Research Article

INSTITUTIONAL INTERNAL QUALITY ASSURANCE ASSESSMENT PRACTICES AND STUDENT SATISFACTION

Samina Andleeb[1*], Ahmad Jusoh[2],

[1] *Azman Hashim International Business School, Universiti Teknologi Malaysia, Malaysia*
saminaka03.sk@gmail.com
[2] *Azman Hashim International Business School, Universiti Teknologi Malaysia, Malaysia*
ahmadj@utm.my

*Corresponding Author email: saminaka03.sk@gmail.com

ABSTRACT

In Pakistan, all higher education institutions (HEIs) are accredited by the higher education commission and have formed a directorate of quality assurance to accomplish the quality goal and enforce internal quality assurance (IQA) policies through the quality enhancement cells (QECs). Self-assessment of an academic program is a part of the IQA policy. It includes teaching-learning processes, institutional facilities, process control, computer labs, program mission, objectives, and outcomes. In the past, limited research has been done on institutional internal quality assurance practices (IIQAAPs) based on Self-Assessment Report and student satisfaction. The study aims to find the level of IIQAAPs, student satisfaction, and the relationship between IIQAAPs and student satisfaction in HEIs of Pakistan. The study used a quantitative method by circulating online questionnaires to 136 top managers and student representatives using proportionate stratified random sampling, in which 112 questionnaires were received for analysis. Statistical Package for Social Science is used in the study to test the hypothesis using multiple regression. The findings showed based on the top manager's perception, IIQAAPs in HEIs are at a moderate level. Furthermore, based on the student representative's perception, the student satisfaction level was also at a moderate level. The study also found a positive relationship between IIQAAPs and student satisfaction. The findings of the study contribute to a new path for future researchers which will contribute towards improvement in the quality of research and teaching. In addition, the study has also provided suggestions for future research.

INTRODUCTION

Dill (2010) stated that quality assurance (QA) includes several exercises and classified into two categories, external quality assurance (EQA) and internal quality assurance(IQA). Accreditation, audit, and assessment are part of EQA and admission standards, teacher assessment, program analysis, examination fairness, rules, regulation are part of IQA that are used by HEIs. Odhiambo (2014) explained that most of the governments give high preference to quality assurance in their educational agenda. Vroeijenstijn (1995); Rosa & Amaral (2014); Nenadál (2015) stated that in the past two decades, QA has been broadly incorporated in higher education. It is considered the positive oversight of HEIs in various possible ways to monitor the betterment of their education, establishment, and to accommodate the external stakeholder's interest. QA is helping HEIs in the enhancement of values so that is the main reason to achieve stakeholder's interest (El-Khawas, 2013) claims

that IQA needs to capture the main position in the HEIs. Verma (2016); Williams (2016) mentioned that the QA system observes the higher education quality by practices, processes, policies of external and internal methods. de Paor (2016), explained that external and internal sections of QA are interdependent.

In Pakistan, HEC making serious struggles to develop higher education quality to meet up international criteria. In that respect, HEC has a strong and defined method of quality assurance to achieve the best outcome and reliability in the higher education of a country (Batool & Qureshi, 2006). Haider et al.,(2016) stated that the quality assurance agency (QAA) assesses the efficiency of HEIs by EQA and IQA in Pakistan. QAA works through quality enhancement cells (QECs) and accreditation councils (AC). EQA is implemented by AC. IQA is a self-assessment system and executes by institutions themselves to line up actions with stated aims. QEC's implements the policies of IQA.

Compliance with internationally recognized best practices and quality of the internal system is essential for quality improvement. In this regards different actions were exercised at the national level. These included assessment framework, improving the academic world and different associates, capacity building of the professionals, improvements of quality criteria, structure, policy checking, principles and standards (Hina & Ajmal, 2016). Pakistan has passed through a crucial phase and developed integrated quality into higher education. Being a developing country, HEIs in Pakistan are facing challenges in internal quality assurance practices(IQAPs) especially ensuring and maintaining the stakeholder expectation and satisfaction by fully practicing EQA and IQA.

Thus, in response in that issue, this study aim is to identify (a)the level of institutional internal quality assurance assessment practices based on the Self-Assessment Report criteria in HEIs of Pakistan, (b) the level of student satisfaction based on the Self-Assessment Report criteria in HEIs of Pakistan, (b) the relationship between institutional internal quality assurance assessment practices and student satisfaction based on the Self-Assessment Report criteria in HEIs of Pakistan. The findings and suggestions of the paper will be beneficial to HEIs towards improving IQAPs of SAR and student satisfaction for the future.

LITERATURE REVIEW

SELF-ASSESSMENT

Doulatabadi & Wong (2016) described self-assessment is acknowledged as a procedure that allows the organization to decide where they are in their business activities and plan out the next steps. From an organization's point of view, self-assessment is used as a process for learning and refining the organization's strengths and weaknesses. Hillman (1994) defined self-assessment goals at recognizing acting on the areas which need improvement efforts, although identifying and sustaining the practices. Van Der et al., (2000) stated that self-assessment is more than a trend; it is a method of management that is established on a quality business vision. Executing and handling self-assessment procedures regarding attaining quality is tactically essential for achieving a superior position (Meers & Samson, 2003). To evaluate their quality methods and business performance against the quality award model for development, organizations use self-assessment around the world (Melão et al.,2017; Gómez-López et al.,2017). According to Hillman (1994), that from the HEIs perspective self-assessment is considered an ordinary exercise to evaluate the academic progress of students' in the disciplines. Self-assessment can be of an individual program, department, or organization as a whole. Self-assessment of the

program signifies the structures or processes aimed to assess the program's improvement in terms of reaching the accomplishments in contradiction of benchmark or a certain model with aim of incessant enhancement. Artzt et al., (2015), stated that self-assessment delivers opportunities to assessors to show their accomplishment if they are satisfied or not.

Basnet et al., (2011) argued that self-assessment improves student learning and revealed that, self-assessment discovered useful in improving student self-awareness and development processes. According to the survey defendants approved that self-assessment is helpful for students to recognize the strengths and the weaknesses of assigned responses and those fields were performances. In general, self- assessment is proven effective and its impact is positive on student learning.

