

Evaluating Foreign Business Qualification and Student Satisfaction in Pakistan

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Abstract

The aim of the study was to examine the factors contributing towards quality perception among students for foreign qualification in Pakistan. The study has adopted an online survey technique using Google Form facility. The respondents were the registered students of foreign business diploma courses in four leading institutes of Pakistan. A total of 273 valid responses were analyzed using SPSS Version 21. The analysis includes Confirmatory Factor Analysis, Descriptive statistics, Correlation, Cronbach Alpha and Regression Analysis. The finding indicate that supplement education dimension, education pressure, personal aggression, support service and final report preparation are found significant positively associated with student satisfaction towards foreign business diploma courses. Whereas long-term professional horizon, timing & feedback are found negatively associated with student satisfaction. The study found no support between the course contents and communication gates and student satisfaction. The limitations associated with online survey method are unavoidable in the study. The study is limited to the students of only four leading institutes offering foreign business diploma courses whereas future research may include all the institutes offering these courses. Future research may also adopt a qualitative approach i.e. interviewing technique in order to have a better understanding of the student satisfaction level. The study provides practical implication to the institutes offering these business diploma courses; the degree awarding institutes and policy makers. The study provides a basic understanding about the registered students' satisfaction with foreign qualification. It may be helpful to prospective students in their decision making while choosing foreign qualification in the country. The study is first of its kinds that has examined a range of student satisfaction antecedents of foreign business qualification courses being offered in the country.

Keywords: *Foreign qualification, Business diploma courses, Student satisfaction, Education in Pakistan*

Introduction

Education quality and its role in building a nation has always remained a center of concern since ages. A quality education is a mixture of theoretical and practical aspects of learning. Unfortunately, the

quality of education is generally linked with employability and employability is linked with good earning (Autor, 2014). Foreign qualifications are very popular in Pakistan. The standard of foreign qualification is viewed as superior over local qualifications. Due to which a number of students every year move abroad to study or opt for international courses in Pakistan. However, how much the education is linked with perceived employability skills by students defines their overall satisfaction to education (Wang, 2020). Academic credentials are important for employability, but students are also looking for added values such as skilled based education to get advantage in the labor market (Michael Thomlison 2008). Rahman, Ramakrishnan & Ngamassi (2020) reported the impact of using social media on student satisfaction. Eresia-Eke, Ngcongco & Ntsoane (2020) also reported that there are numerous aspects of education quality that effects students' satisfaction. Smith (2020) has proposed several new dimensions to be added to students' academic experience in order to make their overall learning experience a fulfilling and satisfied one. Soegoto, Narimawati & Saputra (2020) reported the use of effective learning management system as one of the major antecedents to students' satisfaction. Venetia Saunders & Katherine Zuzel (2010) also found out that good academic qualifications are valued but not sufficient to secure good job. Employers need employability skills in the graduates so that they can make contribution as soon as they are recruited. Further the role of university or institute image plays an important role towards student satisfaction (Azoury, Daou, & El Khoury, 2013, Beerli Palacio, Meneses, & Pérez Pérez, 2002). Shiraz (2016) believes that teaching institutions are the producers of an unskilled and untrained young generation who have very little chance to get a suitable job. He also elaborated that the problem is because the education system does not provide skills-based training. Autor (2014) also agrees and mentioned that the extraordinary rise in the earnings of the top 1 percent of American households over the last three decades are due to the important role of skills in the job market. Few studies have examined student satisfaction with fieldwork (Cha, & Bae, 2020). Hill & West (2020) provided a new mechanism of dialogic feed forward assessment method that leads to higher education quality and student's satisfaction.

The perception of the quality by customers has a significant impact on the volume of the business. Similarly, the student satisfaction level revealed a paramount importance towards the success of any institute. Students value many features before rating high quality or low quality or making any decision. (Yee, & San, 2011). These factors may include, the quality environment, support, course contents and future prospects etc. (Cheema, Awan, & Iqbal, 2019). The research on education quality has immensely improved due to upgradation in technology and education ideology evolved over the period of time (Bishop & Verleger, 2013). The students of science, engineering and mathematics are found to have improved their performance through active learning procedure (Freeman, Eddy, McDonough, Smith, Okoroafor, Jordt, & Wenderoth, 2014). Recently a focus on peer instruction has been examined by Alcalde & Nagel (2019) and reported that students performed better under peer instructions. Gulley & Jackson (2016) have found superior results using instructor recorded videos as a supplement material for economics courses higher level classes. Acar (2011) has found significant effects of social capital on academic success and high performance in education. Altbach, Reisberg & Rumbley (2009) studied global trends in academic innovation and have reported encouraging results on academic revolution. Billups (2008) studied 6 transformational education aspects in light of the social integration theory which included "educational experience, skills development, faculty interaction, personal growth, sense of community, and overall expectations". Whereas Munteanu, Ceobanu, Bobâlcă, & Anton (2010) has provided an extensive list of factors that may contribute towards the quality perception among students which include long-term professional horizon, supplemental education, course contents, communication gates, timing and feedback, education pressure, personal aggression, support service and final report preparation.

In Pakistan, people who have international degrees are well settled and excels rapidly but the number of students going abroad for studies has declined significantly due to visa refusal and global financial challenges. To overcome the visa problem the best choice available to the students is to join institutions offering foreign qualifications locally and to equip them with required work-related skills

“Higher National Diplomas” is the best available option. Higher National Diplomas are the qualification of a UK based company in the education sector known as Pearson (BTEC), which are equivalent to first two years of Bachelor Degree. These are skill-based work-related qualifications which provides hands on experience to students during the studies. Pearson is UK’s largest awarding body offering qualifications from Primary till post graduate level. BTEC Higher National Diplomas are available in 60 countries both at universities and colleges level and are an affordable route to a degree or employment for students. Every year more than 100,000 students in the UK and worldwide choose to do Higher National Diplomas to help them progress in their career. Higher education institutions frequently carry out surveys to assess the quality of the studies students have attained. Student satisfaction is a vital sign of quality and also measures the learning outcome of the education process (Ramsden, 1991). Santini et al (2017) in their meta-analysis from 1986-2016 have highlighted the importance of student satisfaction over the period of time.

This study has examined the student satisfaction among the registered students of HND courses in Pakistan. The target population are the students of four leading institutes in Islamabad which include The Millennium University College, Metropolitan International University College, Roots IVY International College and Institute of Business Leadership. A total of 273 valid responses were analyzed using SPSS Version 21. The analysis includes Confirmatory Factor Analysis, Descriptive statistics, Correlation, Cronbach Alpha and Regression Analysis.

