

AN ASSESSMENT OF PERCEPTION AND SATISFACTION OF FOREIGN  
STUDENTS ON THE QUALITY OF EDUCATION IN KNUST. A CASE STUDY OF  
NIGERIAN UNDERGRADUATE STUDENTS IN KWAME NKRUMAH  
UNIVERSITY OF SCIENCE AND TECHNOLOGY.

BY

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# KNUST



## DECLARATION

I hereby declare that this submission is my own work towards the Masters of Business Administration and that, to the best of my knowledge, it contains no material previously published by another person or material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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## **DEDICATION**

This work is dedicated to my cousin Portia Addai, my mentor Professor Osei Akuoko and the entire Marketing Department of KNUST School of Business.

# KNUST



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My deepest gratitude goes to my supervisor Mr Samuel Akomea for guiding me throughout this research and always being patient with me. I am also grateful to Kofi Amanor, Ernest Boateng, Theophilus Amoah, Mr Richard Addai Dwumah and Kelvin Duah for their assistance and support. Special thanks to my family for supporting me throughout my study and finally, to all the Nigerian students who responded to the questionnaire, I deeply appreciate your company every day.



## ABSTRACT

The study observes an assessment of perception and satisfaction of foreign students on the quality of education in KNUST. The research was necessitated because of the problem of very little research being done to know whether foreign students have a good perception about the quality of education they are experiencing in Ghana and whether they are satisfied. 300 structured questionnaires were conveniently distributed to Nigerian Students located at Brunei, Sun City, Crystal Rose and Gaza hall. Respondents were selected due to their willingness to participate in the survey. 240 responses (representing 80% response rate) were retrieved and analyzed quantitatively using SPSS. The Multiple Linear Regression (MLR) was the main analytical technique used in deriving the findings from the research. Findings from the research indicated that the socio-politico conditions, recommendations and referrals and academic grounds were the main reasons why Nigerians students would choose to study at KNUST. Their main challenges were language barrier, stereotype and prejudice and unfair charges in rent, food and non-food items. On the dimensions of the quality of education, the perception on the quality of lecturers and student engagement with learning were found to be moderate. Quality of lecturers and student engagement with learning positively and significantly influence the level of students' satisfaction. Thus, it was recommended that quality of lecturers should be improved and the academic environment should be open with manageable class sizes to improve students' engagement with learning at the lecture hall. The student council should also organise programs that will help integrate both the local and foreign students.



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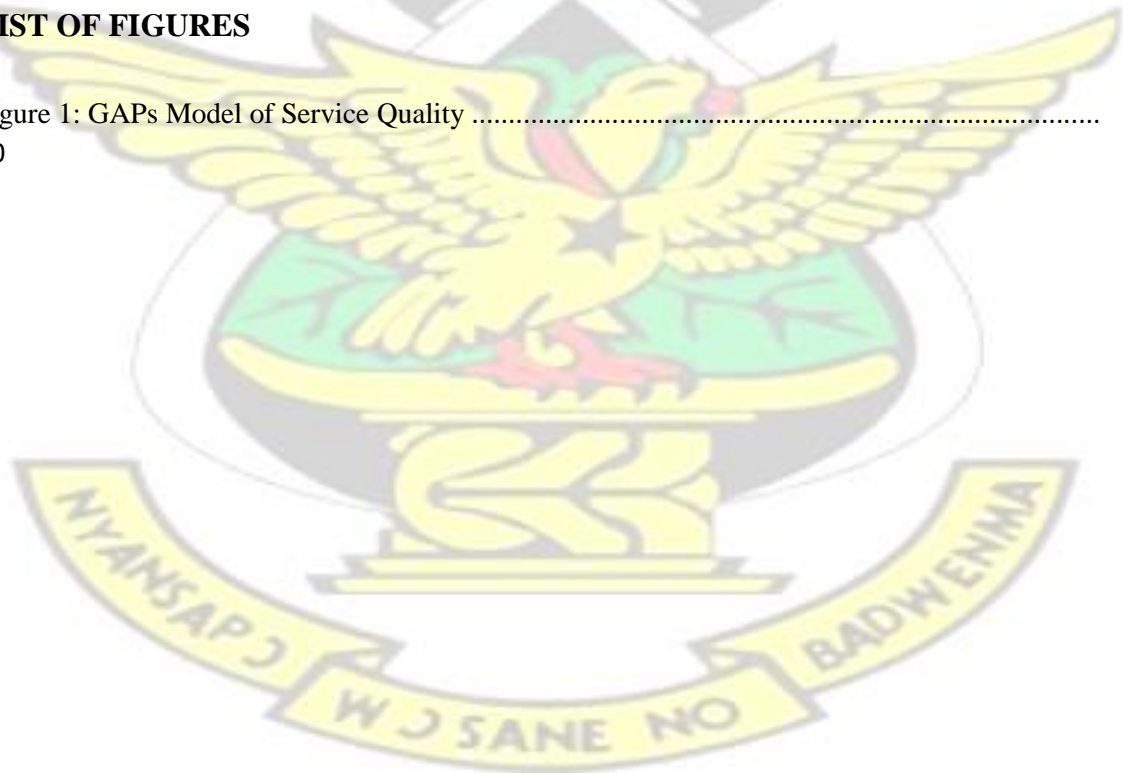
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# KNUST

## LIST OF ABBREVAITONS

UNESCO UIS	United Nations Educational, Scientific and Cultural Organisation Institute of Statistics
DEST	Department of Education Science and Training
KNUST	Kwame Nkrumah University of Science and Technology
OECD	Organization for Economic Cooperation and Development
UNESCO IS	United Nations Educational, Scientific and Cultural Organization Institute of Statistics

