

Enhancing “Higher Education Service Quality” of Postgraduate level through “Internal Quality Assurance

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Abstract

Internal quality mechanism is considered to enhance the higher institutions basic mission of research, learning and teaching. In this sense data was collect through personal visit from postgraduate’s student of Pakistani universities. Total 845 survey questionnaire was disturbed in the 25 universities. In which 810 correct survey questionnaire was received. This research work investigates the linkages among the Internal quality assurance dimensions; a) establishment of Internal quality assurance b) role of quality enhancement cell c). impact of internal quality assurance on higher education service quality. SPSS was employed to find the relationship among the purposed variable. Finding shows internal quality assurance mechanism play a crucial role in the service quality of higher education. Result shows that each dimension of internal quality assurance has significant impact on higher education service quality in Pakistani universities. Based on result the current research work prepared recommendation for future

Key Words:

Internal quality assurance system, higher education service quality, quality assurance

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Introduction

Quality assurance is 'a process of establishing stakeholder confidence that provision (input, process and outcomes) fulfils expectations or measures up to threshold minimum requirements' (INQAAHE, 2013). It consists of two major parts, internal quality assurance and external quality assurance. According to the International Network of Quality Assurance Agencies in Higher Education (INQAAHE), 'internal evaluation' is a 'process of quality review undertaken within an institution for its own ends'. Accordingly, development and management of internal quality assurance system is 'at the discretion of the higher education institution, which usually carries out this mandate in the context of available institutional resources and capacities' (Paintsil, 2016).

Like other countries, Pakistan has launched the quality assurance model in higher education in 2006 soon after establishment of HEC in 2002. After the establishment of the Higher Education Commission in 2002, the concept of quality assurance and accreditation has become centre of quality education in the Pakistan. The concept of accreditation is emerging in Pakistan. There is need to research on internal quality assurance. It would be substantial to investigate the role of "internal quality assurance" to enhance HE service quality. Research emphasizes on the importance of internal quality assurance and HE service quality.

Literature Review

Internal Quality Assurance

Quality Assurance mechanism for internal efficiency of the universities comprising into two phases: a) process of self-evaluation; implementations of evaluation outcomes (P. /. M. Weusthof, 1995). Continuously changes assurance system and its management are the crucial problems for various government (Jingura and Kamusoko, 2019). According to the Santos, (2011), institutions need to implement and define their quality assurance mechanism as per their institutional goal, mission and culture. Research suggests that internal quality assurance mechanism provide a bottom-line towards the quality policy, the adoption of formal system and structures, involvement of all stakeholders, statement with information mechanism, transparency in the information and improve the quality are occurring in the scope and significance of higher education (HE). Therefore, HE policy, quality continuously. Further internal quality assurance mechanism promotes the institution basic missions: teaching, research, learning and community engagement activities (O. Tavares et al., 2016). In addition to

this, research finds that basic aim of the internal quality assurance mechanism in the universities to achieve the quality cycle which is related to university trifocal functions (research, service and teaching). The quality cycle including acting, planning, evaluating and improving the efficiency of a higher education institutions (Jingura and Kamusoko, 2019). Research invite to explored the impact of internal quality assurance on the service quality of higher education institutions (Hou et al., 2018; Latif et al., 2017). Therefore, this research intends to explored the impact of internal quality assurance mechanism on the service quality of the of the university in the postgraduate level.

Service quality of Higher Education

One of the basic goal of higher educations as the service quality. In this context a range of studies finds various factors which directly affect the service quality of higher education see to (Trivellas and Dargenidou., 2009; Ali et al.,2016; Latif et al.,2019). Despite the discussion on quality definitions and the various impressions of quality, which are both, legitimate and inevitable and subject to regular change (Tam, 1999), a range of researcher consensus that definitions of quality have to be decided by stakeholders. (Anwyl, 1992; Birnbaum, 1994; Harvey and Green, 1993; Ruben, 1995). HE, sharing all essences with other institutions of the government, has a various of stakeholder i.e student, administrative staff and academia, student parents and society. Harvey and Knight (1996), argued that quality reflects consistency, exceptional, worth for money, transformative and fitness for aim. In the service organizations quality is compared against the customer expectations regarding service delivery. Three basic characteristics of service quality are heterogeneity, insuperability and intangibility (Yousapronpaiboon, 2014). Research invite empasis to explored the impact of internal quality assurance on the service quality of higher education institutions Hou et al., 2018; Latif et al., 2017). Therefore, this research intends to explored the impact of internal quality assurance mechanism on the service quality of the of the university in the postgraduate level.

