providing better quality to its students. Table 1 indicated that out of 20 statements, students of LUMS were satisfied with 10 statements and showed a positive behavior with other 10 statements. Students of PU were satisfied with only three statements and showed a positive behavior with other seventeen statements.

Pearson Correlation was applied to five components to analyze the linear relationship between them. Table 2 indicates the relationship between different components. It was observed a positive relationship between each variable. It means if one variable tends to increase, other will also increase. Among five variables, more positive correlation was observed between quality of contents and quality of processes and least positive relationship was observed between quality of learners and quality of outcomes. This indicated that UNICEF Model can be used for measuring the perceptions of students in education sectors.

Table 2. Pearson correlation of five components

	Variable		
	D1	D2 D4	D3
D2		0.091	
D3	0.251	0.226	
D4	0.281	0.172	0.319
D5	0.083	0.127 0.200	0.156

*p<0.05

4. CONCLUSION AND SUGGESTIONS

Measuring quality in higher education is very important to retain students in any institution. But the perception of quality is different for different stakeholders. Students are considered as the primary customers/stakeholders of

any educational institution or university. Hence, student’s perceptions and views have a great importance in the evaluation of university’s performance about the teaching and learning processes. This research study was conducted to evaluate education quality at University of the Punjab, Lahore and the Lahore University of Management Sciences. In this research study, most of the statements mean values fall in the range of 3.41- 4.19 which means that there is a room for improvement in the quality of education to survive in this competitive environment.

The concept of quality is still at the evolution stages in Pakistan. It takes time that Pakistani universities will be listed in the top one hundred universities of the world. Although, LUMS is the top first university in Pakistan, still there is a room for improvements. This study explores the perceptions of students at PU and LUMS. Results show that out of five variables, students of LUMS are satisfied with three variables i.e. quality of learners, learning environment and quality of processes, and show positive opinions with two variables i.e. quality of contents and outcomes.

Students of PU just show positive views with five variables and do not show satisfaction with a single variable. Students of LUMS show their satisfaction with ten statements out of twenty statements. But PU’s students show their satisfaction with three statements out of twenty statements. It is concluded that PU’s administration and academic faculty is not providing better quality services to their students to meet student’s needs and expectations.

Through this study, it is concluded that LUMS is providing better quality education to their students. They are providing good learning environment, contents, and quality of processes. They selected competent students with strong academic background from well reputed institutions for MBA degree. Students pass through various tests and interviews before admission. Comments from LUMS students: mostly students were satisfied but two students stated that evaluation system of LUMS is not so good. Comments from PU students: mostly students of IBA and IAS were satisfied and stated that these institutions build their confidence.