Mok et al., (2006) showed in their study the use of self-assessment in teachers' training programs. The study contained 5 case-studies of 5 training programs at the Hong Kong Institute of Education. The teacher was assessed at the start, in the mid and at the end of every program. The study result revealed that at the end of the study the teachers were aware of the thinking, learning mechanism, and also result showed that some teachers have proven the improvement. Tarí (2008) was conducted a study to find out the problems faced during self-assessment practices in the Spanish University of Alicante and Private Company Pikolinos. In this study, a qualitative and quantitative method was used. Regarding attain the goal of the study, surveys, documents and record analysis and resolution, interviews and documents were used. 15 members were selected from the Alicante University of and Pikolinos self-assessment Committee. Study findings disclosed similar problems during operating self-assessment practices at Alicante University and the Pikolinos. Similar problems were a shortage of time, absence of staff commitment to implement self-assessment.

Fletcher et al., (2012) revealed students' and faculty attitudes regarding evaluation aspects. The Paper showed that teachers observed assessment practices like an instrument to develop student learning and reveal in teaching procedures, on the other side students observed assessment like an inappropriate, biased in learning and teaching practice. Huertas & Vine (2018) stated that the Higher Education Academy paper outlined six points for assessment that were, learning promotion, fit for purpose, observing needs to be corrected, creating society standards, adding evaluation knowledge in the curriculum, and confirming expert judgment is trustworthy. Nazrul & Mohmmad (2015) was conducted a study to discover the self-assessment practices at the Shah University of Science & Technology in Bangladesh. To achieve the aim of the study, they exercised ten factors questionnaire included: learning and education, curriculum design & content review, academic & administrative staff, student support, guidance & mentoring and research, promotion & professional development, institutional support, recruitment, educational facilities & equipment, structure & general facilities of the university. The study findings disclosed that self-assessment practices have a significant influence on the departmental program at the university.

SELF-ASSESSMENT REPORT COMPONENTS

HEC in collaboration with QAA made QECs which is responsible to implement program assessments to evaluate the quality of each degree program employing the Self-Assessment Model. The term 'Program Evaluation', in any academic organization or degree awarding institute, is generally used to define a structured and systematic procedure to monitor the overall effectiveness and efficiency of the program including the efficiency and effectiveness of the learning processes and

teaching and also the adequacy and smooth functioning of the supporting facilities, for example, computer and science labs, library, related to infrastructure and process control facilities or services which help in the attainment of mission and objectives of the program. Program Evaluation has become a major function of QA departments working in HEIs. QEC's started Program Evaluation through self-assessment prescribed by the QAA-HEC (Khatoon & Usmani, 2014).

Self-Assessment Report (SAR) has eight criteria and thirty-one sub-criteria. HEC has made it compulsory for QECs that they will submit SAR of each degree and diploma program. SAR is evaluated through the assessment team(AT) including, subject experts who certify the findings of the report and submit AT findings with the summary of the implementation plan. The implementation summary is based on five areas, included, identified Problems, Recommended modification, date of the implementation, accountable person, and required resources needed (Usmani & Khatoon, 2015).

1. The report is based on eight criteria:
2. Program Mission, Objectives and Outcomes
3. Curriculum Design and Organization.
4. Laboratories and Computing Facilities.
5. Student Support and Advising
6. Process Control
7. Faculty
8. Institutional Facilities
9. Institutional Support

In this present study following are the self-assessment components.

PROGRAM MISSION, OBJECTIVES & OUTCOMES

The management of HEIs needs to think about the expectations and requirements of the external stakeholders keeping in mind the key skills of internal stakeholders (administrative staff and academic staff) when defining mission statements, proposing programs, and giving supportive facilities regarding teaching and learning tasks (Yeung, 2011). Jong & Hartog (2007) and Palmer & Short, (2008) stated that in strategic planning, mission statements are suitable and important and need to adjust to an institution for improvement and implementation. It helps to unify the internal stakeholders (students, faculty) and develop a required characteristic to external stakeholders (employers and the community and accreditation). To generate positive learning outcomes in quality teaching, for educationists, they need to know the expectations and requirements of parents, students, potential organizations, and society. There must be association amongst mission, program objectives, module objectives, assessment methods, pedagogical tasks, qualification framework, requirements of regional and international accreditation bodies, and learning outcomes.

CURRICULUM DESIGN AND ORGANIZATION

According to O.O., (2016) that assessment in the education system is to check what level of academic learning outcomes have been attained and also to check the level of student learning in the subject. Educationists can assess whether students are improving the required abilities and values through assessment or whether the curriculum providing critical skills and knowledge or whether students can fit in the

course into a full-fledged educational experience which prepares them for future careers.in HEIs, student learning assessment is an important experience and it is a consistent mechanism that is ready to promote and understand student learning. Van den et al., (2004) explained that assessment is a necessary factor in the curriculum process. Further, he mentioned that assessment is a procedure for attaining curriculum-related details to decide about student learning and programs and policy matters on education.

LABORATORIES AND COMPUTING FACILITIES

Kärnä & Julin, (2015) stated that facilities are proposed, designed, and prepared for assisting smooth processes of an institution. Ho & Wearn, (1995) stated that laboratory equipment, demonstration units, and computing facilities and are essential tools in HEIs and it needs regular maintenance to deliver services when required. The condition of these facilities has an immediate influence on the efficiency of teaching, quality, and education sessions.

STUDENT SUPPORT AND ADVISING

Gillispie (2003) explained that educational counseling has traditionally been part of teachers and has focused on the overall growth of students due to the roots of higher education in the medieval European group system. Hemwall, M. K. (2008) stated that in the middle of the twentieth century due to the large increase of higher education, educational advising quickly became professional and the responsibility of teachers shifted to administrators. Morgan (2012) explained that academic student support is based on academic decisions, teaching-related, and study problems that are delivered by academic staff to students. These kinds of services are delivered at the study program, department, or faculty level.