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Most nations see their national economy to be resting on the education sector, as some governments try to allocate a great deal of money there which has helped to create employment for citizens. Much emphasis needs to be placed on higher education where most foreign students are studying. This is because, most people are spending a lot of money in this activity. Statistics from the World Bank in 2006 showed that, expenditure on tertiary education got close to US\$400 billion (Bjarnason, Cheng, Fielden, Lemaitre, Levy and Varghese, 2009) and according to the United Nations Educational, Scientific and Cultural Organisation Institute of Statistics (UNESCO IS), in 2009, more than 3 million students entered other countries to pursue higher education (cited by Choudaha and Chang, 2012). The emphasis on globalization and internationalisation of higher institution services has necessitated the mobility of institutions and students across borders (Harman, 2004; Kritz, 2006; Perkinson, 2006; Ji and Baier, 2009). The public and private institutions are seen to be engaged in higher education or what is known as an international business industry. The increasing rate of students' patronage in tertiary education shows the significance of these institutions of higher learning sector. This however calls for a systematic approach towards helping students to achieve their goals in this industry (Gupta, 2005; Hammond, Webster and Harmon, 2006). In recent times, the number of students who are trying to pursue their education in tertiary institutions of learning outside their country of origin is on the rise. The Malaysian Ministry of Higher Education (2010), for instance examined and concluded that, institutions of higher learning registered more than 86,000



foreign students in 2010. The ministry went on to further declare that this figure was expected to go up in the subsequent years (Seng and Khoo-Lattimore, 2012). Open Doors Report (2011), indicated that there had been a five percent increment in the international students' populace going to the United States. Russell, Rosenthal and Thomson (2009), posit that statistics released by the Department of Education Science and Training (DEST) in 2006 revealed that during 2005, international students accounted for one-fourth of the entire enrolment numbers in Australian institutions of higher education and these numbers have been on the rise. These statistics shows that the number of foreign students travelling to other countries across the world in pursuit of higher learning education have been increasing over the years. In KNUST, for instance, the total number of international students that were admitted in 2011 academic year was 414 out of which 345 were Nigerians. In 2012, the number of international students that were admitted was 355 out of which 332 were Nigerians. In 2013, the number of international students that were admitted was 400 out of which 342 were Nigerians. In 2014, the number of foreign students that enrolled was 388 out of which 328 were Nigerians. In 2015, the number of foreign students that enrolled was 247 out of which 173 were Nigerians (Quality Assurance and Planning Unit; Basic Statistics, 2015). It can be noticed from the above statistics that Nigerian students form the majority of the foreign students that enrol in KNUST each year. As most Universities are now turning their attention on students, the way students also perceive higher educational facilities and services are also gaining more attention. A growing emphasis on educational service quality and student satisfaction, is an upcoming discipline of concern (Anci, 2006).



Berry (1995), argue that services can positively enhance the success and values of an organization. The ability to ascertain and decipher a customer's expectation and performance can go a long way to help improve upon a company's service delivery. To see students of higher learning as customers has erupted some tensions in these institutions (Tan, 1986). Most academicians did not understand the notion that universities were 'just offering students their wants' for example employment or the categorization of students as 'mere customers' (Tan, 1986). These made universities to be associated with businesses. The institution must have a specified process to provide the necessary platform that can ensure the satisfaction of each of their stakeholders. As universities and colleges tailor their attention to students, the way student perceive higher learning experience is also now on the rise. Earlier researches focused on the overall perceptions of students' dissatisfaction concerning their experience in the university (Hatcher, Kryter, Prus, and Fitzgerald 1992; Hendershott, Henderson and Wright, 1992) and of a specific subgroup in the university (Lapidus and Brown, 1993). Administrators might misapply resources should they ignore these key factors in their quest to improve the quality in the university. All these could lead to student dissatisfaction, with negative outcomes (Weir and Okun, 1989). Foreign students studying outside their home country are moved by different expectations and needs (Wang, 2004; MITC, 2010). Their needs can be grouped into the pursuit of a) opportunities (such as exposure, job, experience and migration) and b) academic quality. As Sherry, Thomas and Chui (2010), argued citing Andrade (2006), and McClure (2007), students want to learn new ways of acting and reasoning, identify new ways of life, improve their skills and cultural knowledge and meet new friends. International students can boost their confidence and self-esteem if they are able to submerged in another culture.

## 1.2 Problem Statement

International students have contributed to the immense benefits that have accrued to most universities across the world. International students are able to influence the level of academic prestige, cultural exchange, and financial revenue of a university (Wu, Garza and Guzman, 2015). They are able to bring on board examples from the home cultures during academic discussions in class and also the high fees they pay serves as high revenue to the school. Pandit (2007), enumerated some factors that have accounted for the increasing need to attract international students in America. One factor is the acknowledgement that, international students have helped in creating a competitive research environment for America in the field of science, information technology, engineering and maths. There is also the notion that international students often portray and exhibit the American culture when they return to their home countries. This is seen as a positive step towards the propagation of the United States' image and security overseas. Another factor is the emphasis on graduates to enter the international labour market and be able to work with students from other cultural backgrounds without any difficulties. International students are able to create an international scholarly research platform by linking their home universities to their foreign universities. Another benefit is that international students' presence enriches class contributions and suggestions as the students bring on board a wide array of discussions and opinions from varying cultures. This can also help to reduce stereotypes and prejudice. The strict criteria that students are expected to meet before gaining admission serve as a yardstick for attracting brilliant and competent students who brings on board different cultural experiences and above all they provide these universities with a substantial percentage of the university's revenue. The Nigerian students on Kwame

Nkrumah University of Science and Technology (KNUST) campus nevertheless have also contributed to most of these benefits as discussed above. To sustain these benefits, KNUST needs to ensure that from these students' point of view, they are receiving quality education. However, there appeared to be very little research on the assessment of perception and satisfaction of foreign students on the quality of education on KNUST campus. Hence, it is in this light that this study seeks to assess the perception and satisfaction of quality of education in KNUST as perceived by Nigerian students by measuring the constructs adopted from themes of several service quality studies.