Every year, a huge number of students opt for higher national diploma in Pakistan. The factors that contribute towards the quality of higher national diploma are hardly examined. Which services are considered superior and which are not by registered students is not fully examined? This leads to a situation where the institutes have limited insights into student satisfaction. Since the courses are international, the institutes might pursue an international courses strategy that may not prove to be fruitful in long term. Hence there is a great need to examine the student perception towards quality factors of HND courses in Pakistan. The outcome of the study will help the institutes and governing bodies to make course plans, strategies and services inline with students’ needs and wants. The specific objectives of the study are:

- To examine the impact of antecedents of quality perception among students including Long-term Professional horizons (LTPH), Supplemental Education (SE), Course contents (CC) and Communication Gate (CG) on the quality of Higher National Diploma in Pakistan.
- To examine the impact of antecedents of quality perception among students including Timing and feedback (TF), Education Pressure (EF) and Professional Aggression (PA) on the quality of Higher National Diploma in Pakistan.
- To examine the impact of antecedents of quality perception among students including Support Service (SS) and Final Report Preparation (FRP) on the quality of Higher National Diploma in Pakistan.

Literature Review

Lenton (2015) believes that quality and student satisfaction are interrelated aspects, whereas Munteanu, Ceobanu, Bobâlcă, & Anton (2010) believes that there is list of student satisfaction dimensions that needs to be catered to link with student satisfaction like long-term professional horizon, supplemental education, course contents, communication gates, timing and feedback, education pressure, personal aggression, support service and final report preparation. To validate the current study stances and factors influencing the quality/satisfaction, numerous papers were studied and the results of the studies shows valid and strong relationships of independent variables with the depended variable.

Student Satisfaction and Quality Dimensions in Higher Education System

Students impart value to many features before rating high quality or low quality or making any decision (Yee, & San, 2011). These factors may include, the quality environment, support, course contents and future prospects etc. (Cheema, Awan, & Iqbal, 2019). Best quality products bring higher level of satisfaction and the low-quality products bring less satisfaction, which is also true for the

education sector (Yee, & San, 2011). Autor (2014) purports that the quality of education is linked with employability and employability is linked with good earning, which is also applicable in the Pakistani culture especially with HNDs. Due to the global competition and less financial funds provided by the government, educational institutes are forced to pursue for other sources to generate funds and if they are not able to generate funds reasonably then quality is compromised intentionally or unintentionally (Joseph & Joseph, 1997). According to Hemsley- Brown et al. (2010), the education system is facing many problems by the management. As a result, the education system measures the performance, not quality. The quality of the education system is more important than performance. Student's satisfaction is a very important factor of the quality which is brought by the quality of teaching performance (Ramsden, 1991). Many authors used different tools to measure student satisfaction because it's a difficult task to find out the students satisfaction. Browne, Kaldenberg, Browne, & Brown (1998) found that students all around the world are satisfied by the course content and some other curriculum-related elements of the institutes. But according to Borden (1995) students' satisfaction depends upon the student's priority and the facilities of the institute which are provided to them. Elliott & Shin (2002) highlighted the 11 dimensions which cause the students satisfaction. These dimensions are academic advising effectiveness, campus climate, campus life, campus support services, concern for the individual, instructional effectiveness, recruitment and financial aid effectiveness, registration effectiveness, campus safety and security, service excellence, student-centeredness. Aldridge & Rowley (1998) separated the student's satisfaction into two groups that are evaluating the teaching and learning and measuring student's experience. The methods of teaching and learning are changing around the world, specially the role of active learning is gaining more popularity and bringing more quality in learning and developing the students (Alcalde & Nagel, 2019). Proper evaluation and quality assurance benefit the institutes in bringing up their quality of education and services (Badran, Baydoun, & Hillman, 2019). Summing up, research studies show strong relationship of quality with satisfaction and related variables.

Evaluating Service Quality

Gronroos, (1978) urged on the quality and its need for an evaluation of service quality. Lewis & Booms (1983) also described the definition and need of service quality as the "measure of how well the service level delivered matches the customer's expectations". In service sector, quality is meant to meet customer expectations which makes quality standards in this sector (Ananthanarayanan Parasuraman, Zeithaml, & Berry, 1988). Shemwell, Yavas, & Bilgin (1998) introduced the causal model in which he described the connection of service quality and satisfaction. Ananthanarayanan Parasuraman, Zeithaml, & Berry (1985) also, describe the basic structure of service and customer satisfaction. In this connection, Badran, Baydoun, & Hillman (2019) stated that proper evaluation and quality assurance benefit the institutes in bringing up their quality of education and services which will satisfy the needs of students.