PROCESS CONTROL

Mourato & Patrício, (2019), stated that the process control is a systematized model that governs the cycle involved is measuring the different resources and requirements. The process control and management system are essential for including the culture of continuous development in the service quality of HEIs (Ahmed & Ali, 2016). Sahney et al., (2004a) stated that HEIs are service institutions that operating different processes at a time that may need multiple dimension institutional structures to operate and assess those processes. For this purpose, every step needs to be implemented and subsequently improved so that the quality improvement system is less stressed and it will play a role in meeting the requirement of stakeholders.

FACULTY

Enders, (1999) stated that as researchers and teachers the performance of the faculty controls the student satisfaction quality and influences the involvement of HEIs and student learning in culture. Thus, in the HEIs, the involvement of the faculty affects the institution's quality. According to Selesho & Naile, (2014), that effectively focus on their teaching-learning, community engagement, and research, HEIs need sufficient qualified and motivated faculty to work effectively. Capelleras (2005) stated that for faculty motivation, job satisfaction is essential in revitalizing, it keeps their passion alive.

INSTITUTIONAL FACILITIES

According to Kärnä et al., (2013) institutional facilities and managing these facilities plays a major part in an institution's goal by giving employees and students an effective infrastructure as a function of the institution. Furthermore, institutional facilities are a vital aspect that impacts a students' choices in choosing HEIs, because quality facilities have an impact on education (Price et al., 2003); (M Lewis, 2000; Tanner, 2009).

INSTITUTIONAL SUPPORT

Institutional support and leadership contain dignified actions through institutions and their managers encourage sustainability. Institutional support and leadership are often understood as unified and labeled institutional collaboration. Therefore, institutional support is defined as the actions of the institution, and its administrators to inspire the value of employee's behavior and attitude (Blok, Wesselink, Studynka, & Kemp, 2015; Vinojini & Arulrajah, 2017, Laraib, Sami, & Irfan, (2020).

STUDENT SATISFACTION

In the higher education context, the customer is referred to as the institution's student. In shaping the certainty and originality of the education system student satisfaction shows a significant part (Aziz, 2014). According to (Usman, 2010), that a high level of student satisfaction means improving the student's capacity, knowledge and develop the mental ability of their course. Thus, student satisfaction means assessment of student's services based on the comparison of perception and expectations. Mentioned by Douglas et al., (2008) in respect of students as a customer is not a recent concept. Yorke (1999) in the past, students were regarded as service's consumers; in the beginning, students intentionally pick, select and accept the service in private institutions, as a partner in the learning process, a student has given the right to regard as customers. Barnett (1992), Dill & Soo (2005) consider as well that student is an important stakeholder of HE and give importance to their view for improvement of in HE quality. According to Navarro et al., (2005) and Richardson (2005) that student satisfaction is a challenging model, it has several elements. In HE, Student satisfaction is inspired by numerous variables. Several previous studies have shown that there were relevant factors affecting student satisfaction, such as (Elliott & Healy, 2001) ;(Helgesen & Nesset, 2007) instructional process efficiency, (Arif et al.,2013) ;(Wilkins & Balakrishnan,2013) quality courses, (O'Driscoll, 2012) communication with students, (Sojkin et al., 2012) campus environment, student's needs (Elliott & Healy, 2001) and course organization (Navarro, Iglesias, & Torres, 2005b).

STUDENT SATISFACTION IN HEIs

According to Browne et al., (1998) at the university level, it is critical to improving student satisfaction. Students Satisfaction is revealed by scheming the extra prospectus and quality coursework happenings and various additional aspects associated with HEI. The lecturer and professor need to be committed to the students through sympathy also understanding, and support must be delivered while needed. Student satisfaction is not difficult, it can be achieved through suitable adaptability and planning of quality systems. Mai (2005), examined the important factor of student satisfaction in higher education. Who observed the whole perception of the school, the overall perception of education quality, teacher's knowledge and their subject of interest, IT facilities accessibility and quality, degree pursuing possibilities in student's career is the most impressive predictor of student

satisfaction. Also, DeShields et al., (2005) exercised Herzberg's two-factor theory and model of satisfaction to examined the elements of student satisfaction with education. They observed that classes and faculty performance are the main aspects that influenced the quality of the student's college understanding resulted in satisfaction.

RESEARCH FRAMEWORK

Quality management related literature in HEIs examines the number of topics, like as (Cruickshank, 2003) ;(Osseo-Asare et al., 2005) study of quality management practices, (Lomas, 2004) study of quality management implementation, (Sahney et al., 2004) study about the definition of customer/quality/stakeholders, (Perellon, 2005) obstacles to management, quality assurance issues, (Yorke, 1999) quality techniques, models and instruments (Calvo-Mora et al.,2006). Researches have studied quality assessment techniques from a theoretical and empirical perspective and taking up quality models, tools, and procedures. For example, EFQM, SERVQUAL, ISO 9000, Benchmarking, Academic audit). Furthermore, these all topics are examined in a specific program, an academic department, an administrative service, or in general terms (Tarí, 2010).

Organizations ensure self-assessment practices for quality awards models, like as According to Kumar,(2007) in the United States, Malcolm Baldrige National Quality Award Model (MBNQA, in Europe, European Foundation for Quality Management Model (EFQM),(EFQM 2003, 2003), & in Japan, the Deming Prize Model, along with these models, some of the academic studies have been established tools for quality management measures are appropriate for service and manufacturing organizations (Flynn et al., 1994; Saraph et al., 1989; Black & Porter, 1995; Ahire et al., 1996; Rao et al., 1999; Conca, Llopis, & Tarí, 2004). HEIs started to utilize several quality management models, inspired as a result of the achievement of the Deming Prize Model and Malcolm Baldrige National Quality Award. Hides et al., (2004) initiated in 1989 to promote the effectiveness of European Businesses, EFQM created excellence model (Sadeh & Garkaz, 2015). Nenadál, (2015) stated that the excellence model is a complete instrument for quality assessment and quality assurance, firstly it is implemented in industrial firms, it has been used more than 20 years, gradually have increased interest in other sectors from private and public organizations, education institutions are also included in this list.