### **1.3 Objectives of the Study**

The general objective of this study is to assess the perception and satisfaction of foreign students on the quality of education in KNUST. The specific objectives of this study are:

1. To evaluate Nigerian students' reasons for choosing KNUST.
2. To assess the support systems available to Nigerian students at KNUST.
3. To examine the challenges faced by Nigerian students in KNUST.
4. To assess the quality of education in KNUST as perceived by Nigerian students.
5. To assess Nigerian students' satisfaction with quality of education on KNUST campus.

#### **1.4 Research Questions**

In view of the discussion above, thus to achieve the objectives of this study, the research questions have been formulated as follows:

1. What are the reasons Nigerian students consider in choosing KNUST?
2. What are some of the support systems available to Nigerian students at KNUST?
3. What are some of the challenges being faced by Nigerian students in KNUST?
4. What is quality of education in KNUST as perceived by Nigerian students?
5. What are the effects of quality education on Nigerian students' satisfaction?

#### **1.5 Significance of the Study**

This study primarily serves as a springboard for other studies to add to literature. It will help the university to know how to plan, attract and maintain foreign students. They will also know the message to put into their advertisement in attracting foreign students. It will help the Dean of Students, Lecturers, Hall Masters and International Program Office to know how to manage foreign students. It will also help Industrialist to recognise and accept Nigerian students with KNUST certificate. It will also help policy makers to know how to enhance the kind of support system they provide for foreign students. Finally, it will help Nigerian students to understand why policy makers are trying to integrate them with the Ghanaian students at their place of residence.



## **1.6 Scope of the Study**

Theoretically, the study focuses on the perception and satisfaction of foreign students on quality education in KNUST. The study focus is to empirically examine this issues in the context of the Nigerian students on KNUST campus. The present study targeted Nigerian undergraduate students at Brunei, Sun City, Crystal Rose and Gaza hall hostel on KNUST campus since majority of these students stay there. Nigerian students constitute the majority of the foreign student population. The aim is to know their perception and satisfaction of quality education on KNUST campus which will help policy makers to know how to enhance the quality of education being provided and the necessary support systems to put in place and also to place a high priority on the presence of these Nigerian students.

## **1.7 Overview of Research Methodology**

The study adopts a descriptive approach. The data that was used to carry out the literature review was obtained from research papers, journals, articles and the internet. The data for this study were obtained from both primary sources and secondary sources. The Primary data were collected through administering a questionnaire to the Nigerian students. The Nigerian students constituted the population for the study. The secondary data was obtained from the quality assurance office in KNUST campus. Convenience sampling method was adopted in selecting the sampling size for this study. Statistical Package for Social Sciences (S.P.S.S.) was used to dissect and interpret the data through the use of the various statistical methods such as Multiple Linear Regression. The software is capable of generating percentages, frequencies, charts etc. from the data calculated.



### **1.8 Limitations to the study**

This study was conducted on KNUST campus only. Among the International students on KNUST campus, the researcher was interested in only the Nigerian students since they form the majority of the International students' populace. This study is therefore limited to the Nigerian students on KNUST campus. The derived results are limited to the study area and does not extend to other university campuses in Ghana. It was also difficult getting respondents for the study which caused a delay in the gathering of information for the research.

### **1.9 Organisation of the Study**

This study is in five chapters. This Current Chapter discussed the Background of the Study, Statement of the Problem, Objectives of the Study, Research Questions, Significance of the Study, Scope of the Study and an Overview of the Research Methodology. The Second Chapter dealt with the review of relevant literature pertaining to the area of this study. Chapter Three discussed the Research Methodology, Research Design, Sources of Data, Unit of Analysis, Population of the study, Sample Size and Sampling Technique, Data collection Tools, Pilot Testing, Data Analysis and Brief Profile of the Case Study. Chapter Four dealt with the Presentation of Data, Analysis of the Study and Discussion of Results. Chapter Five is the Summary, Conclusions and Recommendation of this study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

## 2.1 Introduction

This chapter reviews literature on foreign students, perception, quality of education, satisfaction and how they relate with each other in order to enhance foreign students' satisfaction.