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Appendix

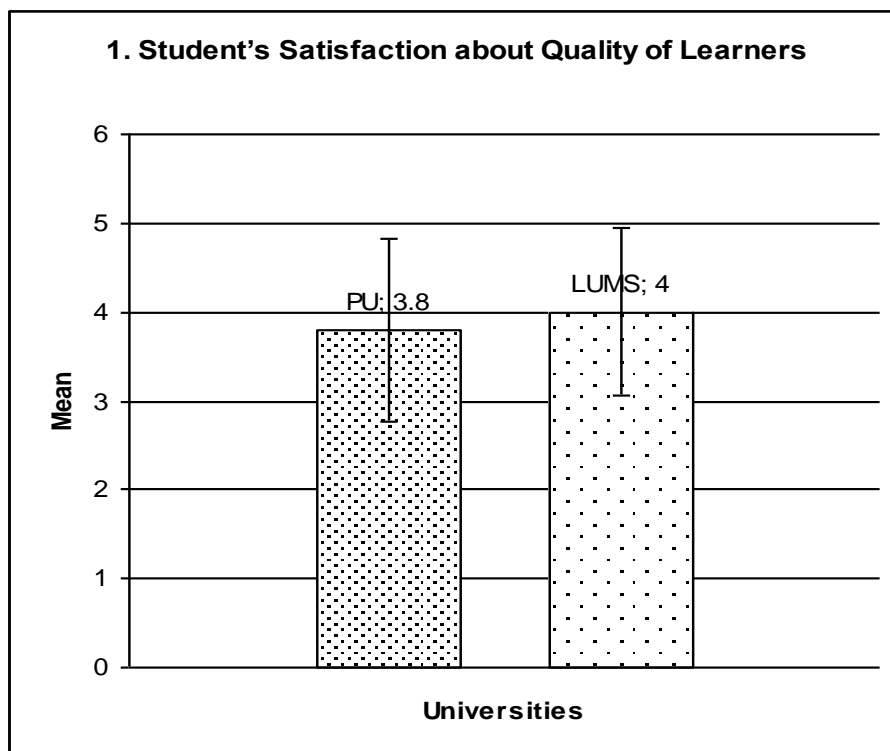


Figure 1. Student's satisfaction about quality of learners

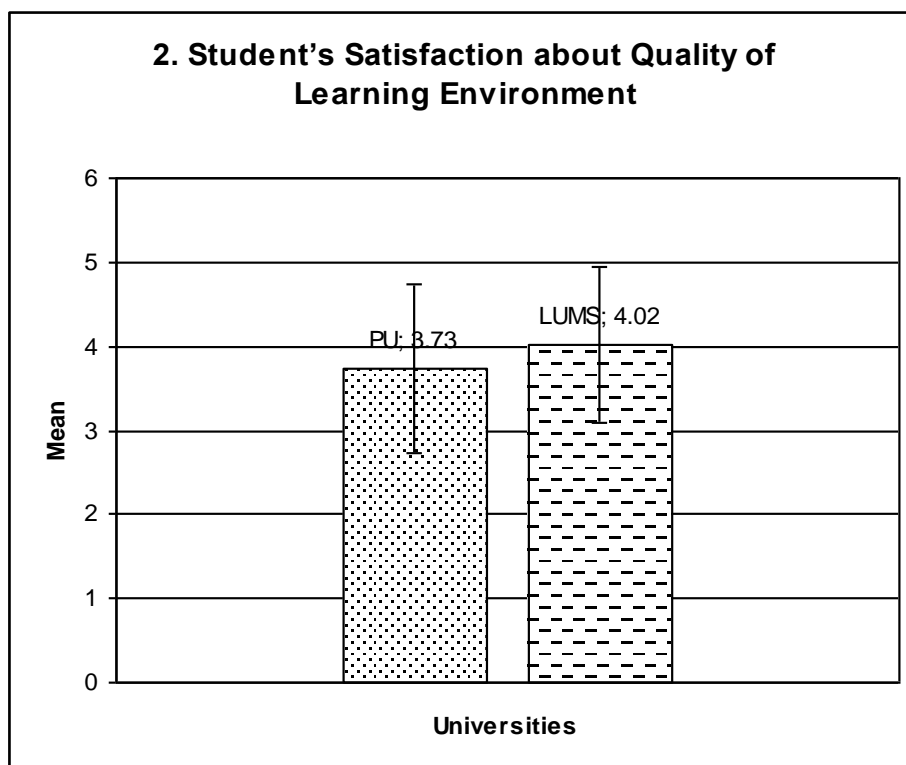


Figure 2. Student's satisfaction about quality of learning environment