EFQM model is qualitative and quantitative, numerous studies related model has been conducted in public and private HEIs, regarding different challenges, though theoretical and empirical findings are broadly explained (Doeleman et al.,2014). According to Kim et al., (2010), the EFQM model has served as an excellent and sometimes benchmark approach ISO9001 certification is regarded as a natural continuation when organizations consider that benefits are over. For its ability, the EFQM model has worked by way of benchmark method to quality and sometimes natural addition of ISO9001 accreditation (Araújo & Sampaio, 2014). According to Dahlgaard, (2008) that different researchers have recommended the usage of the EFQM model as a supportive framework for control management in helping HEIs. Davies (2004) conducted research and compared different models for business development for HEI faculty, between the number of different choices (like as, EQUIS, Charter Mark, and Learning Company Framework), but the EFQM excellence model was measured much suitable. (Calvo-Mora et al., 2006) stated that several reports are attempted to examine quality management principles and practices to support HEIs for improvement like as, (Kanji et al., 1999) with the result from two aspects; successful progress in planning, administration, staff, and from an

educational perspective using quality management possibility and also administrative and educational management process.

ADAPTATION AND CONCEPT OF THE EFQM MODEL

The EFQM Model is total quality management (TQM) non-resistant framework that is consisted of nine criteria. 5 are 'Enablers' are about the organization of activities like what they do and 4 are about 'Results' which is happened through 'Enablers' in the response after 'Results' support to develop the 'Enablers' (showing in figure 2.2). The EFQM model believes that excellence is attained due to strategy and operating leadership policy that is provided by partnerships and resources, processes and people (Oakland, 2003).

The EFQM Excellence Model Concepts

Result Orientation	Perfection is accomplishing outcomes that appreciate all associates' partners.
Customer Focus	Perfection is making reasonable client esteem.
Management by Processes and Facts	The perfectionist in dealing with the association through a lot interrelated and reliant framework, procedures and realities
People Development and Involvement	Perfection is augmenting the commitment of workers through their advancement and association.
Continuous Learning, Innovation and Improvement	Perfection is testing existing conditions and affecting change by utilizing how to make advancement and enhancement possibilities
Leadership and Constancy of Purpose	Perfection is motivational and visionary initiatives combined with the steadiness of direction.
Corporate Social Responsibility	Perfection is surpassing the base administrative system in which association works and to endeavor to comprehended and react to the desires of their partners in the public arena.
Partnership Development	Perfection is creating and keeping up esteem including organizations.

Source: (Soltanifar, 2015)

Tarí & De (2007); Tarí, (2008); Tarí, (2010); Tarí, (2011); Tóvölgyi, (2009) stated that EFQM Excellence Model Assessment results identify areas of improvement and strength and also the implementation of action plans and coordination with development outcomes. Laurett & Mendes, (2019) mentioned that overall concepts in the education sector based on the EFQM model is deliver a complete summary of service procedures, and help HEIs to recognize that how several procedures interrelate with each one to get the required business results and letting everybody in the institution to know well their part and create good conclusions; advantage to HEIs is to allow managers to develop service management by identifying the weaknesses and also HEIs have to improve the alignment of priority and management and the implementation/development of projects.

RELATIONSHIP BETWEEN SELF-ASSESSMENT AND ENABLERS IN THE EFQM MODEL

According to Calvo-Mora et al., (2006) that the EFQM model enablers explain what the organization does to gain excellence. Especially it has to do with actions associated with the leadership directions, human resource management, management process, and material resources. Furthermore, these actions are dependent. They should be implemented together and cohesively. According to Gómez et al., (2011) that EFQM models are supposed to be successful for organizations that can be in any kind of dimension and area and it has a good administration process. The EFQM model that can be used to construct an organization's process through self-assessment. (Tóvölgyi, 2009) conducted a study in Hungary public institutions, they implemented the EFQM excellence model successfully, and reported major enhancement in student's satisfaction and quality service, regarding lecturers (such as courses, requirements, presentable pedagogy, fairness, easy, availability), subjects (updated, knowing requirements, issue-

resolving, remarkable classes, logical outline) and organization of the education (time table, exam schedule, program).

FRAMEWORK

Based on the debate of hypothesis development, figure 1 demonstrates the suggested framework for this study. The self-assessment report demonstrates 8 adopted criteria as an independent variable from (Higher Education Commission, Pakistan. SELF ASSESSMENT MANUAL (2006) and dependent is student satisfaction (Abdul Raouf, 2006).
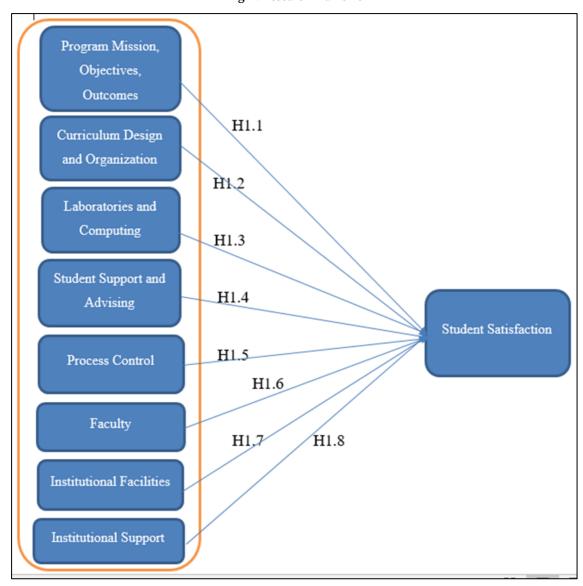
Fig. 1. Research Framework

RESEARCH METHODOLOGY, ANALYSIS AND RESULT

Across the world, in the education sector-main focus is on higher education. As it plays a fundamental role in professional development. It includes job hunting, entrepreneurship and approach towards different tasks during the job and

entrepreneurship. Higher education is the engine of socio-economic development. That's why the main focus was to target higher education specifically.