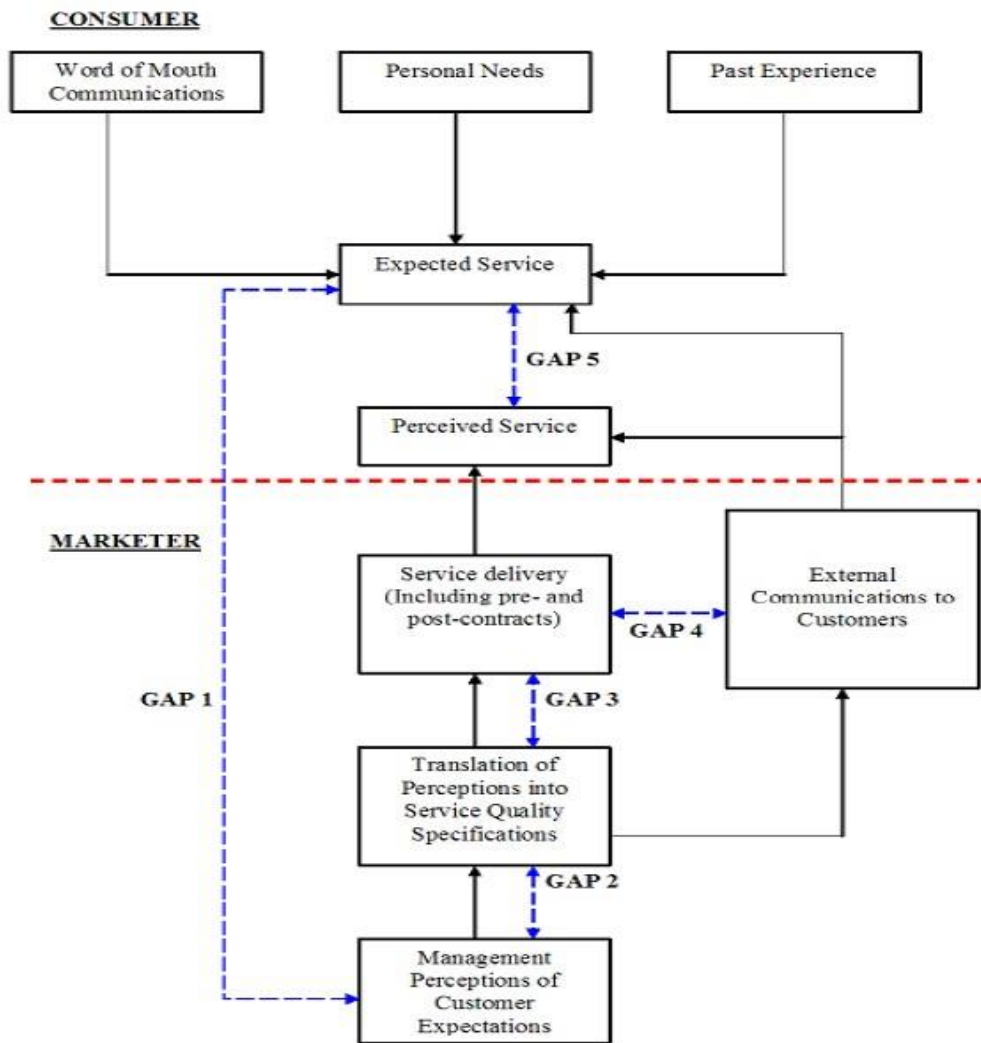
## 2.2 The Gaps Model

The Gap Model shows the relationships between the customer expectations of quality service to receive with the perception of the actual service performance. Zeithaml, Bitner and Gremler (2006), argue that the expectations of customers are standards that they set when they encounter the service, while customers form perceptions about a service based on their own judgemental evaluations of the real service they encounter. The Gap Model elaborates on 5 gaps showing the deficit between expectation of service and perception of actual service performance (Koni, Zainal and Ibrahim, 2013). Figure 1 illustrates the Gaps in service quality Model. In managing customer expectations, these expectations need to be understood and the gaps in services should be assessed from customers' perspective (Miremadi, Ghalamkari and Sadeh, 2011).

Figure 1 depicts the five service quality gaps and are further explained as follows:

- Gap 1 is the difference between what management perceive as customers' expectation and the actual expectation of customers.
- Gap 2 is the difference between management perception of customer expectations and the transformation of these perceptions into standards of service quality.
- Gap 3 is the difference between the standards of service quality and the actual delivery of service by management.

- Gap 4 is the difference between the actual delivery of service and what management communicate to customers.
- Gap 5 is the difference between the customer's expectation of a service and the perception of the service.



Source: Parasuraman, Zeithaml and Berry (1985: 44)

**Figure 1: Service Quality Gaps Model**

The emphasis of most studies on education has been to elaborate on Gap 5 quality of service in a higher institution of education. Gap 5 shows the shortfall between the expectation of a customer about the service quality and the perception of the actual service delivery. Gap 5

serves as the yardstick for defining service quality as perceived by customers, but gaps 1 to 4 also contributes to service quality gap (Nitecki and Hernon, 2000). Parasuraman, Zeithaml and Berry (1985), suggested ten attributes of service quality with five main gaps to be examined - responsiveness, communication, security, competence, access, tangibility, courtesy, reliability, credibility and understanding the consumer. Their research was modified which led to the design of the SERVQUAL model which measures service quality from customers' perspective. Later, the initial dimensions were merged into five:

**Reliability:** Can the university be relied on in providing the services? Does the university provide the service as it has promised? Reliability was found to be the relevant dimension for the customer. In terms of the university performance, reliability shows a university's certainty and consistency.

**Tangibility:** How are the human resources, communication materials, physical instruments and facilities of the service provider? The difficulty involved in assessing the tangibility of service makes it prudent for services to be assessed by students based on the physical evidence that surrounds it.

**Responsibility:** Are the staffs of the university able, assistive and quick in the provision of the service?

**Assurance:** This involved how well the university staff have knowledge, are respectful, competent and portrays some sense of trust.

**Empathy:** This is the ability of staff to understand students' feelings and respects them. The current study focuses only on perception and satisfaction and does not include expectations of the foreign students hence the gaps in their expectations and perceptions about the quality of education was not reviewed.



## **2.3 Foreign Student**

Organization for Economic Cooperation and Development (OECD) has done extensive research on international students in and out flows of countries. OECD (2013), defines international students as students who move from one border to another with the aim to study. International students have the status of a refugee or are not permanent residents but have permits to study (Citizenship and Immigration Canada, 2011). Statistical Office of the European Communities, Organization for Economic Cooperation and Development and United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics define international students as students who do not originate from the nation in which they are studying or students who obtained their previous education in another nation. Foreign students are limited to their citizenship status. Therefore, the International students set form part of the foreign students set. According to the KNUST academic office, foreign and international students are students studying in KNUST but are not citizens of the country per the Ghanaian constitution and as such are charged foreign students fees.