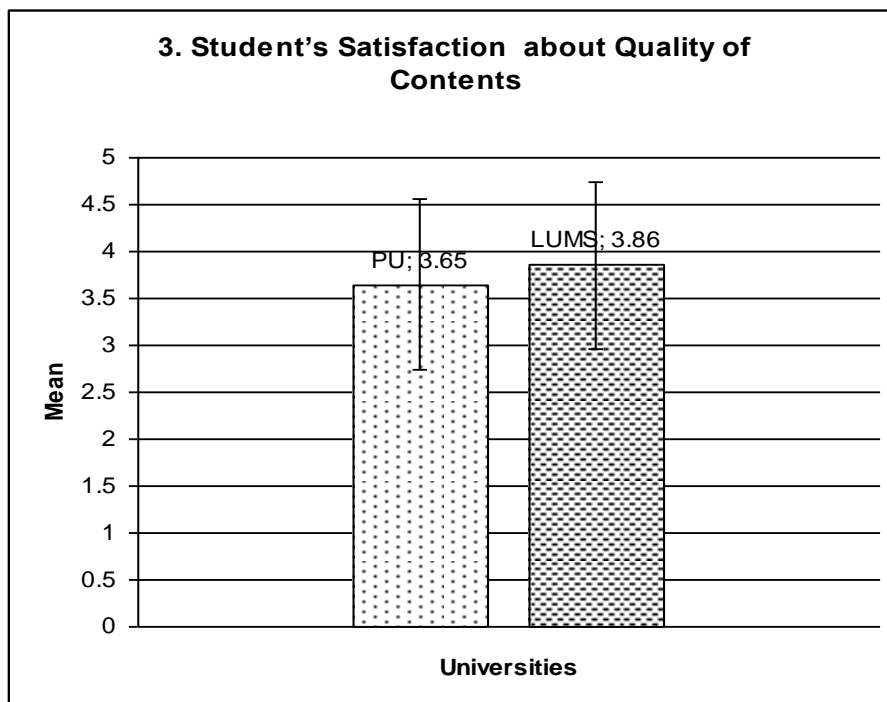


Figure 3. Student's satisfaction about quality of contents

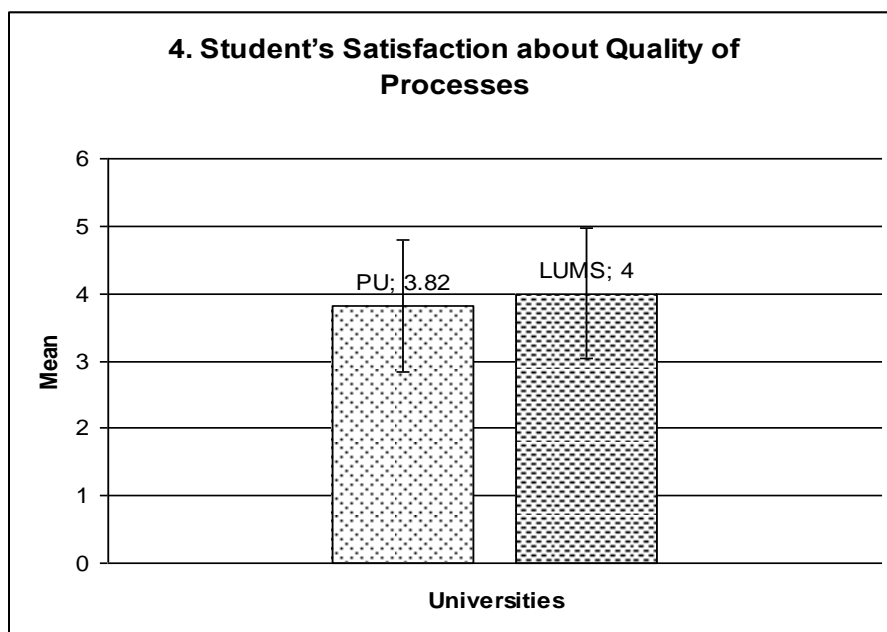


Figure 4. Student's satisfaction about quality of processes

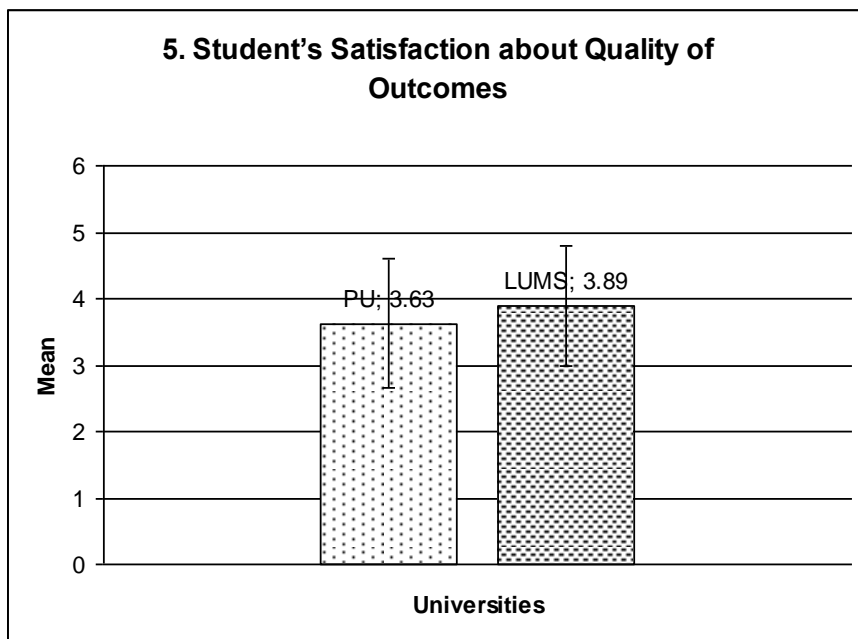