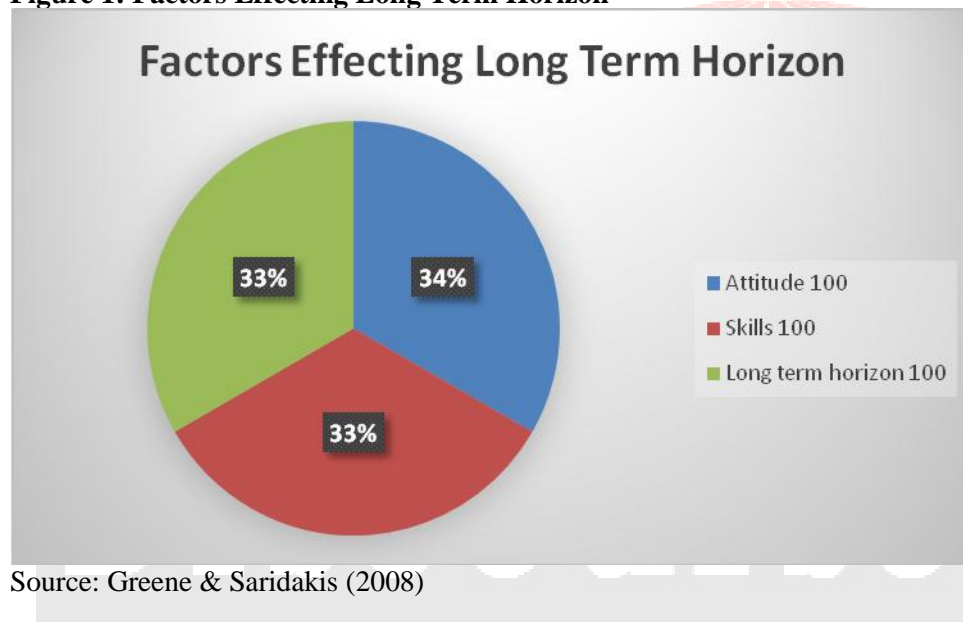
Long-term Professional Horizon

Long term professional horizon dimension include students' expectation with their institutes regarding knowledge, skills, attitude and job (Munteanu, Ceobanu, Bobâlcă, & Anton, 2010). Ordu & Abdulkarim (2019) believes that there is a huge impact of institution and the education attained on the motivation and satisfaction of students for their future jobs. Which is why students carefully select institute to study from and also the courses to be studied. Career decision-making period is a great challenge for youngsters because career selection has a huge impact on the personalities of people as well as on society altogether (Greene & Saridakis, 2008). Higher education provides, generic skills, such as research, numeracy and problem- solving skills, but there, has been a demand for the managerial, leadership, team- working and entrepreneurship, skill development (Greene & Saridakis, 2008). According to them students with both knowledge and skills establish long term professional horizons by

- Mastering the skills required specially designed by HND
- Studying in Professional Environment

- Focusing on the real-life challenges and discussing their preferred solutions
- Communication Skills
- Entrepreneurship Management
- Leadership Skills
- Teamwork
- Conflict Resolver
- Problem Solving

Figure 1: Factors Effecting Long Term Horizon



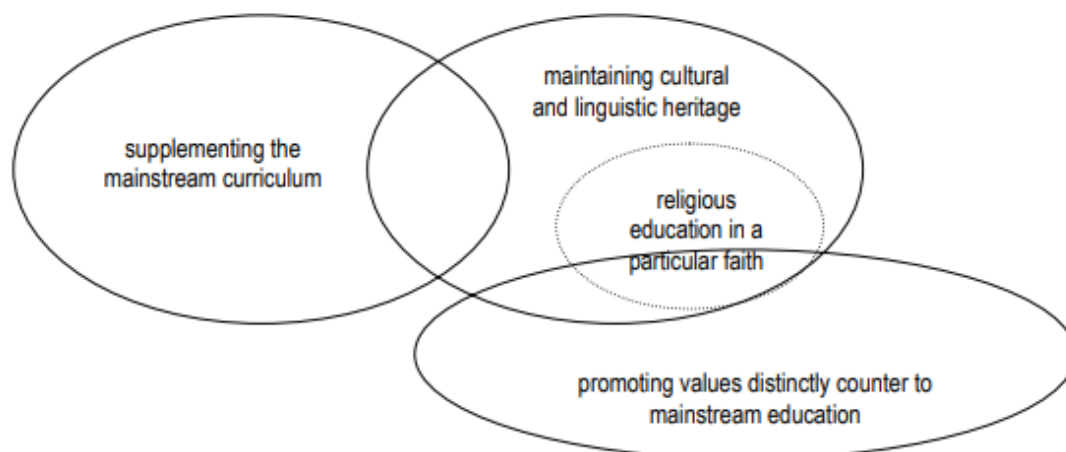
Source: Greene & Saridakis (2008)

Attitude is the main ingredient to sell oneself in the job market. The right attitude at the right time at the right place is the key to success. Right attitude means to be professional towards your studies and job (Dasgupta & Sahai, 2019).

H1: Long-Term professional horizon (LTPH) significantly influences the student satisfaction level. Supplemental education (SE)

Supplemental education is adding further value in the course material and services like providing them scholarships in universities, offerings them internship and allow them to attend student conference in extracurricular projects (Munteanu et al., 2010). Heimdal, Larsen, & Thorstensen (2019) also emphasizes on developing industrial linkages and exposing students to real life scenarios which helps them develop required knowledge & skills which in turn make them ready for the job market. Smith (2019) also stated that seminars and workshops are very crucial for the students and teachers to keep up to date with trends in pedagogy and in industry. Gwynne et al. (2019) and Erwin (2019) have also found in their studies that offering scholarships to deserving students improves completion rate of degree and also motivate low performing students. The objective, of supplemental education, is to, help student's master curriculum, content while developing

- Effective learning
- Critical thinking
- and Study Strategies

Figure 2: Inter-relationship of individual functions of supplementary schools

Source: Greene & Saridakis (2008)

Greene & Saridakis (2008) have provided a linkage between different key dimensions of education that an institute should provide (Figure 2) and have given different key quality dimensions necessary for quality education (Figure 3).

Figure 3: Factors contributing Quality of Education

Source: Greene & Saridakis (2008)

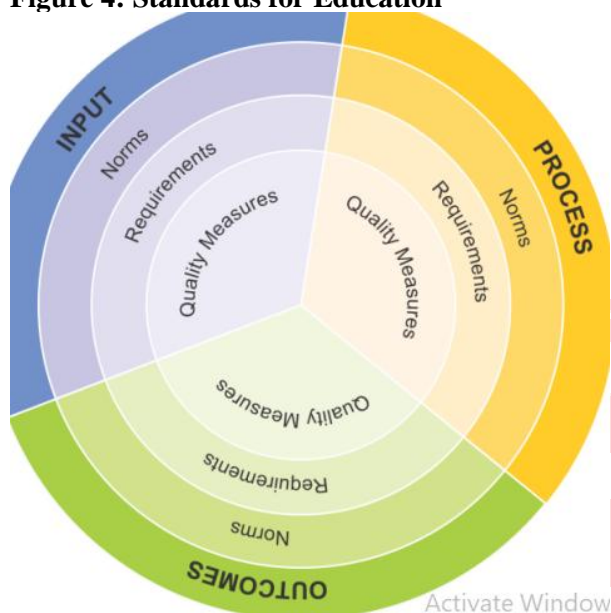
H2: Supplemental education (SE) significantly influences student satisfaction.

Course Contents (CC)

Course content is very important for any the suitability of any qualification. These are mostly based on the set of objects and instructions which are helpful for developing the syllabus (Munteanu et al., 2010). In the context of education, standards are the specifications, for the inputs, processes, and outcomes of an education system. There is a mixture of resources (inputs) and processes that support

the achievement, of knowledge (and other higher-order) skills to generate learning (outcomes). Therefore, there is a need for input standards, procedure standards, and outcome standards. There are, however, mutual fundamentals across the three groups of standards (Greene & Saridakis, 2008) as elaborated in figure 4.