### **2.3.1 Growth of Foreign Students**

The number of international students migrating to other countries has increased rapidly over the past decade. With the increasing benefit, available for international students in some countries such as the provision of free tuition courses, scholarship schemes, flexible tuition payment, low cost of living, ability to do a part time job whiles studying, coupled with the emphasis on internationalisation and globalisation of campuses and educational programs, more nations and even the students themselves are being motivated to seek more educational opportunities outside their home countries. International students' figures have increased from 2000 to 2011. Today, more than four million students are in tertiary



institutions outside their home nations. China account for the high numbers of international students with Korea and India. Students from Asia contribute more than half of international students in the whole world (OECD, 2013). There are more than 60,000 internationals studying in the Philippines now (Wa-Mbaleka and Joseph, 2013). According to Cho and Yu (2015), International Students in the United States was more than 760,000 and there was an increase of 6% of International Students enrolment. In Ghana, more than 90% of students from over 35 different countries are enrolled in undergraduate degree courses making the nation an emerging destination for Africans pursuing undergraduate foreign education (Akwensivie, Ntiamoah and Obro-Adibo, 2013). Most of these students come from African countries with different linguistic, ideology, cultural and religious backgrounds and this number is significantly on the rise. Some of the reasons behind the rise in numbers may be as a result of the certainty of assurance in completing the course within the specified duration, the peaceful nature of the Ghanaian environment, how welcoming and friendly the local people are, the good brand that most of the universities have attained over the years, the quality of the courses being offered at the various universities, the quality of the academics and lecturers, proximity of cultures, among others.

## **2.4 Perception**

Perception is a subjective notion on something that has been analysed and evaluated, which is peculiar to people, as various people have different opinion about particular merchandise that act as a significant factor in assessing the satisfaction of people. International Student can make an informed perception about the services of a university after they have

encountered these services. According to Schiffman and Kanuk (2000), one of the key element in the decision-making process is the perception of the customer because the definition of perception can be a situation where a customer manages what he has assimilated before drawing his own conclusions. They assert that, the interpretations of individuals will differ even when they are given the same information. Each individual has his own way of perceiving what quality is and not. Tsoukatos and Rand (2007), are of the view that, service quality relies on a person's expectation and needs of the service and how their expectations are being met. It has been revealed through some studies that a positive relationship exists between customer perception and satisfaction of quality of service. A service that fall short of customer expectation will have a negative effect on a customer's perceptions and his satisfaction of the services provided.

#### **2.4.1 Perception of Foreign students**

A foreign student who has a good perception about the quality of education of an institution is likely to be satisfied with the overall services he experiences. According to Akwensivie et al (2013), student's institutional experience and country experience are the main factors that shape the total image formed by a foreign student towards a host country. The institutional experience included institutional facilities and accommodation, support from staff, lecturers support, student support, quality of teaching and programmes. Country experience included hospitality of citizens, safety, standard and cost of living, weather conditions, accommodation and transportation challenges.

## 2.5 Choice of University

There are several steps international students undertake in making a choice of the higher institution of learning they want to attend. The most critical ones involve the selection of the country and the specific institution of learning (Singh, 2016). According to Mazzarol and Soutar (2002), one of the reasons accounting for international students' mobility is lack of access to higher education in developing continents. These continents are experiencing relative increase in the population of students who qualify to attend institutions of higher learning yet these institutions do not have the capacity to admit such students. This was also acknowledged by Madichie and Madichie (2013), in their research on how Education in UK attracted Nigerian Students, that an average of just above 140,000 vacancies exist for over a million candidates yearly leaving an excess of more than 800,000 to be admitted into tertiary institutions. The study also showed that, occult activities, security concerns, lack of textbooks and library resources, strike actions by lecturers, high fees in tuition, ineffective academic structures and limited options in courses offered accounted for the negative perception students have about the brand of Nigerian universities. It can be further argued that, these continents are characterised by fewer accredited universities, inadequate infrastructure and learning resources, high demand for higher pursuant of higher education coupled with low supply of institutions of higher learning of education and an academic environment suitable to train more students to meet the modern requirements of internationalization and globalization.

### **2.5.1 Reasons for Choice of University**

Some of the reasons behind international students' consideration to opt for a particular institution of learning may include way of life, shared language environment, regular view, safety, ability to explore, cost of living, natural beauty, the international recognition of the institution's qualification, the quality of education which most of the time is being weighed by the institutional ranking, image and reputation, getting good value for money, opportunity to seek greener pastures, friends influence, alumni influence, parental influence, decline in the standard of education in the home country. Kamal Basha, Sweeney and Soutar (2016), study on Chinese students' and Malaysian students' choice of university, involving 351 respondents from Malaysia and 369 from China indicated that, Malaysian students preferred United Kingdom (UK) based universities for their studies probably because their education is UK based and most professional groups acknowledge UK certificates, while Chinese students preferred Australian based universities probably because the geographical proximity between China and Australia made it possible to migrate there. Students from Malaysian portrayed a more sense of being cost sensitive than their Chinese counterparts, while the Chinese students were mostly motivated by the jobs offered by the institution. Singh (2016), qualitative study using a focus group discussion involving 70 international students revealed that three themes which were personal factors, environmental factors and socio-economic factors influence the international graduate students to choose Malaysia as a country for studies. The Socio-economic factors included cost of tuition fees, the university's ranking and reputation, quality of the program, teaching methods adopted by lecturers, duration involved to complete the course and facilities being provided by the institution. Environmental factors involved religious similarities, political



