



EDUQUAL

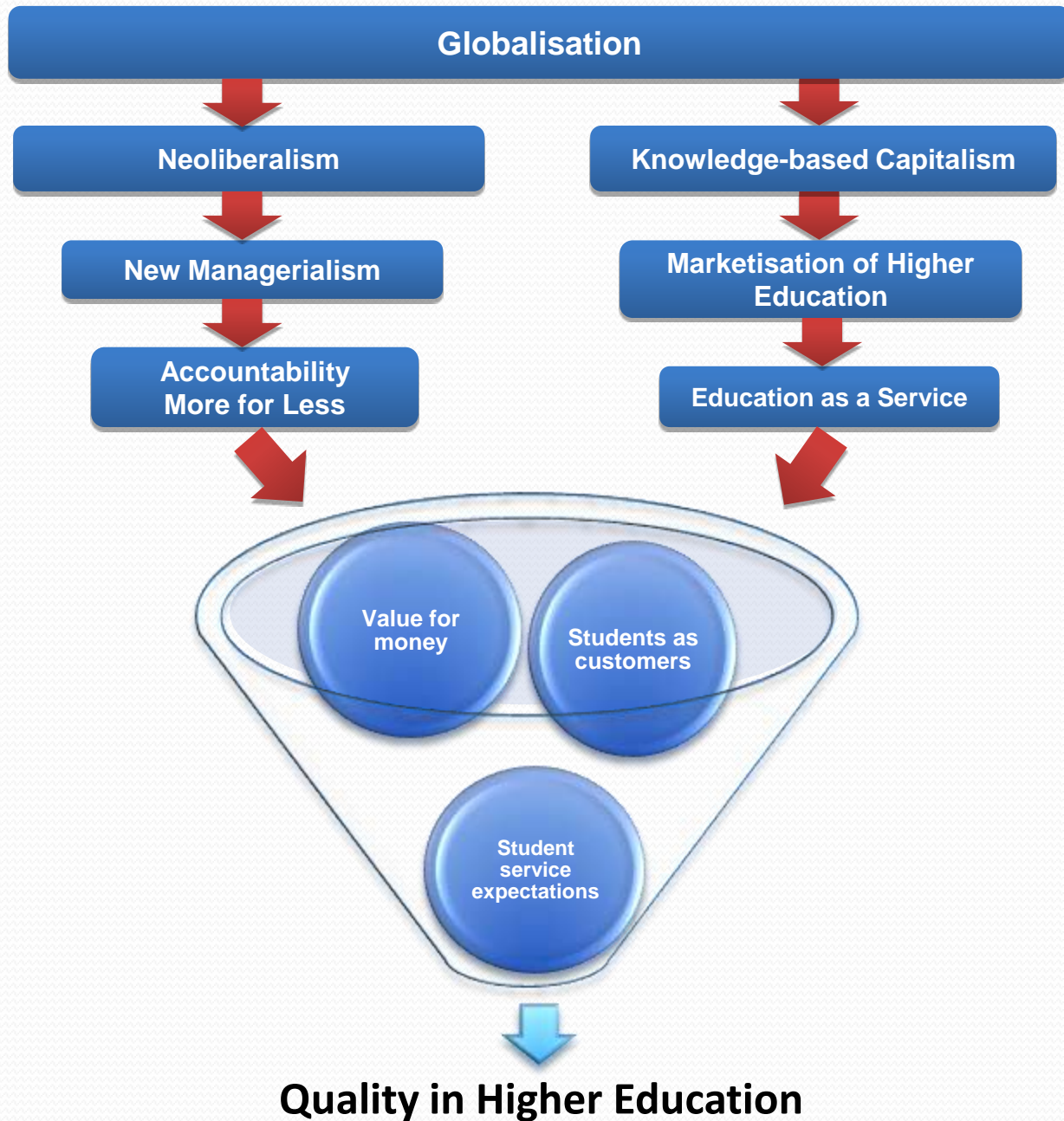
**Measuring cultural influence on students'
expectations and perceptions
in Cross Border Higher Education**