Objectives

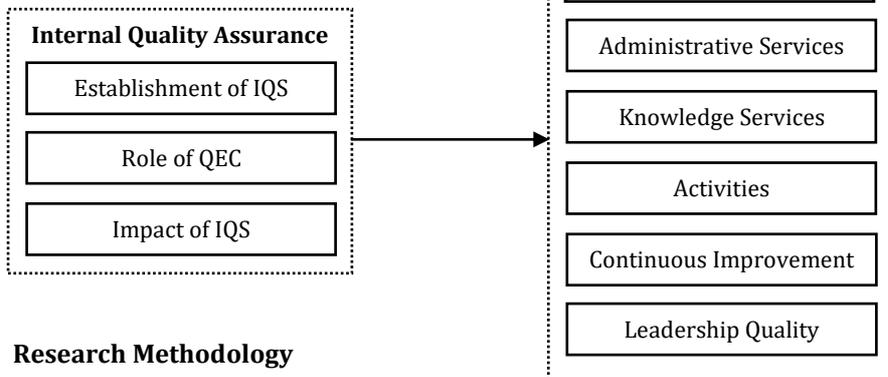
This research was aiming to validate the effect of internal quality assurance mechanism with its dimensions on the service quality of higher education in the postgraduate's students in the Islamabad and Rawalpindi universities. The proposed hypothesis is given below.

Hypothesis 1a; Establishment of internal quality assurance in the universities is positively linked with service quality of higher education.

Hypothesis 1b; Role of QEC is positively linked with service quality of higher education.

Hypothesis 1c; Impact of IQA is positively linked with service quality of higher education.

Research model



Research Methodology

Using the quantitative method and used the cross section design to exam associations among the internal quality assurance mechanism and service quality of higher education in the postgraduate's students in the Islamabad and Rawalpindi region universities. The existing research work used the adopted survey questionnaire. Construct of Internal quality assurance with its dimensions a) establishment of IQS b) role of QEC c) impact of IQS was adopted from Hou et al., (2018) containing 15 items. Whereas construct of service quality of higher education was adopted from Latif et al., (2017) containing 25 item. 845 survey questionnaire was distributed among the postgraduate's students of 25 universities of Islamabad and Rawalpindi region. Responded was selected through sample random techniques. Total 810 correct survey questionnaire was received. SPSS was employed to finds the mean, standard deviation, correlation and regression for the proposed model

Descriptive Statistics

Table 1 of demographic factor

		Frequency
Gender	Male	513
	Female	297
Education	Master	639
	PhD	171

Correlations and regression

Table.2 Correlation between internal quality assurance dimension and HE Service quality

Variable	Mean	SD	1	2	3	4
Establishment of IQS	3.925	.784	1			
Role of QEC	4.115	.865	.452**	1		
Impact of IQS	4.365	.721	.325**	.376**	1	
HE Service Quality	3.298	.801	.598**	.345**	.508**	1

N = 810

**p <0.05

Above table 2 shows the overall correlation among the proposed variable. Result shows that all dimensions of Internal quality assurance positively correlate with HE service quality.

Table.3 Regression analysis between internal quality assurance dimension and HE Service quality

Variable	HE Service Quality			
	β	t- stats	R square	F- stats
Constant Establishment of IQS	.770	-.925		
	.825	88.265	0.548	226.325
Constant Role of QEC	2.125	16.142		
	.710	3.125	0.862	116.146
Constant Impact of IQS	9.123	5.458		
	.654	7.214	0.85	104.216

Above table shows that each dimensions of internal quality assurance mechanism have significant impact of HE service quality. The β value of establishment of IQA dimension of IQA is .82 which shows that one-unit increase can change HE service quality up to 82 %. The β value of Role of QEC dimension of IQA show that one-unit increase can be change HE service quality up to 71 %. Where the β value of Impact of QEC dimension of IQA shows that one-unit increase can be change HE service quality up to 65 %. Establishment of IQS backing HE service quality 54 %. Role of QEC backing HE service quality 56 %. Impact of IQS backing HE service quality 85 %.

Discussion

Research in the education sector is very important because it plays a crucial role in the development of any country. In this sense, research was conducted in the postgraduate students of Islamabad and Rawalpindi region universities to elaborate the impact of international quality assurance dimensions on HE service quality. The result supports the past studies who find that IQA plays a significant role in Higher education service quality (Jingura and Kamusoko, 2019; Santos and Dias, 2017). Research finds that each dimension shows different impact on HE service quality. Establishment of Internal quality system shows more effect on HE service quality. Role of quality enhancement cell is also very important to enhance the HE service quality. Impact of quality Assurance system also shows positive relationship with HE service quality. Internal quality assurance is the systematic mechanism which creates a culture of responsibilities in each stakeholder (Hou et al., 2018).

Limitation and future recommendation

Current study has several limitations. Which may provide a way of further investigation in the sense of future research. Cross-sectional design is the first limitation. Future research needs to use longitudinal studies. One independent variable is the second limitation. Future research should include other potential variables to assess the HEC service quality. This study did not use any mediating variable. Future research may use potential variables such as employee engagement or stakeholder satisfaction as a mediator variable.

Conclusion

The key goal of an IQAS should be the promotion of the culture of quality within all education communities. This research study was conducted between the postgraduate students of Islamabad and Rawalpindi universities. The result shows that establishment of Internal quality system is the significant effect on higher education service quality. Role of QEC dimension of Internal quality assurance also shows significant effect on HE service quality. At the end, third dimension of IQA also shows significant effect on HE service quality.

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