stability, environmentally safe, cosmopolitan society, low cost of living, simplified immigration procedures and the use of English language in the graduate programs. Personal factors such as limited place in home institutions, restrictions on gaining placement in home country and a desire to be close to a spouse or sibling who is already studying in Malaysia played a key factor in the international student's decision-making process. In a research conducted by Kondakci (2011), in Turkey on what influences the mobility of international Student involving 331 international students. The results indicated that, quality of academics and the urge to learn different culture came out as strong reasons for students to go to Turkey to study. Economic reasons and geographical proximity was not a strong reason for choosing Turkey as a place to study abroad. However, geographic proximity has helped to explain large number of students moving from Canada to USA, Korea to Japan and Indonesia to Australia (Mazzarol and Soutar 2002). Pimpa (2003), research on how Thai families have influence on students' choices of international education involving 803 questionnaires completed showed that, Thai families had influence on various choices of student international education. Financial influence and expectation were the most influencing factors from the family. Mazzarol and Soutar (2002), used a pull and push model to investigate into the reasons why students choose to study abroad. The study involved four different countries: Indonesia, Taiwan, China and India. The first study involved 780 international students from Indonesia of a sample of 404 students and Taiwan of a sample of 361 students. The second study sampled 152 prospective post graduate students from India and the third study carried out in China using a sample of 689 undergraduates and post graduate students. A total of 2485 students were surveyed. The results showed that, some of the factors that influence most students choice



of studying overseas are the notion that courses offered abroad were better than the local ones, the availability of a preferred course in one's home country or a student's ability to gain admission into a program in the home country, the belief in gaining more insight of western culture and the intention of migrating after the student has graduated, the reputation of the host country, influence from family and friends, geographic proximity and cost of the international education.

## **2.6 Quality**

When measuring performance or quality in an institution, Sumaedi, Bakit and Metasari (2011), argued that quality is an intangible concept which can be measured by various factors such as number of graduates, established standards of service quality or official institutional reputation. Quality is also referred to as the product's suitability for consumers or the extent to which the product successfully satisfies the customer needs (Kahn, Strong and Wang, 2002). Miller and Brook (2010), believes that to be able to assess a product calls for the comparison of an individual's expectation and perception of the product.

Jahanshahi, Hajizadeh, Mirdhamadi, Nawaser and Khaksar (2014), assert that there is now competition in the service quality in institutions and can even help to know the customer dependability level and satisfaction.

### **2.6.1 Quality of Education**

According to Elassy (2015), quality as suggested by numerous studies is not unitary but a complex concept. The meaning given to it is subject to different context in which it is being defined. Therefore, the definition of quality of education can be approached from the

stakeholders thus academics and students of higher institutions perspective. Academics should see quality as beneficial to students' learning and not as a political term. Also, the strong elements that arose from students' perception of quality were learning, teaching and lecturers' performance (Elassy, 2015). The objectives, purpose and goals of an institution goes a long way to influence what is termed as quality and what is not. Likewise, Webster (2012), shows that it is more difficult to define quality in the context of higher education than in manufacturing and service industries. Uka (2014), asserts that, its complex to define quality in higher education, although it is easy to conceptualize it into facilities, staffstudent relationships, teaching, services, and research. Green (2014), in the study of what is quality in higher education argues that, assessing quality of the educational core mission is a more sophisticated task. The study further argues that, where should the main focus be? Should the focus be concerned with the quality of man power and infrastructure resources, students who have graduated or the mode of teaching and learning? According to Green (2014), some of the existing concepts that underline the dissenting interpretations of quality in production and service sectors includes a belief that production of high specifications of products or services are achieved with the use of scarce resources making it unique, are enjoyed by few and gives privileges and status to the user. Secondly, quality is used to differentiate what meets established specifications and what does not. Deviation from the accepted established standards means that quality is being compromised. Thirdly, quality is explained by the degree to which products or services meets their intended purpose. As the purpose change, so shall the specifications be revised to meet the changing purpose. Fourthly, quality as effectiveness in achieving the goals of an institution. A quality institution is the institution with clear-cut objectives and knows how it goals can be achieved. Fifthly, quality as meeting customer needs thus the marrow of production of

products and services is customer needs. National Accreditation Boards and Agencies in Quality Assurance have the responsibility for the evaluating issues relating to quality studies in many nations. However, some university communities conduct and assess their own level of quality of studies. Student's views on their engagement and experiences in institutions of higher learning are now being studied as part of the way to monitor quality in universities (Katiliūtė and Kazlauskienė, 2010).

### **2.6.2 Components of Quality of Education**

Research conducted by Abdullah, Wasiuzzaman and Musa (2015), measured six university qualities namely industrial linkage quality, academic program quality, quality of academic staff, quality of administrative staff, quality of management and quality of facilities on the overall students' experience and emotional bond. The findings revealed that management quality had a direct influence on emotional attachment. Katiliūtė and Kazlauskienė (2010), developed a conceptual framework on how students perceive quality dimensions. The components of study quality dimensions are as follows: Reliability - teaching and needs of student compatibility, study and labour market compatibility, outcomes of Learning,

Assurance - lecturers' teaching competence, contacts of University with social partners and competence of administrative staff, Tangibles - Learning infrastructure and Student life resources, Empathy – Meeting students' needs, Responsiveness - Communication with administrative staff and teachers. In their study on the perception of Students on higher education quality sampled from six focus group comprising a group of postgraduate certificate in teaching students and learning, two groups of diploma in management studies

and pre-registration and post registration nursing students by Hill, Lomas and MacGregor (2003), four themes emerged as the key elements to be considered as essential for high quality education from a focus group that was sampled out of undergraduates and postgraduate students. These are lecturer's quality, Information Technology and library resources, emotional and social support and student engagement with learning. Seng and Khoo-Lattimore (2012), studies on Campus Life for International Students, exploring Students' Perceptions of Quality Learning Environment at a Private University in Malaysia involving 15 international full time students from 2 different disciplines showed four themes which are Perceptions of Lecturers, Preferred Learning Approaches, Perceptions of Atmosphere and Perceptions of Social Life. It could be argued that the study of quality of education is but not limited to the stakeholder such as academics, funding bodies, current and future students, lecturers, employers, administrators and administrative staffs. Also, personnel qualification, courses offered, availability of support systems for students, the image, ranking position and reputation of the institution.