Figure 4: Standards for Education



Source: Greene & Saridakis (2008)

H3: Course Contents (CC) significantly influences student satisfaction level.

Communication Gates (CG)

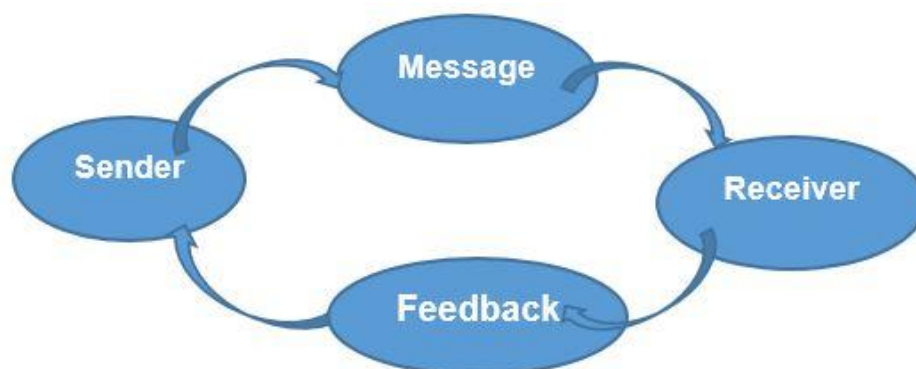
Communication is the bridge between the students and the institute to communicate with each other (Munteanu et al., 2010). In order to understand each other communication is the only tool. It means the transfer of information from one sender to other receivers in an understandable manner (Dawood, Akinsola, & Hobbs, 2002; Maylor, Glass, & Issa, 2010).

We communicate in three ways

- Use of words,
- Body language,
- The tone of voice,

Communication is a way to deliver a message and deliver feedback. The communication process is a cyclical process (figure 5) which starts from the sender and ends in the form of feedback (Dawood et al., 2002; Maylor et al., 2010).

Figure 5: Basic Communication Process



Source: Maylor et al. (2010).

H4: Communication Gates (CG) significantly influences student satisfaction level.

Timing and feedback (TF)

Timing and feedback are related to the burden, stress, and depression in order to manage the things on time. It also depends on the absence of teachers, posting of results on time and the class routine and plantings (Munteanu et al., 2010). Peer assessment is the technique which is used on a large scale in tertiary education such like writing, business, science, medicine, and engineering, etc (Falchikov, 1995; Freeman, 1995). According to (Munteanu et al., 2010) there are many other factors which strongly affect the performance. Topping (1998) states that in this fast era the fame on the internet helps various student especially due to the internet techniques they are more interested in learning the online web (Barrett & Lally, 1999; Yagelski & Powley, 1996). The main factor is the 'effectiveness' which shows the purpose of the timing and feedback and all the parties have to clearly know the purpose of the feedback (Price, Handley, Millar, & O'donovan, 2010).

H5: Timing and feedback (TF) significantly influence student satisfaction level.

Education pressure (EP)

Educational pressure is the stress which students face during the educational period by courses and seminar workload, during examination phase, and assessment (Munteanu et al., 2010). Different challenges occur in education even educational failure which causes mental pressure and stress among students (Verma & Gupta, 1990). There are many factors which bring stress in the students like the peer group, home, institute even neighbors (Anderson, Jimerson, & Whipple, 2005). According to (Kouzma & Kennedy, 2004) some factors like tests, grades, self-improvement cause stress between the students. Higher the stress brings higher the losses among the students which reduce the workout, nourishment, element use and self-care (Weidner, Kohlmann, Dotzauer, & Burns, 1996). Educational pressure affects the psychopathology of the students and causes depression (Wenz-Gross & Siperstein, 1997). A study which is only based on the books and due to the full day studying only books left no time for extra activities and socialization (Deb, Strodl, & Sun, 2015). Educational pressure put a negative impact on children's lifestyle and also in the success of education (Essau, Conradt, & Petermann, 2000). According to Becker-Weidman et al. (2009) nowadays depression has become a disease due to which students suffered a lot. It's caused by the lack of communication gap between the families also disaffection of family, and some unsolved social issues. The students studying in the harsh or 'rigorous' institutes suffer more than the others (Suldo, Shaunessy, Thalji, Michalowski, & Shaffer, 2009). In the teenage of students, they use ineffective tactics and suffer through the stress which damages the physical and mental health of the students (Suldo et al., 2009). In the medical term, stress is defined as the increase of heartbeat, high blood pressure, change of

hormones of a person and cause psychological issues (Goldstein & Kopin, 2007). Teenagers knowledge is prone to normative stressors, non-normative stressors, and daily troubles as a cause of stress (Suldo et al., 2009).

H6: Education pressure (EP) significantly influences student satisfaction level.

Personal Aggression (PA)

Personal aggression is the attitude of teachers or professors to the students. Some professors threaten the students during the exams period to not pass them or not promote them in next semester if they did not get the standard marks. Teachers using unsuitable language with the students is also a part of personal aggression (Munteanu et al., 2010). According to the (Fatima & Khatoon, 2015) family issues are also the main cause of personal aggression among the students. The bad attitude of family or the broken families disturb the student's mental condition.

Anger is a part of our everyday life (Galovski & Blanchard, 2004). The educational staff of California 15 years back introduced the successful proposal to check the psychopathology of the teachers. In Australia the best psychiatrist visited the institutes and especially the 'Student House' and asked them why they are working on the psychopathy of teachers instead of students (O'Neil, 1970). It was revealed that when students have no choice to select the subjects by themselves cause aggression in the boys and in girls society is responsible to increase aggression. In this connection, teachers need counseling and training. Some factors like strong communication bonding between parents and teachers, moral and religious training, social networking and cooperative learning activities help to control the personal aggression among the students and teachers (Fatima & Khatoon, 2015). This may lead to death, anorexia (loss of appetite) and those who survived the shock, shock affected their personality e.g. few stated hiding into the rooms (O'Neil, 1970).

H7: Personal Aggression (PA) significantly influences student satisfaction level.