In this study, using a quantitative method, questionnaires were distributed using an online google form to 136 top managers and student representatives to HEIs of Pakistan and study used proportionate stratified random sampling, in which 112 questionnaires were received for analysis. The response rate of survey research was 82%. The study used the Statistical Package for Social Science (SPSS) to test the hypothesis using mean and standard deviation and multiple regression. IIQAAPs were assessed based on eight variables and student satisfaction was assessed based on three variables.

NORMALITY TEST

Next, gathered the data from the respondents and were transferred to SPSS version 20. Though earlier than continuing data analysis, first, need to assess the data to check the normality, that data is well- developed and evenly circulated. For this purpose, used kurtosis and skewness to check the data normality. Hence, the data is considered normal and fit for analysis when the value of skewness and kurtosis are between +2 and -2, (Kline, 1998). The value of each dimension of internal quality assurance practices and student satisfaction are mentioned below.

Table:1. Kurtosis and Skewness test

Dimension	Skewness		Kurtosis	
	Statistics	Std. Error	Statistics	Std. Error
Program Mission, Objectives and Outcomes	-0.524	0.228	-0.124	0.453
Curriculum design & Organization	-0.195	0.228	-0.564	0.453
Laboratories and computing facilities	-0.717	0.228	0.254	0.453
Student support & Advising	-0.721	0.228	0.455	0.453
Control process	-0.518	0.228	-0.073	0.453
Faculty	-0.860	0.228	0.463	0.453
Institutional facilities	-0.779	0.228	0.119	0.453
Institutional support	-0.184	0.228	0.010	0.453
Academic Quality	-0.929	0.228	1.118	0.453
University facilities	-0.448	0.228	0.428	0.453
Recognition	-0.474	0.228	-0.554	0.453

RESPONDENT DEMOGRAPHICS

Table:2. Respondent Demography

Demography	Description	Frequency(f)	Percentage (%)
Top Managers	Male	93	83
	Female	19	17
Age	Less than 21 years	0	0
	Above 21 and below 25 years	0	0
	Above 25 and below 30 years	5	4.5
	Above 30 and below 35 years	14	12.5
	Above 35 and below 40 years	47	42
	40 and above	46	41.1
Current Grade	Deputy Directors QEC (PBS-18)	12	10.7
	Deputy Registrar (BPS-19)	25	22.3
	Registrar (PBS-20)	53	47.3
	VC, Professor (BPS-21)	22	19.6
Experience	0 to 4 years	1	0.9
	5 to 8 years	6	5.4

	9 to 12 years	36	32.1
	More than 13 years	69	61.6
Highest Education Level	Master/16 years of education	7	6.3
	MS/MPhil/LLM	38	33.9
	PhD	57	50.9
	Post-Doctorate	10	8.9
Students	Male	88	78.6
	Female	24	21.4
Program of Study	Bachelor	8	7.1
	Master/16years of education	41	36.6
	MS/MPhil/LLM	42	37.5
	PhD	18	16.1
	Other	3	2.7
University Status	Public	75	67
	Private	37	33

Table 2. Shows the demographic summary of respondents concentrating on top managers, their age, current grade, job experience, education level, students, their program of study and university status.

OBJECTIVE 1. FINDING THE LEVEL OF INSTITUTIONAL INTERNAL QUALITY ASSURANCE ASSESSMENT PRACTICES

Based on the level of IIQAAPs in HEIs of Pakistan, this study assessed 36 items of eight factors. The highest mean score is of laboratories and computing facilities with a mean score of 3.815. While second & third highest faculty & student support & advising with a mean score of 3.775 and 3.772. Process control and institutional facilities have a mean score of 3.620 and 3.598. The program mission, objectives & outcomes mean score is 3.481. 3.223 is a mean of curriculum design & organization. 3.220 is the lower mean of institutional support.

Table:3. The Mean and Standard Deviation of Internal Quality Assurance Practices

Dimension	Mean	Std. Deviation	Level
Program Mission, Objectives & Outcomes	3.481	0.860	Moderate
Curriculum Design & Organization	3.223	0.999	Moderate
Laboratories & Computing Facilities	3.815	0.792	High
Student Support & Advising	3.772	0.883	High
Control Process	3.620	0.845	Moderate
Faculty	3.775	0.944	High
Institutional facilities	3.598	1.005	Moderate
Institutional Support	3.220	0.918	Moderate
institutional internal quality assurance assessment practices	3.563	0.906	Moderate

OBJECTIVE 2. FINDING THE LEVEL OF STUDENT SATISFACTION

The level of student satisfaction assessed 33 items, measuring the three factors of student satisfaction. The mean and standard deviation of student satisfaction factors are given below.

Table: 4. The mean and standard deviation of student satisfaction factors

Dimension	Mean	Std. Deviation	Level
Academic Quality	3.682	0.708	High
University facilities	3.405	0.720	Moderate
Recognition	3.241	0.870	Moderate
Student Satisfaction	**3.443**	**0.676**	Moderate

The mean of the academic quality is high while the mean of the other two-dimensions is moderate. The overall mean of student satisfaction level is moderate.

OBJECTIVE 3. RELATIONSHIP BETWEEN INSTITUTIONAL INTERNAL QUALITY ASSURANCE ASSESSMENT PRACTICES AND STUDENT SATISFACTION

The third objective identified the relationship between IIQAAPs and student satisfaction in the HEIs of Pakistan. Data were assessed using multiple regression.

Table: 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.949[a]	.901	.893	.22096

a. Predictors: (Constant), Inst_support, Curri_design, Lab_facilities, Faculty, Process_cont, Inst_facilities, Stu_support, Prog_Mission

As we can see in table 5, the results of the model summary, R indicated a high positive correlation between eight of the predictor variables and the dependent variable (R = .949). The R Square ($r2$ = .901) revealed that approximately 90.1 percent of the variance in the dependent variable. Student satisfaction could be explained by the eight independent variables, program mission, objectives and outcomes, curriculum design and organization, laboratories & computing facilities, student support & advising, process control, faculty, institutional facilities, and institutional support.