Figure 5. Student's satisfaction about quality of outcomes

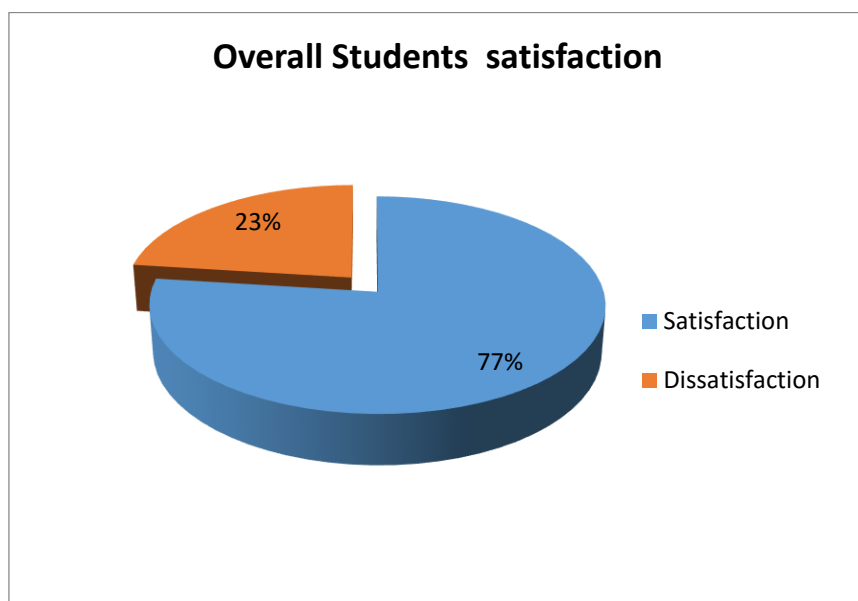


Figure 6. Overall student's satisfaction

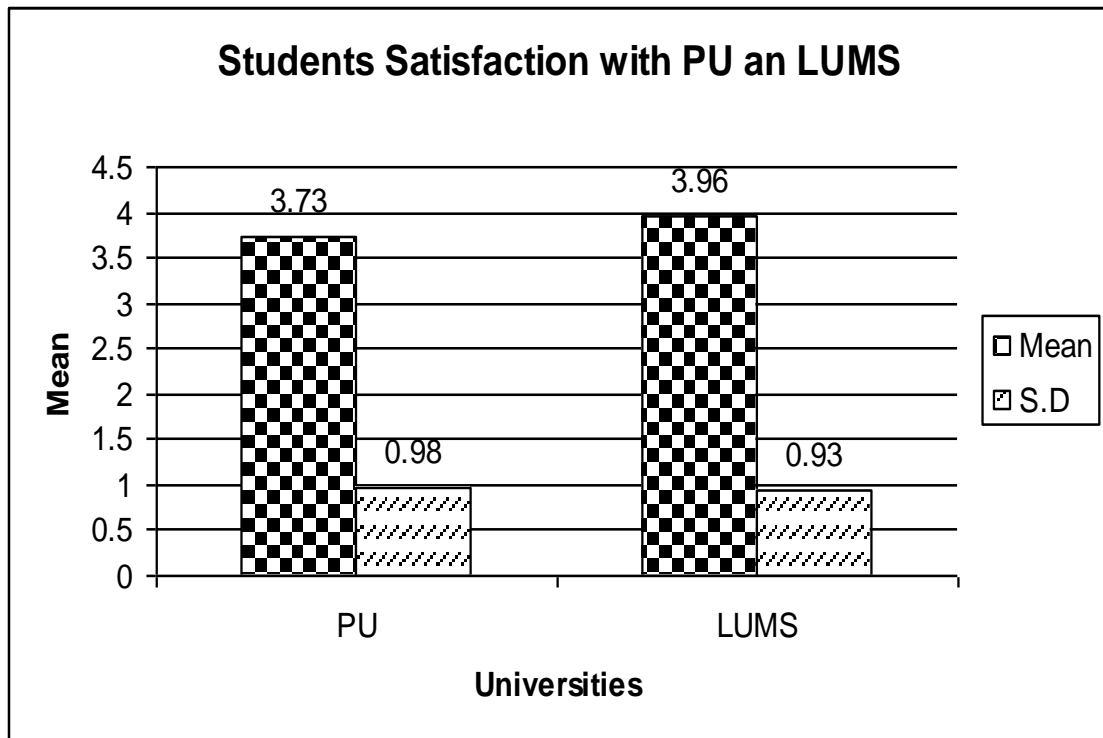


Figure 7. Students satisfaction with PU and LUMS