Support service (SS)

Support service is related to comfort the students by facilitating them through secondary activities. These helping tools are library resources, secretarial activities and classroom conditions (Munteanu et al., 2010). The purpose of support service is to provide benefit to the educational institutes and inspiration to academically underprivileged populations (Burd, 1999) that includes

- Laboratory science
- Foreign language
- Writing composition
 - Literature composition
 - Library resources
 - Secretarial activities
 - Classroom environment

A financial guide involves advisement on the chances obtainable for financial aid for going to college. as well as through participation in facilitating scholars secure admission to college and financial support for college, graduate or expert professional programs (Altbach, 2015). The support service has a positive dynamic nature of learning, consistent academic success and it also helps in intelligence and abilities (Chambers, 2004). The structure of the support service is to make the student's life easier and increase the rate of students in the institute (Tri-County Technical College Student Support Services Brochure, 2005). This program helps those students who are not aware of these facilities and can't get these basic facilities which can make them successful worldwide (Kelley-Hall, 2010).

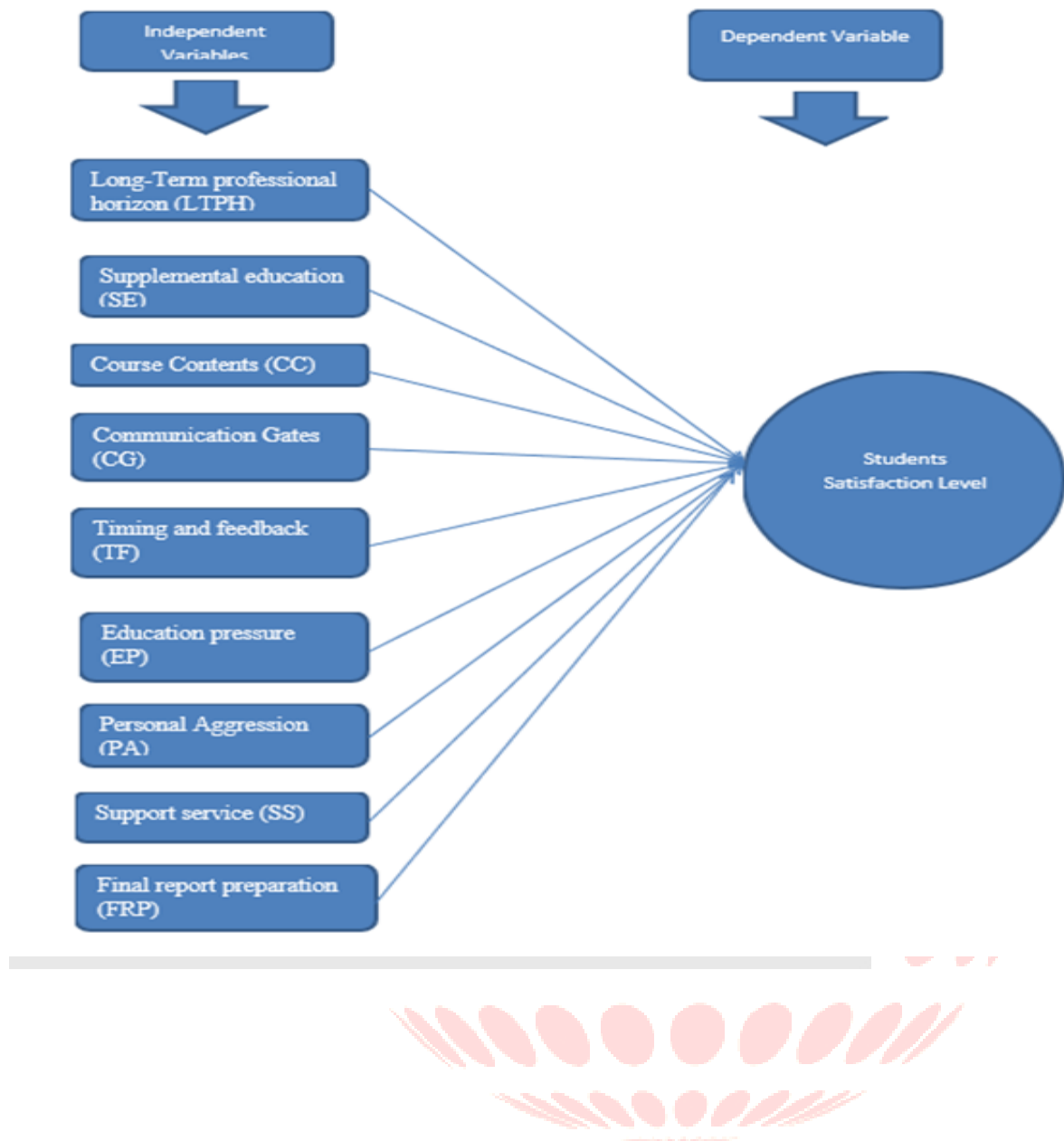
H8: Support service (SS) significantly influences student satisfaction level.

Final report preparation (FRP)

The final report preparation is less significant than the above eight factors. The research work is mostly done in the last semester in which work pressure on the students is very high. Due to a lot of work pressure on the students to complete the research on time the students become exhausted and depressed (Munteanu et al., 2010). Final report writing style varies from person to person but there are some rules to write the reports and if they know the rules and techniques, it will help them in writing a thesis. The final report is basically an independent study in which individual's do the research themselves with the help of teachers and it's a time consuming process (Murray, 2011). Some of the skills students may learn during the graduate studies but literature review is based on previous studies. Selection of topic is a part of an earlier task. Reading different articles which is related to the topic is very important. Writing summaries of different articles improve students' writing skills. Sketch the plan work of thesis is a part of earlier tasks (Murray, 2011).

H9: Final report preparation (FRP) significantly influences student satisfaction level.

Figure 6: Conceptual Framework:



Research Methodology

The study has adopted an online survey technique using Google Form facility. The respondents were the registered students of higher national diploma courses in four leading institutes in Islamabad which include The Millennium University College, Metropolitan International University College, Roots IVY International College and Institute of Business Leadership. A total of 273 valid responses were

analyzed using SPSS Version 21. The analysis includes Reliability Tests, Confirmatory Factor Analysis, Descriptive statistics, Correlation and Regression Analysis.

The study has nine (9) independent variables and one dependent variable. The Independent variables included Long-Term professional horizon (LTPH), Supplemental education (SE), Course Contents (CC), Communication Gates (CG), Timing and feedback (TF), Education pressure (EP), Personal Aggression (PA), Support service (SS), Final report preparation (FRP). Where the Dependent variable contained only one variable i.e., Student satisfaction level. Online survey methodology is considered superior as it is fast and inexpensive (Neuman, 2003), it eliminates the use of paper and pen and provides an international level reach to survey design (Dillman 2000). Now a days there are many studies that utilizes online survey design (Egan, Hughes, & Palmer, 2015; Tuskej, Golob, & Podnar, 2013).