Table: 6. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	45.695	8	5.712	116.989	.000[b]
	Residual	5.029	103	.049		
	Total	50.724	111			

a. Dependent Variable: Satisfaction

b. Predictors: (Constant), Inst_support, Curri_design, Lab_facilities, Faculty, Process_cont, Inst_facilities, Stu_support, Prog_Mission

Table 6. findings of the analysis of Anova table the value of statistics F (ANOVA) 116.989 with the level of significance (Sig. of ANOVA) of 0.000 (i.e. Sig. =0.000 < 0.05). it shows the regression model is appropriate for the current study.

Table: 7. Regression Analysis

	Coefficients[a]						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	.298	.119		2.513	.014	.063	.533
Prog_Mission	.137	.048	.175	2.887	.005	.043	.232
Curri_design	.162	.029	.239	5.604	.000	.104	.219
Lab_facilities	.077	.035	.090	2.176	.032	.007	.147
Stu_support	.068	.039	.089	1.729	.087	-.010	.146
Process_cont	.196	.041	.245	4.841	.000	.116	.277
Faculty	.060	.036	.084	1.678	.096	-.011	.131
Inst_facilities	.120	.032	.179	3.771	.000	.057	.184
Inst_support	.070	.033	.094	2.101	.038	.004	.135
a. Dependent Variable: Satisfaction							

The result of table 7. showed overall a significant relationship between IIQAAPs and student satisfaction. The program mission, objectives and outcomes on student satisfaction, the results of the significance values revealed that $\beta=.175$) and (p=0.05). Thus, hypothesis H1.1 is accepted. The second, curriculum design and organization showed a significant influence on student satisfaction because significance values resulted in $\beta=.239$, and (p<0.05). Thus hypothesis H1.2 is accepted. Similarly, laboratories and computing facilities' results showed a significant relationship towards student satisfaction because the results of the significance values revealed that $\beta=.090$, and (p<0.05). Thus, hypothesis H1.3 is accepted. Next of student support and advising was found statistically not significant relationship towards student satisfaction as significance values resulted that $\beta=.089$, and (p>0.05). Therefore, hypothesis H1.4 is rejected. The result of process control showed a significant relationship towards student satisfaction because the results of the significance values revealed that $\beta=.245$, and (p<0.05), Thus, hypothesis H1.5 is accepted. The findings of the faculty show no significant relationship on student satisfaction because the results of the significance values revealed that faculty $\beta=.084$, and (p>0.05). Thus, hypothesis H1.6 is rejected. For institutional facilities, the result is found a significant relationship on student satisfaction because the results of the significance values revealed $\beta=.179$, (p<0.05). Therefore, hypothesis H1.7 is accepted. Surprisingly institutional support factor was found a significant relationship with student satisfaction because the results of the significance values revealed $\beta=.094$ and (p<0.05). Therefore, hypothesis H1.8 is accepted.

Therefore, in the light of the multiple regression findings of the current study, a conclusion can be drawn that as a whole model i-e program mission, objectives and outcomes, curriculum design and organization, laboratories & computing facilities, student support and advising,process control, faculty, institutional facilities, and

institutional support, were demonstrated that they have a significant relation to student satisfaction. However, student support and advising and faculty have proved that as an individual variable has no significant relation to student satisfaction.

In the Anova table, F-test assesses all the coefficients jointly and in regression, the t-test examines each coefficient individually. With the help of the f-test, we can discover that all variables are significant and they can affect as a whole significantly on the dependent variable while the t-test can fail to find significance individually. In F-test, we compare the p-value with the significance level. If the p-value is less than the significance level, then our sample delivers satisfactory proof to achieve that our regression model fits the data. This disagreement is due to that f-test assesses all of the coefficients jointly whereas, the t-test examines each coefficient individually, thus shows the interference of these variables. Lastly, study findings reveal that process control is one of the most important factors of student satisfaction. (β=.245, p<.05).

The hypothetical concept of the study is summarized in table 8. below.

Table: 8. Summary of Hypothesis

Hypothesis	Statement	Result
Hypothesis1.1	Program mission, objective& learning outcome is positively related to student satisfaction	Supported
Hypothesis1.2	Curriculum design and organization is positively related to student satisfaction	Supported
Hypothesis1.3	Laboratories & computing facilities is positively related to student satisfaction	Supported
Hypothesis1.4	Student support & advising is positively related to student satisfaction	Not supported
Hypothesis1.5	Process control is positively related to student satisfaction	Supported
Hypothesis1.6	Faculty is positively related to student satisfaction	Not supported
Hypothesis1.7	Institutional facilities is positively related to student satisfaction	Supported
Hypothesis1.8	Infrastructure support is positively related to student satisfaction	Supported

CONTRIBUTION OF THE STUDY

ACADEMIC

The idea of institutional internal quality assurance assessment practices and student satisfaction has been tested, explained, and examined. Due to the limited study on debating on assessment practices and student satisfaction, this research will expect to open a new path for future researchers. The current study is an effort to enhance the latest relationship structure in detail. Moreover, internal quality assurance practices have been abstracted as a multidimensional idea and have been centered, the relationship between internal quality assurance practices with student satisfaction.

PRACTICAL

The research will contribute towards improvement in the quality of research and teaching. It will impact HEIs across the country as awareness will be raised of the

stakeholders and make them conscious about issues and their solutions related to internal quality assurance practices.

LIMITATION OF THE STUDY

Despite its effectiveness, the current study has some limitations, especially in terms of data collection due to the ongoing COVID-19 situation. Data from 136 universities in Pakistan was supposed to be collected using the online channel, with an expected response rate of 90%. However, the response rate was 82%, which is 8% less than the expected reason. A questionnaire was distributed using Google form, with follow up through emails and phone calls. This was an extremely tedious activity due to lockdown at global and local levels. This is the reason that face-to-face interviews could not have been conducted, which of course provides an opportunity to provide a better context of the questions being asked. Furthermore, this may also have some effect on the quantitative method, used for data collection, which may not deliver an in-depth opinion of top managers and student representatives due to the reasons stated above.