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Contextual Dynamics

- **Globalisation – Knowledge capitalism**
- **Internationalisation of Higher Education**
 - Cross Border Higher Education
 - Internationalisation ‘at home’
- **Neoliberalism**
 - Reduced public funding
 - Education as a service
 - More for less
- **New Managerialism**
 - Accountability
 - Student as a customer
 - Value for Money



Quality in Higher Education

- Quality of what and quality for whom?
- Quality Assurance/Control/Management/Enhancement
- Service quality & student as the customer
- The role of student service expectations

Changing Student Expectations

- Student expectations are changing to more **customer minded**, mostly as a result of the massification of higher education.
- The **increased financial contribution** of students in the payment of fees has increased the portion of student working part-time during their studies.
- Both the above have increased the demand, by students, for flexible learning environment (Virtual Learning Environments, etc.) and a less strict attendance and assessment policy (James, 2002; 2007).

Student Service Expectations

- Service quality management calls for the alignment of customer expectations with customer perceptions. This can be summarized under view that service providers should do what they are promise to do' (Parasuraman, et al., 1991)
- The current trend in HE, to see students as primary consumers, implies that knowing what consumers expect is the first, and possibly the most critical, step in delivering high service quality (Sander et al., 2000; Tricker, 2003).

SERVQUAL – expectations vs. perceptions

SERVQUAL (Parasuraman et. al., 1991) a model for measuring service quality

5 Dimensions

- Tangibility
- Reliability
- Assurance
- Responsiveness
- Empathy

The long-established SERVQUAL conceptualization, which argues that expectations are formed by controllable and uncontrollable factors, **covers mainly determinants of expectations in domestic markets** (Donthu & Yoo, 1998; 2002).

Student Expectations within Cross Border Higher Education

- **Students in different cultures or countries may have different level of service expectations (Yoo & Donthu, 1998; 2002). Hence...**

...if service quality measurement and management is to be applied to HE international markets and in a CBHE context, then cultural differences need to be considered.

But...

...what is culture ?

Culture

- **Hofstede** (2005) culture is *“...the collective programming of the mind that distinguishes the members of a group or category of people from others”* (p.4).
- **Gupta** (2003) *“...culture may be defined as a way of life cultivated beliefs, learned behaviours, shared mental programmes, compelling ideologies, and inter-related symbols whose meanings provide a set of orientations for members of a society, and are transmitted by them”* (p.69).

Hofstede model

Individual culture (Hofstede, 2002)

5 dimensions

- Collectiveness
- Uncertainty Avoidance
- Masculinity
- Power Distance
- Long-Term Orientation

Service expectations and culture

- Previous studies have shown the link between customer service expectations and individual or/and national culture.
- There is a positive correlation of culture and service expectations (Yoo & Donthu, 1998; 2002; Furrer et al., 2000; Kueh & Voon, 2007; Mattila, 1999; Tsoukatos & Rand, 2007)
- Service where this has been applied:
 - Banking
 - Insurance
 - Restaurants
 - Public transport
- What about higher education ?

Culture and service expectations in higher education

- Kragh and Bislev (2005) using Hofstede's framework found empirical evidence to support that higher education is culture-bound and closely related to national socio-cultural conditions.
- There is a broad body of research that suggest that the cultural background of students may influence their teaching and learning expectations (Niehoff et al., 2001).

EDUQUAL – What it is?

A model which combines **SERVQUAL** and **Hofstede** models.

Purpose

- to measure the influence of **individual** cultural values on student service expectations of quality in cross border higher education.