Data Analysis and Results

The study has adopted a CFA technique to examine the factorability of the items. The sample size of 273 is considered sufficient to conduct CFA. The Kaiser-Meyer-Olkin (KMO) value of 0.855 and significant values of Bartlett's test of sphericity ($p < 0.05$) indicates that the items are factorizable. Further Pallant (2007) considers correlation values should be higher than 0.30 value. The correlation table clearly indicates several values above coefficients of 0.3. The first run of the CFA showed a number of cross loadings whereas given below are the values of a clean pattern matrix received after accounting for cross loadings. The pattern matrix (table 2) and Scree plot confirm the retention of 9 factors. The total variance explained by these factors is 63.290% which is significant variance and well above the recommended value (AnnexureII). The factors obtained were broadly in line with the governing theories and no big issues were found.

Figure7: Scree plot

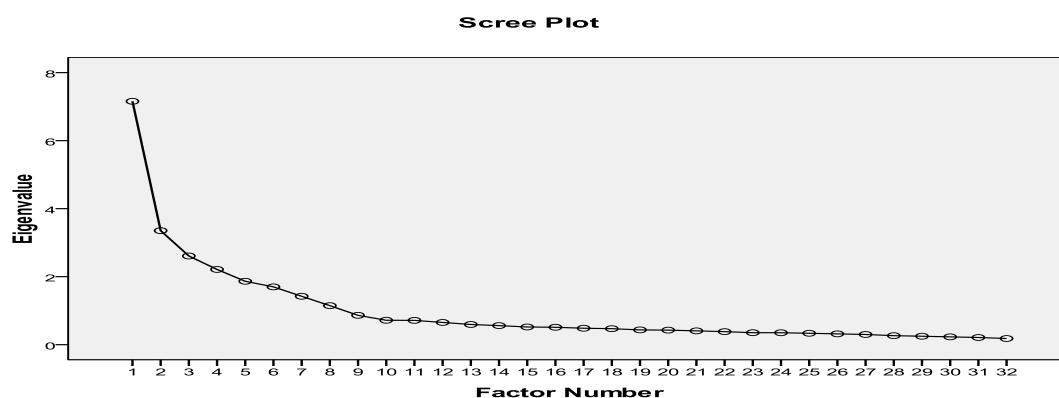


Table 2: Pattern Matrix

	Factor								
	1	2	3	4	5	6	7	8	9
LTPH1	.857								
LTPH2	.832								
LTPH3	.789								
SED1		.871							
SED2		.765							
SED3		.740							

SED1	.714		
CC1	.897		
CC2	.793		
CC3	.713		
CC4	.613		
CG1	.872		
CG2	.862		
CG3	-.704		
TF1	.908		
TF2	.808		
TF3	.696		
EP1	.919		
EP2	.823		
EP3	.743		
EP4	.683		
PA1	.865		
PA2	.759		
PA3	.709		
PA4	.702		
PA5	.700		
PA6	.690		
SS1	.766		
SS2	.713		
SS3	.691		
SS6	.686		
SS7	.676		
SS8	.656		
FRP1	.773		
FRP2	.673		
FRP3	.671		
Extraction	Method:	Maximum	Likelihood.
Rotation Method: Promax with Kaiser Normalization.			
a. Rotation converged in 6 iterations.			

Descriptive Statistics

Table 3 provides the descriptive statistics of the data. The table provides the total number of observations, minimum values, maximum values, mean values and standard deviation. The overall results indicate a slight acceptance towards all quality indicators of the study. The inter scale reliability is measured through Cronbach's alpha. Table 4 enlists the results indicate all the variable items are well above the acceptable range of 0.7 (Hair et al. 1998). Table 5 provides the correlation among variables. The overall findings indicate that there exist medium positive correlations among all variables.

Table 3: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
LTPH	273	1.00	5.00	3.8718	.71874
SED	273	2.00	5.00	3.6557	.59295
CC	273	3.00	5.00	3.8205	.61896
CG	273	2.00	5.00	3.9084	.62635
TF	273	1.00	5.00	3.1172	.69199
EP	273	2.00	5.00	3.7436	.74767
PA	273	2.00	5.00	3.5055	.54987
SS	273	2.00	5.00	3.4469	.54732
FRP	273	1.00	5.00	3.6850	.71463
SSL	273	2.00	5.00	3.7088	.57234
Valid N (listwise)	273				

Note: LTPH=Long Term Horizon, SED =Supplement Education Dimension, CC=Course Contents, CG=Communication Gates, TF=Timing & Feedback, EP=Education Pressure, PA=Personal Aggression, SS=Support Service, FPR=Final Report Preparation, SSL=Student Satisfaction Level

Table 4: Reliability Values

Variable Name	Number of items	Cronbach's Alpha
Long Term Professional Horizon (LTPH)	4	0.709
Supplemental Education Dimension (SED)	6	0.772
Course Contents (CC)	4	0.733
Communication Gates dimension(CG)	4	0.704
Timing and Feedback (TF)	6	0.768
Educational Pressure (EP)	4	0.838
Personal aggression (PA)	9	0.711
Support services (SS) dimension	9	0.753
Final report Preparation (FRP) dimension	4	0.859

Table 5: Pearson's Correlation Table

	LTPH	SED	CC	CG	TF	EP	PA	SS	FRP
LTPH	1								
SED	.378**	1							
CC	.368**	.386**	1						
CG	.324**	.326**	.360**	1					
TF	.523**	.543**	.312**	.369**	1				
EP	.259**	.305**	.235**	.388**	.119*	1			
PA	.539**	.586**	.502**	.434**	.447**	.404**	1		
SS	.401**	.412**	.465**	.434**	.601**	.393**	.585**	1	
FRP	.370**	.367**	.310**	.313**	.307**	.201**	.311**	.417**	1

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

N=273

Regression Results

The study has applied a multiple regression using SPSS version 21. Multiple regression is one of the most convoluted statistical techniques in the statistics (Pallant, 2007). There are several assumptions

that must be fulfilled in order to reach reliable results which are sample size, Multicollinearity and singularity, Outliers, Normality, linearity and homoscedasticity, independence of residuals. The chances for Multicollinearity issue are found bleak since none of the correlation values (table 5) is higher than the recommended value of 0.70 (Pallant, 2007, Berry, 1993). Similarly, the tolerance value of 0.779 is well above the lower limit of 0.1 and the VIF value of 1.312 is well below the upper limit of 10.0 (Pallant, 2007). Further the results indicated no serious issues related to outliers, normality, linearity, and Homoscedasticity.