CONCLUSION

This research emphasizes the position of IQA, which can affect the student's satisfaction. The findings of the current study, student satisfaction moderate level are proof that IIQAAPs are being practiced in HEIs of Pakistan. Moreover, a moderate level indicates that there is a need to make persistent efforts and work harder to achieve success. It is important to have such activities and environment where better quality practices are nurtured which result in satisfaction between students. Moreover, HEIs need to enhance participation to create a sense of belonging among students. It will also allow students to express honor and fear about the HEIs. Therefore, as a result, students will be more active and encouraged. These results also support the previous research of Essel et al.,(2016) that student satisfaction with the quality resources is important. If students have teaching and learning facilities, they will feel comfortable, encouraged to learn, and become better students.

RECOMMENDATIONS FOR FUTURE STUDY

The purpose of this study has been achieved but there are some suggestions to be assessed for future studies. Firstly, for future studies, it needs to look at a broader perspective, such as comparing IIQAAPs and student satisfaction of public and private HEIs of developing countries with developed countries HEIs. The broader level comparison will help to improve countries' HEIs IQAPs and student satisfaction and in turn, affect education quality. Secondly, the sample frame of the top manager and student representatives from 136 out of 210 HEIs of Pakistan were used, therefore, it would be good to engage other stakeholders such as academic staff and alumni of HEIs for future studies. As they would bring in diversity and experience into the research inturn drastically refining the research quality. Thirdly, the current study is conducted by a quantitative method. For future studies, the researcher needs to work on qualitative or mixed-method to describe a relation between IIQAAPs and student satisfaction, which will fill the gaps in the

methodology of this study. There is every likelihood, if the researcher collects the information or data through physical interviews, the quality of the research would be even high, fourthly a comprehensive need-based capacity building program may be organized and put in place to address the capacity constraints of top managers and infuse more professionalism in their responsibilities. A thorough in-depth study needs to be carried to identify capacity constraints. Moreover. In this research, self-assessment was abstracted and assessed by the Kingdom of Saudi Arabia education evaluation commission, National Commission for Academic Accreditation Assessment (NCAAA) self-evaluation scale (2017). Therefore, future research should be done to assess several self-assessment scales regarding the accuracy and validity of their contents.

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QUESTIONAIRE

SECTION A: DEMOGRAPHIC INFORMATION

PLEASE TICK ( ) YOUR OPINION OF THE APPROPRIATE BOX.

1. Age:
    Less than 21 years □   Above 21 and below 25 years □

    Above 25 and below 30 years □   Above 30 and below 35 years □

    Above 35 and below 40years □   40 and above □

 2. Gender: Male   Female

3. Current Grade (BPS):

               18   □   19

               20   □   21 □

4. Experience (in term of years):

              0 – 4   □   5 – 8 □

             9 – 12   □   More than 13 years □

5. Highest Education Level:

    Master/16 years of education   □   MS/MPhil/LLM □
    Ph.D.   □   Post-Doctorate □

6.University Status:
    Public   □   Private   □

7. Program of Study
    Master/16 years of education   □   MS/MPhil/LLM □
     Ph.D.   □   Post-
Doctorate □

SECTION B: SELF-ASSESSMENT REPORT

Strongly Disagree (SD) = 1
Disagree (D) = 2
Neither Agree nor disagree (NAD) = 3
Agree (A) = 4
Strongly Agree (SA) = 5

Assessing the following 36 statements of institutional quality assurance assessment practices based on Self-Assessment Report criteria

Program Mission, Objectives & Outcomes					
Program educational objectives are broad statements that describe the career and professional accomplishments that the **program** is preparing graduates to achieve.	SD	D	NAD	A	SA
1	Programs mission are clear and consistent with the mission of the institution	1	2	3	4	5
2	The program objectives are linked to its mission, consistent with the mission of the institution and characterized by being clear, realistic and measurable.	1	2	3	4	5
3	The program identifies consistent intended learning outcomes and aligned with its mission and the institutional level.	1	2	3	4	5
4	Program mission and objectives are reviewed periodically and developed accordingly	1	2	3	4	5
5	The program mission and objectives guide its operations and activities(e.g., decision making, resources allocation, curriculum development and planning.	1	2	3	4	5
6	Program conducts a periodic comprehensive evaluation(every three/Five year) and prepares a report on overall quality, identification of strong and weak plans point for follows up and implementation.	1	2	3	4	5
Curriculum Design & Organization					
Prepared for Sequence refers to the vertical arrangement of the **curriculum** content (including skills and processes) such that new learning is based on previous learning.	SD	D	NAD	A	SA
7	The program is committed with institution standards, procedures, policies, design and modification of the curriculum	1	2	3	4	5
8	The curriculum considers, program fulfilling objectives, learning outcomes, technical, scientific, professional developments in specialization and it is reviewed periodically.	1	2	3	4	5
9	The curriculum satisfies the major requirements of the Higher Education Commission and accreditation body/council	1	2	3	4	5
10	The study plan confirms balance in special and general requisites, and in applied and theoretical aspects. It takes into account of integration and squeezing of the courses.	1	2	3	4	5
Laboratories & Computing Facilities					
Facilities that provide equipment in the telecommunications industry including the building or office containing and facilities that provides controlled conditions in which scientific or technological research, experiments, and measurement may be performed.	SD	D	NAD	A	SA
11	The program has suitable computer and technology equipment, laboratories and materials that are sufficient to conduct research and scientific studies and according to the program objectives, goals and apply proper tools to update and maintain.	1	2	3	4	5
12	The Library has adequate several resources that are appropriate and easily accessible according to the needs of the program and the number of students;	1	2	3	4	5