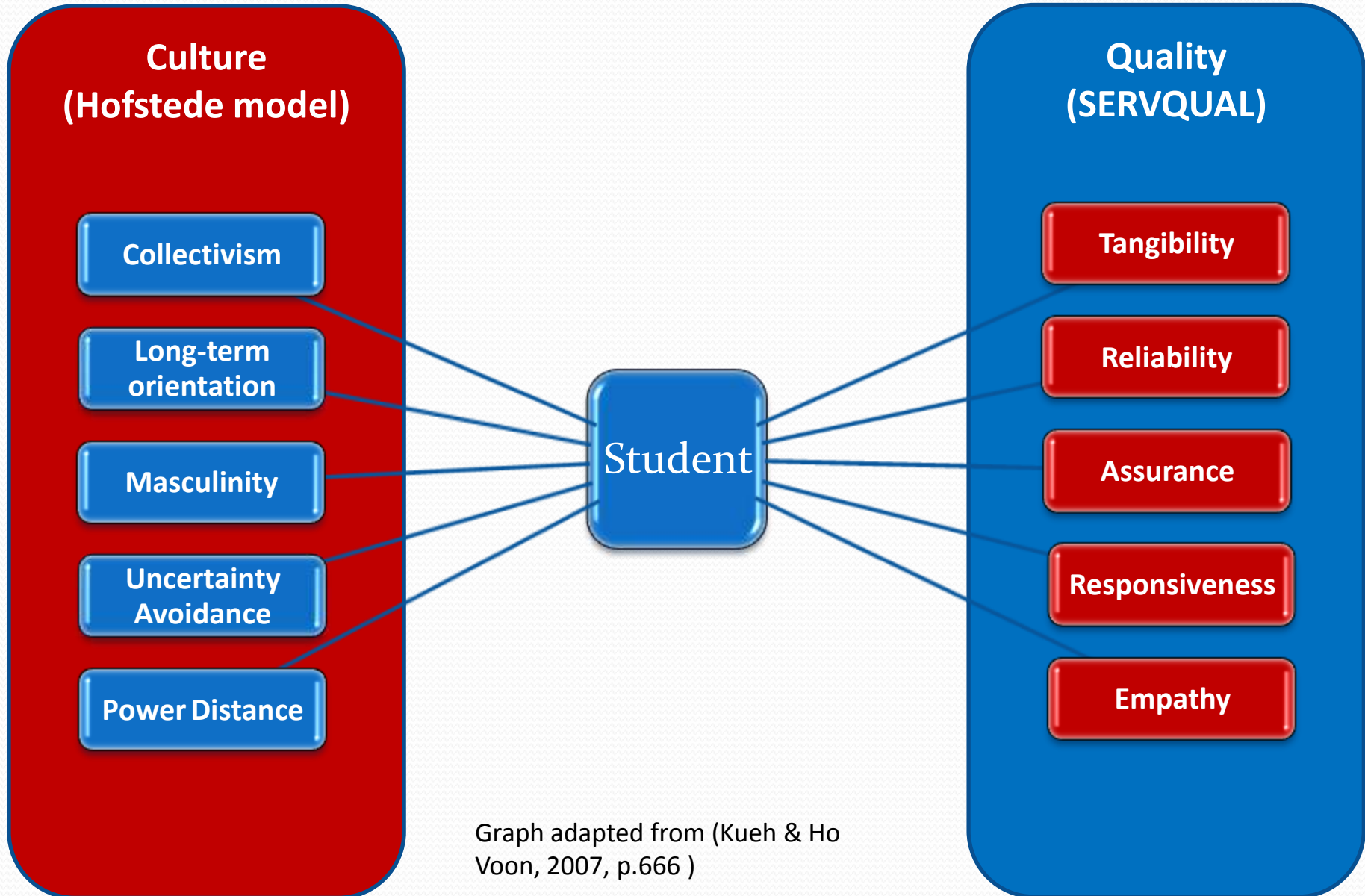
Scope

- to initiate an effort to consider individual student cultural values in the identification process of student service expectations.

Limitations/Further Research

- Items derived from literature review, thus further reliability and validity tests are needed.
- It is aimed to facilitate as a framework of further research in respect to the items, the survey design, and data analysis methods.