The results of the study are reported in Table 6. The results indicate that long term professional horizon is found significant negatively associated with student satisfaction with $B=-1.194$, $p<0.001$, and supplemental education is found significant positively associated with student satisfaction with $B=2.083$, $p<0.001$. Course Contents and Communication Gates are found to have insignificant relationship with students satisfaction index with $B=0.026$, $p>0.001$ and $B=0.011$, $p>0.001$ subsequently. The impact of timing and feedback is found to have significant and negative impact on student satisfaction with $B=-0.054$, $p<0.001$. Education pressure is found to significant positively influence the student satisfaction with $B=0.513$, $p<0.001$, similarly personal aggression is found to significant positively influence the student satisfaction with $B=0.329$, $p<0.001$. Support system is found to have significant positively impact the student satisfaction with $B=0.160$, $p<0.05$. Moreover final report preparation is found to have significant positive influence on the student satisfaction with $B=0.043$, $p<0.05$.

Table 6: Regression Results Table

Independent Variables	Beta (Sig)	Values	t-values
Constant	0.290**		2.684
Long Term Professional Horizon (LTPH)	-1.194***		-12.357
Supplemental Education Dimension (SED)	2.083***		19.293
Course Contents (CC)	0.026 n.s		1.138
Communication Gates dimension(CG)	0.011 n.s		.440
Timing and Feedback (TF)	-0.054***		-2.323
Educational Pressure (EP)	0.513***		26.693
Personal aggression (PA)	0.329***		7.031
Support services (SS)	0.160**		1.997
Final report Preparation (FRP)	0.043**		2.204

Note:

Dependent Variable: Student satisfaction level

R Square = 0.901, Adjusted R = 0.897, F = 264.986, Sig=0.000

***= $p<0.001$, **= $p<0.05$ and *= $p<0.1$, n.s=not significant

The results support a significant positive relationship as hypothesized in H2, H6, H7, H8 & H9, whereas H1 and H5 are rejected due to negative relationship where H3 and H4 are found insignificant relationship with student satisfaction.

Table 7: Hypothesis Acceptance

Hypothesis	Hypothesis	Decision
H1	Long-Term professional horizon (LTPH) significantly influences the student satisfaction level.	Rejected
H2	Supplemental education (SE) significantly influences student satisfaction.	Accepted
H3	Course Contents (CC) significantly influences student satisfaction level.	Rejected

H4	Communication Gates (CG) significantly influences student satisfaction level.	Rejected
H5	Timing and feedback (TF) significantly influence student satisfaction level.	Rejected
H6	Education pressure (EP) significantly influences student satisfaction level.	Accepted
H7	Personal Aggression (PA) significantly influences student satisfaction level.	Accepted
H8	Support service (SS) significantly influences student satisfaction level.	Accepted
H9	Final report preparation (FRP) significantly influences student satisfaction level.	Accepted

Discussion and Conclusion

The findings indicate that supplement education, education pressure, personal aggression, support service and final report preparation are found significant positively associated with student satisfaction towards HND courses. Whereas long-term professional horizon and timing & feedback are negatively associated with student satisfaction. The study found no support between the link course contents and communication gates and student satisfaction. Student satisfaction is based on the best quality of education. The educational institutes are like a business through which the institutes earn a large profit which is also beneficial for economic success. By providing some best factors like quality education, good environment, best building, listening students complain, providing best-qualified teachers attracts the students to take admission and they return the best to the institute in the form of profit. The educational sectors have to improve their course contact better and to shorten the communication gap between the students and faculty.

The extent literature also supports the finding of the study. Like Yee, & San (2011) mentioned students have assigned value to different dimensions of the education quality. Almost most of the educational dimensions as identified by Cheema, Awan, & Iqbal (2019) were supported except course contents and communication gates dimensions. The negative association of Long-term-professional-horizon with student satisfaction is a surprise finding. Autor (2014) argues that students give high value to employability associated with long term professional horizon. Similarly, Ordu & Abdulkarim (2019) highlights the importance of the educational institute credentials regarding securing a job. A possible explanation to these findings may lie under the fact that the job market is overflooded with fresh graduates who are already struggling to secure a job. The report of Pakistan Bureau of Statistics (2010) for nine years (from 2006/2007 till 2017/2018) indicates that there has been an increase in unemployment from 5.1% to 5.7%. Similarly, the employment to population ratio has decreased from 49.8% to 48.9%. But on a closer look we have found that youth between the ages of 15-24 years old have faced little opportunities in jobs as during 2006-2007 it was 40.9% and 2017-18 it was 36.9%. Ahmad & Azim (2010) have reported that youth face high level of unemployment in early stage of their lives. The study has also found a negative relationship between Timing & Feedback with student satisfaction level. The results support the argument by Munteanu et al., (2010) that it will increase burden, stress, and depression among students. Cox, Imrie, & Miller (2014) believes that most of the times the teachers fail to provide accurate and timely feedback to students. (Topping, 1998 acknowledges that due to the advancement of technology i.e. internet, the students' expectation to feedback have risen high as well.

Practical Implications:

The study has empirically examined the students' quality perception with foreign qualification being provided in the country. The findings of the study may be capitalized by the institutes offering these course, degree awarding bodies and by the policy makers. The results indicate that students give high importance to supplemental education dimensions. Hence the institutes that will focus on providing

sufficient amount of supplement material will have enhanced students' satisfaction as compared to ones that ignore this aspect. Further, degree awarding bodies may also consider adding more relevant and value adding course supplement material with each subject. Similarly, education pressure is found significant positively associated with student satisfaction. Hence institutes that declare educational emergency and exert pressure are considered more concerned and responsible as compared to the ones that ignore such valor. In other words, the institute that takes many assignments and quizzes and keep their students busy through out the year are consider better educational institutes.