In accordance with this study, quality of education has been conceptualized into three thematic areas that's the quality of lecturer, student engagement with learning and the learning and infrastructure resources.

#### **2.6.2.1 Quality of Lecturers**

Lecturers help deliver the core activities of higher institutions of learning to students. Lecturers must be able to articulate course content in a manner that is clear to the students and use practical examples where necessary. They must be knowledgeable and prepare adequately before the start of a class. In light of this, they are deemed to have command over the course they handle. Seng and Khoo-Lattimore (2012), studies showed that, most



students believed that lecturers at tertiary institutions were assistive and not hostile. The students got assistance from lecturers in helping them advance in their studies. Furthermore, a lecturer must present proper justification and enough information during and after class to students. Results from Akwensivie et al (2013), indicated that majority of the student felt that their lecturers were accessible and helpful.

#### **2.6.2.2 Student engagement with Learning**

The interest among academicians in the number, variety and expansion of teaching and business simulation courses and games has grown enormously. Carpio Cañada, Mateo Sanguino, Merelo Guervós and Rivas Santos (2015), in their research on how to use international on-line competition to improve student artificial intelligence, found that students who take part in electronic-based competition are more able to enrich their knowledge, solidify theoretical concepts, reinforce their self-esteem, respond to natural learning processes, increase their average grades, advance inspiration and interest, improve perception on courses and broaden individual abilities. In addition, it also gave teachers a different platform to challenge the students thus placing more emphasis on the learning process than the outcome.

Gudo, Olel and Oanda (2011), studies on issues such as educational quality, opportunities, expansion and challenges confronting Kenyan Universities, sampled from 502 tertiary students and 127 lecturers from 2 public and 2 private universities showed that, the number of print journals in public universities was not adequate for effective teaching and learning but shortage of current books and journals did not impact negatively on effective teaching and learning. The rationale behind this was that, knowledge can be sort electronically



through the internet. However, inadequate up-to-date books, inadequate access to internet and reading space were some of the inhibiting factors to students reading. The study further revealed that, there was lack of sanctity in the conduct of examinations characterised by cheating in examination by students, inadequate invigilation and supervision of examinations in public universities was negatively affecting the quality of education.

### **2.6.2.3 Learning and Infrastructure Resources**

Institutions of higher learning can gain competitive advantage through the provision of high quality facilities and various services to students and staff. Facilities are used to support and enable the execution of university's core activities of teaching, learning and researching (Kärnä and Julin, 2015). Most institutions of higher learning are equipped with modern infrastructure and learning resources to facilitate the delivery of good education and learning. Some of these include the library with up to date text books and relevant references, information technology laboratory, online resource centres, access to numerous database of published research works and journals, speedy internet and wi-fi connections on campus, hall of residence, spacious classrooms with furniture, marker boards, project and presentation display boards, natural lighting and ventilation. Seng and Khoo-Lattimore (2012), studies revealed that while some students believed that the library had a wide space with a lot of relevant text books, others also held different opinions. They saw the library to be a place where discussions are held which created a lot of noise that made it impossible for them to study there. Ndirangu and Udoto (2011), research on environmental and facilities quality learning involving 332 students and 107 academic staff among 5 public universities from Science, Arts and Social Sciences, and Education faculties. The results

showed that, students were less favoured in the availability of adequate journals, reference texts and online resources. There were also indications of inadequate reading rooms at the library causing overcrowding, inadequate space, insufficient seats and broken window panes at the lecture theatres. Gudo et al (2011), in their studies ascertained that, the public universities did not have adequate facilities to effectively serve its current number of students. Inadequate lecture rooms inhibited the effective delivery of teaching. The studies further showed that the public universities lack modern laboratories, laboratory and workshop equipment, adequate internet facilities, adequate and quality computers for effective teaching and learning. In their research on whether Students are Satisfied with the Faculty Library Services, Larson and Owusu-Acheaw (2012), found that, more than 90% of the library users were satisfied with the electronic and internet resources at the library. Vidalakis, Sun and Papa (2013), in their study on the views of students, academic staff and professionals who constituted the expert panel on the value and quality of facilities of higher education highlighted the potential of sustaining and managing facilities in the creation of value for students and institutions of higher learning. It was found out that, students' year of study did not have any impact on the way they perceive the quality and value of the facilities of the university, most students did not see the quality of university facilities as a strong determinant in applying for an institution of higher education, students recognized the buildings' provision of social space irrespective of poor building quality probably through the enjoyment of the social interaction they get. Kärnä and Julin (2015), in their paper on how to measure the satisfaction of staff and student with the facilities in the university by examining the extent of satisfaction by students and staff on university services and facilities highlighted comfortable learning environment, research and teaching

spaces, public spaces and campus accessibility as having greatest impacts on student satisfaction.

## **2.7 Support System**

International students need support systems in place to assist them before and during their enrolment in any university. Some of them include making the necessary information available on the university website and constantly updating it to reflect the current state of affairs on campus, information about expected arrival date, registration date and deadlines, accommodation, cost of living, among others. Forbes-Mewett (2016), In-depth qualitative interviews with staff and students enumerated some of the support systems being exhibited to facilitate student security. Among them are the provision of support even before the semester begins, constantly communicating with international students before they arrive on campus for them to know more about the living situation in Australia, determining, developing, designing and implementing initiatives to take care of the students' orientation needs and accepted as common practices, provision of a highly subsidised transport service, expansion of orientation activities by peer support programmes to ensure the close monitoring of the international students, educating students about their tenancy rights and agreement, formation of student support group comprising the staffs from the various faculties, administration and other services.