EDUQUAL



Graph adapted from (Kueh & Ho Voon, 2007, p.666)

EDUQUAL

Structure:

- 1) SERVQUAL 25-Items
- 2) Hofstede 22-Items

Item Selection:

- 1) Previous SERVQUAL HE-adapted surveys
- 2) Standard Hofstede model items

Scale:

1-7 Likert (1=lowest, 7=highest)

Analysis:

Cross-tabulation & Correlation (spss 17)

What is new?

- SERVQUAL items selected to reflected the current trends/developments of the globalised higher education
 - **E-facilities** as a Tangibility item
 - **‘Value for money’** as a Reliability item
 - **University Rankings** as Assurance item
 - **Employability of graduates** as Assurance item

Pilot Survey

Purpose: - test the questionnaire items
- gather some initial evidence

Sample: 100 students in cross border higher education (UK University & Greek for-profit collaborative partner)

Period: May-June 2011

Delivery/Collection: Online distribution and collection.

SurveyMonkey

<https://www.surveymonkey.com/s/HL2XLYB>

What is different ?

- **SERVQUAL**

‘**Totally Disagree/Agree**’ scale leads to extreme unevenly distributed results. Most students reply ‘Totally Agree’ to all of the items.

Replace with **Completely unnecessary/Necessary**. During the pilot survey this has been reported by responders as the best way to reflect necessity as well as priority of the different items.

- **Hofstede**

‘Some items are similar, confusing, and seem irrelevant’ (student feedback, pilot survey, 2011)

Remove the item **‘Instructions for operation are important’** –
Uncertainty Avoidance

EDUQUAL - SERVQUAL part (1 of 5)

Tangibility

I expect an excellent Higher Education Institution to have...

1	Modern buildings, well equipped and appealing classrooms.	(Tan & Kek, 2004; Chatterjee, et. al, 2009; Aghamolaei & Zare, 2008; Sherry, et. al., 2004)
2	recreational and socialising facilities (.i.e sports centre, students bars,)	(Joseph et. al., 2005)
3	latest technology computer labs with adequate PCs for all students	(Arambewela & Hall, 2006; Joseph et al., 2005)
4	Innovative study & support electronic facilities (e-library & e-study)	New
5	An easy assessable campus	(Arambewela & Hall, 2006; Joseph et al., 2005)

EDUQUAL - SERVQUAL part (2 of 5)

Reliability

I expect from an excellent Higher Education Institution...

6	to do something in a certain time when it has promised to do so	(Aghamolaei & Zare, 2008; de Oliveira & Ferreira, 2009)
7	to look into student's problems and try to provide a solution promptly	(de Oliveira & Ferreira, 2009)
8	to provide its services without errors	(de Oliveira & Ferreira, 2009)
9	to have high teaching standards and quality academics	(Arambewela & Hall, 2006)
10	to provide 'value for money' education services	(Arambewela & Hall, 2006; Joseph et al., 2005)
11	to deliver its services in relatively small and manageable class sizes	(Arambewela & Hall, 2006; Joseph et al., 2005)

EDUQUAL - SERVQUAL part (3 of 5)

Responsiveness

I expect from an excellent Higher Education Institution...

12	to have fees which are comparable to other Universities	(Arambewela & Hall, 2006)
13	to have academic and administrative staff who would be willing to help students with their questions	(Aghamolaei & Zare, 2008)
14	to have academic and administrative staff who would provide all students with the same and equal information, support, and guidance	(Arambewela & Hall, 2006; Joseph et al., 2005)
15	to have academic who provide feedback which will explain how to correct mistakes	(Arambewela & Hall, 2006)

EDUQUAL - SERVQUAL part (4 of 5)

Assurance

I expect from an excellent Higher Education Institution...