	updated periodically and available on proper times.					
13	To ensure effective use of computing equipment and appropriate software for teaching, student assessment, and administration provided training programs.	1	2	3	4	5
14	All health and general and professional safety requirements are available in the facilities, equipment, and educational and research activities.	1	2	3	4	5
Student Support & Advising						
Exploring the value of general education, reviewing the **services** and policies of the institution, discussing educational and career plans, and making appropriate course selections		SD	D	NAD	A	
15	The program notifies students about code of conduct, grievance, complaints, and discipline procedures and their rights.	1	2	3	4	5
16	Students are provided with effective academic, professional, psychological, and social guidance, and counseling services through qualified and sufficient staff.	1	2	3	4	5
17	Student advisors are used to with details of course requisites and available to assist before and during the student registration process.	1	2	3	4	5
18	To ensure a thorough understanding of the range of services and facilities, a comprehensive orientation program is available about student's initiative and their responsibilities.	1	2	3	4	5
Control Process						
involves carefully collecting information about a system, **process**, person, or group of people in order to make necessary decisions about each		SD	D	NAD	A	SA
19	The registration and admission processes are simple and efficient for the student's use.	1	2	3	4	5
20	Admission requisites are properly defined and suitable for the program and institution.	1	2	3	4	5
21	Admission requisites are applied fairly and consistently.	1	2	3	4	5
22	Electronic methods are used for admission procedures and connected to data recording and retrieval systems. Such as program and course registration, statistical reporting requirements, the issue of student identity cards, to fee payment requirements.	1	2	3	4	5
23	The program implements effective procedures for monitoring student's progress and verifying the fulfillment of graduation requisites.	1	2	3	4	5
24	The program applies appropriate recruitment policies and procedures to attract faculty members and retains the distinguished ones.	1	2	3	4	5
25	Effective mechanisms are applied to assess the quality and quantity of the services delivered to measure the teaching staff satisfaction.	1	2	3	4	5
Faculty						
A group of university departments concerned with a major division of knowledge		SD	D	NAD	A	SA
26	The faculty in the professional programs includes some experienced and highly skilled professionals in the field of the program.	1	2	3	4	5
27	The faculty plays a part in academic development and professional programs by a plan that meets their needs and helps in their performance development.	1	2	3	4	5
28	Effective mechanisms are applied to evaluate the adequacy and quality of the services provided to the faculty and to measure their satisfaction with them.	1	2	3	4	5
29	The faculty plays a part in developmental programs and assessment of the institution.	1	2	3	4	5
Institutional facilities						
A *facility* for which its primary purpose is to provide a physical environment including library, classrooms and offices,		SD	D	NAD	A	SA

	grounds.					
30	The institution has a long-term master plan that provides capital developments and the maintenance of the facilities, accepted by the governing body.	1	2	3	4	5
31	Facilities fully meet health and safety requirements	1	2	3	4	5
32	Standards of the provision of teaching, laboratory and research facilities are benchmarked against equivalent provisions at other institutions, includes laboratory facilities and equipment, classroom space, , accessibility of computing and associated software, and research facility.	1	2	3	4	5
33	Facilities appropriate for the needs of the students attending the institution are provided for cultural, sporting and other extracurricular activities.	1	2	3	4	5
Institutional Support						
Refers to the part of the economic environment of the institution, like, financing, marketing, project preparation, training to promote institution activities		SD	D	NAD	A	SA
34	Resource allocation and budget are lined up with a mission and strategic planning, to achieve the institution goals.	1	2	3	4	5
35	There are business plans with suggestions for new programs or major activities, facilities that include verified cost estimates and cost effects on other services and activities.	1	2	3	4	5
36	Managers of the organizational units are given proper authority to spend on effective management.	1	2	3	4	5

SECTION C: STUDENT SATISFACTION

Assessing the following 33 statements of student satisfaction based on institutional quality assurance assessment practices by a student representative.

Following the rating scale:
Strongly Dissatisfied (SDS) = 1
Dissatisfied (DS) = 2
Neither Satisfied nor Dissatisfied (NSDS) = 3
Satisfied(S) = 4
Strongly Satisfied (SS) = 5

Academic Quality						
As a Student Representative,		SDS	DS	NSDS	S	SS
1	We find the university's learning environment conducive.	1	2	3	4	5
2	We find classrooms well equipped with educational resources.	1	2	3	4	5
3	We find IT labs well equipped to meet students' needs.	1	2	3	4	5
4	We find a wide range of resources relevant to our studies in the university's library.	1	2	3	4	5
5	We find a wide range of research journals in the university's library.	1	2	3	4	5
6	We find curriculum student-friendly.	1	2	3	4	5
7	We find assignments are aligned to meet the objectives.	1	2	3	4	5
8	We are satisfied with the time allocation for assignments submission.	1	2	3	4	5
9	We find assessment procedures fair and transparent.	1	2	3	4	5
10	Appropriate recognition for star students is observed.	1	2	3	4	5

11	We are satisfied with the quality of the teachers at our university.	1	2	3	4	5
12	Teaching and learning at our university are interactive.	1	2	3	4	5
13	Teachers are generally student-friendly and focus on specific individuals need.	1	2	3	4	5
14	We find our teachers providing equal opportunities for learning.	1	2	3	4	5
15	We can access our teachers out of the class to meet our remedial needs.	1	2	3	4	5
	University Facilities					
	As a Student Representative,					
1	There are a wide range of opportunities for recreational activities.	1	2	3	4	5
2	We are satisfied with the transportation facilities to provide to the students.	1	2	3	4	5
3	We are satisfied with the students' counseling services at our university.	1	2	3	4	5
4	We are given remedial support at our university.	1	2	3	4	5
5	We are given respect here regardless of our cast or creed and gender.	1	2	3	4	5
6	We are given opportunities to practice our learning through	1	2	3	4	5
7	We find quality, hygienic and affordable food in the university's cafeteria.	1	2	3	4	5
8	We are satisfied with the water facilities at our university.	1	2	3	4	5
9	We are satisfied with the restrooms/washrooms in our university.	1	2	3	4	5
10	It is convenient for us to access the administration department for inquiry.	1	2	3	4	5
11	We find the academic policies of our university student-friendly.	1	2	3	4	5
12	There is a wide range of scholarship opportunities for students.	1	2	3	4	5
13	We find everyone the following code of ethics in our university.	1	2	3	4	5
14	We kept updated of all the university relevant news through the university portal.	1	2	3	4	5
15	University incorporates students' evaluations for its quality improvement.	1	2	3	4	5
	Recognition					
1	Family acknowledgment for study	1	2	3	4	5
2	Community acknowledgment for study	1	2	3	4	5
3	Satisfaction with the job and employment opportunities available after studies.	1	2	3	4	5