Limitations and Future Research Direction

The study suffers the limitations associated with online survey research design. Hence, future studies may adopt a different approach in order to examine this phenomenon in Pakistan. Like future studies may adopt a more longitudinal approach. Future studies may also consider using a qualitative approach to further understand the dimensions of the quality perception among students like interviewing students. The study has examined the Higher National Diploma (HND) as a foreign qualification however future studies may examine other foreign qualifications. Future studies may also compare foreign qualification with foreign qualification and foreign qualification with local qualification. Further the study results are limited to the students of only four leading institutes offering HND courses whereas future research may include all the institutes offering these courses. In short, the study is among the pioneering studies that have examined a range of student satisfaction antecedents of foreign qualification i.e., higher national diploma (HND) courses in Pakistan. The study provides an empirical evidence of the student satisfaction towards foreign qualification in the country. The findings of the study pave way forward for academicians, practitioners and policy makers to develop strategies in line with student expectations.

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Annexure -I

Questionnaire**Section 1**

A:Long Term Professional Horizon (LTPH)	SD	D	N	A	SA
A1 Specialization program provided extended economic knowledge					
A2 Specialization program shaped the professional skills I need					
A3 Specialization program shaped a good professional attitude on me					
A4 In specialization I graduate there is a large demand for qualified employees					

Section 2

B:Supplemental Education Dimension (SED)	SD	D	N	A	SA
B1 More students should have access to scholarship programs in other countries					
B2 The ranking system for scholarships competition in foreign universities is not transparent enough					
B3 I wished college would motivate me to participate in international student conferences					
B4 I wished college have organised conferences with high level professional					
B5 Our college should teach courses with foreign Professors					
B6 Internship programs are not well planned and Managed					

Section 3

C: Average scores for “course content” dimension (CC)	SD	D	N	A	SA
C 1. Theory taught in courses is not related with business Reality					
C 2. Some of the courses are not updated					
C3. For some courses there is no relationship between theory and seminar activities					
C4. Professors are taking care of course quality					

Section 4.

D: Average scores for “communication gates” dimension (CG)	SD	D	N	A	SA
D1. . Professors are opened for communicating with students					
D2. . Professors motivate students to present their Opinions					
D3. Some of the professors care more about students’ physical presence than for student involvement					
D4. . Students’ evaluations are done quite Objectively					

Section 5

E: Average scores for “timing and feedback” dimension (TF)	SD	D	N	A	SA
E1. Some of the projects have not been announced with a sufficient time lead					
E2. Some professors do not meet deadlines for examination results’ posting					
E3. Some professors do not give feedback for projects and examinations					
E4. For some courses text support was not made available by professors					
E5. Some professors do not communicate evaluation system at the beginning of semester					
E6. Some professors use to miss class hours Because of very short exam sessions we cannot prepare for examinations					

Section 6.

F: Average scores for “educational pressure” dimension (EP)	SD	D	N	A	SA
F1. Some professors have exaggeratedly high demands for students					
F2. Some professors are exaggeratedly tough in student Evaluations					
F3. Some professors place useless workload projects on Students					
F4. Time schedule for the 8th semester is excessively Loaded					

Section 7.

G: Average scores for “personal aggression” dimension (PA)	SD	D	N	A	SA
G1. Professors do not take into consideration students’ opinion					
G2. Professors do not allow questions for the courses content they teach					
G3. Some professors have misogynist remarks					
G4. Sometimes professors make gross (vulgar) Jokes					
G5. Some professors defend their standpoint using examination threats					
G6. Some professors use to revenge on students					
G7. Some professors are haughty and show a false superiority over students					
G8. Some professors are very subjective in grading student efforts					
G9. Professors do not appreciate intellectual effort students make					

Section 8.

H: Average scores for “support services” dimension (SS)	SD	D	N	A	SA
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H1. Library room is too small					
H2. Number of books available in library is too Small					
H3. Library computers have low performances					
H4. Some of the classrooms should be remodelled					
H5. Classrooms should be cleaner					
H6. Students spend too much time for solving problems at registrar office					
H7. Communication between registrar personnel and students is very poor					
H8. More computer based exercises should be used during educational process					

Section 9

I: Average scores for “thesis preparation” dimension (FRP)	SD	D	N	A	SA
I1. The system of final thesis topic selection should be Improved					
I2. Thesis adviser does not spend enough time helping Students					
I3. It is desired to have a more diverse courses in Curriculum					

Section 10

SSL: Student Satisfaction Level (SSL)	SD	D	N	A	SA
1. Overall, I am satisfied with the quality of the service provided by my institute.					
2. Overall, I am satisfied with my decision to take admission in this institute.					

Annexure -II**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation	Sums	of	Squared
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Loadings	% of Variance	Cumulative %	
1	13.165	26.331	26.331	13.165	26.331	26.331	4.428	8.856		8.856
2	4.087	8.174	34.505	4.087	8.174	34.505	4.009	8.019		16.875
3	3.791	7.583	42.088	3.791	7.583	42.088	3.863	7.725		24.600
4	3.280	6.560	48.647	3.280	6.560	48.647	3.614	7.227		31.827
5	2.824	5.647	54.295	2.824	5.647	54.295	3.535	7.071		38.898
6	2.384	4.769	59.063	2.384	4.769	59.063	3.366	6.731		45.630
7	1.959	3.918	62.981	1.959	3.918	62.981	3.219	6.438		52.068
8	1.789	3.578	66.559	1.789	3.578	66.559	3.187	6.373		58.441
9	1.683	3.366	69.925	1.683	3.366	69.925	2.425	4.849		63.290
10	1.585	3.169	73.094							
11	1.501	3.003	76.097							
12	1.384	2.769	78.865							

13	1.178	2.356	81.222
14	1.010	2.021	83.243
15	.881	1.763	85.005
16	.798	1.596	86.602
17	.767	1.533	88.135
18	.702	1.404	89.539
19	.611	1.222	90.761
20	.586	1.173	91.933
21	.520	1.040	92.973
22	.471	.942	93.915
23	.441	.882	94.796
24	.381	.761	95.558
25	.368	.735	96.293
26	.349	.697	96.991
27	.304	.608	97.599
28	.244	.487	98.086
29	.210	.420	98.506
30	.164	.327	98.833
31	.141	.282	99.115
32	.128	.256	99.371
33	.079	.158	99.530
34	.062	.124	99.654
35	.061	.122	99.776
36	.039	.077	99.853
37	.027	.054	99.907
38	.025	.049	99.956
39	.014	.029	99.985
40	.008	.015	100.000

Extraction Method: Principal Component Analysis.