16	to have the reputation for being a provider of high quality education both nationally and internationally	(Arambewela & Hall, 2006; Joseph et al., 2005)
17	to provide a safe environment for students' living and learning.	(Shank, Walker, & Hayes, 1996; Joseph et al., 2005)
18	to offer programmes that are designed according to the needs of businesses	(Arambewela & Hall, 2006)
19	to prepare its graduates for the employment market	(Aghamolaei & Zare, 2008; Arambewela & Hall, 2006)
20	to be high in university league tables / rankings	(Chatterjee, et. al, 2009)

EDUQUAL - SERVQUAL part (5 of 5)

Empathy

I expect from an excellent Higher Education Institution...

21	to operate in convenient teaching hours for all students	(Aghamolaei & Zare, 2008; Chatterjee, et. al, 2009)
22	to have administrative and academic staff who provide individual attention to each student.	(Aghamolaei & Zare, 2008; Chatterjee, et. al, 2009)
23	to focus on providing the best service for their students.	(Aghamolaei & Zare, 2008 ; Chatterjee, et. al, 2009)
24	to understand and respond to the specific needs of students.	(Aghamolaei & Zare, 2008; Joseph et al., 2005)
25	to have academics who monitor and care about the performance of their students.	(Aghamolaei & Zare, 2008 ; Joseph et al., 2005)

EDUQUAL - Hofstede part (1 of 3)

Collectivism (C)

- 1 Sacrifice of self-interest for the group
- 2 Stick with the group even through difficulties
- 3 Group welfare is more important than individual rewards
- 4 Group success is more important than individual success

Uncertainty Avoidance (UA)

- 5 It is important to have instructions spelled out in detail
 - 6 It is important to closely follow instructions and procedures
 - 7 Rules/regulations are important to me
 - 8 Standardised work procedures are helpful
-

EDUQUAL - Hofstede part (2 of 3)

Masculinity (M)

- 9 It is more important to men to have professional career
- 10 Men solve problems with logical analysis, women with intuition
- 11 Solving difficult problems usually requires an active forcible approach which is typical of men
- 12 There are some jobs that a man can always do better

Power Distance (PD) *'People in higher positions should ...*

- 13 make most decisions without consulting the people in lower positions
- 14 not ask the opinions of people in lower positions too frequently.
- 15 avoid social interaction with people in lower positions
- 16 not delegate important tasks to people in lower positions
- 17 People in lower positions should not disagree with decisions made by people in higher positions

EDUQUAL - Hofstede part (3 of 3)

Long-Term Orientation (LTO)

- 1 Careful management of money (thrift)
- 2 Going on resolutely in spite of opposition (persistence)
- 3 Personal steadiness and stability
- 4 Long-term planning
- 5 Working hard for success in future

Data Analysis

- Grouping of items per dimension (.i.e. Tangibles)
- Computation of group variable - calculation of mean
- Recode into different variables
- Set 3 categories (1-2 = low; 3-5=mid; 5-7=high)
- Cross-tabulations and correlation (Chi-Square)

Some initial findings (correlations)

	Tangibility	Reliability	Responsiveness	Assurance	Empathy
Collectiveness					
Uncertainty Avoidance	+	+	+	+	+
Masculinity			+		
Power Distance					
Long Term Orientation		+		+	

Some initial findings (correlations)

	Total Quality Expectations
Collectiveness	
Uncertainty Avoidance	+ (very strong positive)
Masculinity	+ (strong positive)
Power Distance	
Long Term Orientation	

EDUQUAL - Pros & Cons

Pros

- It is a model which is based on two widely researched and cited models. This reduces the effort to create a new model from scratch.
- Both components of EDUQUAL are customisable – the items and dimensions of both SERVQUAL and Hofstede could be customised accordingly. This is a practice which is supported by the relevant literature.

Cons

- Large number of items/questions
- Requires good data analysis skills
- Culture and Quality are very relevant issues thus the generisability of EDUQUAL's results is subject to different limitations.

your questions please ?

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Thank you for your attention

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