A lot of students work whiles in school to gain practical knowledge of what is being taught in the classroom, to gain confidence and skills on the job, to enhance their C.V., as a requirement by the course of study thus partaking in internship and attachment programs, rotation and clinical programs. Others also work in order to make money to be able to meet

tuition payment deadlines, payment of accommodation fees, and the purchase of textbooks and also to sustain themselves. Curtis (2007), research on Students' perceptions of the effects of term-time paid employment consisted of 336 questionnaires showed that, more than 50% of the employed students saw that their jobs are the cause of them not being able to spend more time on their studies while few students considered that their jobs had a negative effect on their education and degree. There are a lot of added advantages in collaborative and cooperative learning thus learning in groups and teams. Collaborative learning is being used in this context to mean a process or a situation in which small groups of mutually dependent individuals come together for the sole purpose of working on a common task for the outcome of a course assignment, mid-semester test, class quizzes, class presentation, end of course project, thesis, long essay and dissertation writing as part of their continuous assessment. Rafferty (2013), work on group outcomes and experiences of Local MBA student when they work with international students showed that, there were conflicts within the part-time MBA students' group work because the international students had difficulties in terms of language diversity and cultural uncertainty. Due to the rapid student enrolments in KNUST, the demand for student accommodation has also increase. The availability of vacancies in accommodation facilities on campus to harbour the multitude of students is a challenge for KNUST and this has influence the university authorities to institute measures to help students such as giving priority to only freshmen to get residence in the traditional halls on campus each year and as a result, some private hostel operators have joined in charging exorbitant amounts of fees from continuing students who rent their rooms. Some of the reasons behind this high charges maybe as a result of the Ghanaian notion that, students in general are rich, the high cost involved in financing the provision of standby generators as well as its maintenance to cater for the



inefficiencies in the national electricity grid, high demand for single occupancy rooms with a personalised electricity meter, bathroom, among others. The high fees on rent is not the only problem these students face. With the exception of a bed, wardrobe and a table and chair, a shared television hall and shared study rooms which has been the basic items that are provided, there is the challenge of furnishing the rooms with basic items such as fridges, Television set, micro-cook, carpets, gas cooker, furniture, curtains, modem for internet etc. The homestay system is quite unpopular around the campus vicinities. The reason for this may be due to the nature and structure of the buildings. International students can seek for any accommodation they desire ranging from one to four in a room occupancy which is based on their willingness and ability to cater for its accompanying fee, thus high privacy comes with a cost, the fewer the room occupants, the higher the price. The university authorities have given maximum priority to accommodate international freshmen students at Brunei Hall to the extent of making it compulsory for them by which they are required to pay their residents fee in foreign currency (US dollars) while the few local students who are able to get the opportunity to have residents there pay in the local currency (Ghana cedi).

Wu et al (2015), studies on International Student's Challenge and Adjustment to College with ten participants identified the following support systems that the university provide for international students. These included: various student associations and organizations, writing centres, counselling centre and recreational centre. Some of the students agreed to the fact that, these support centres provided them a place to find a group that can provide them with emotional support, ease out their stress and develop ways to adjust to different problems. Some of the academic and non-academic support that students can receive are



scholarship opportunities, flexibility in the payment of tuition fees, access to recreational facilities on campus, provision of counselling and guidance services and information on occupation opportunities (Quintal and Phau, 2014). Robertson, Holleran, and Samuels (2015), conducted a 2-year research programme on Tailoring University counselling services to aboriginal and international students. Two doctoral students provided the counselling service with a professional supervision by a doctoral psychologist from the Disability Resource Centre of the university. In its first year of operation, 14 native students and nine international students used the counselling service. 27 issues were given to the aboriginal students while 11 issues were given to the international students for counselling. It was observed that, the international and native students employed counselling services that was tailored towards their individual cultures and the services also being available at familiar settings. The international and native students also favoured empathetic relationship through the making of direct and personal appointments with the counsellor instead of through receptionist.

The extra attention being given to students in the course of their academic life and stay on campus goes on a long way to nurture them to feel part of the academic environment, bring to their attention that their presence on campus is respected and recognised by the institution, the institution is not only interested in the financial revenue they are bringing in but more so their well-being is at heart. An academic institution should be able to harbour recreational facilities such as swimming pool, gym, sports centre, stadium and other entertainment facilities to help engage students as part of their extra curriculum activities. Seng and Khoo-Lattimore (2012), studies revealed that some students joined clubs and societies to give them the opportunity to make new friends and learn some social skills.

Gudo et al (2011), argues that, public universities are characterised by unsatisfactory guidance and counselling services. This explains their enormous problems associated with students' moral integrity and overindulgence in social vices at the expense of their studies. They further assert that Kenyan public universities were characterised by lack of adequate sporting facilities which affected their learning and teaching quality. To ensure that international students are well integrated into the system of education and the institutional environment, one of the ways most universities have adopted is to ensure that these students get the opportunity to live on campus during their freshmen year. Students who live off campus are more likely to be exploited in the rental fees (Forbes-Mewett, 2016). With the recent terrorist activities going on around the world, such as the shootings at Westgate shopping mall in Kenya, the bombings of public places in central London, France, Belgium, International students are now concerned with much degree of security on campus and off campus. In a study conducted by Nyland, Forbes-Mewett and Härtel (2013), on the experiences of international student with international education in Australia, showed that, International Students perceptions of their safety was influenced by their current experience of safety and what they had experience in their home countries. Most students believed that, Australia did not provide a safe environment and had safety concerns with off-campus living. This was evident in 2009 when there were reports of international students being faced with series of violent street attacks.

## **2.8 Challenges International Students face**

The emphasis on international education is now shifting towards internationalisation and globalisation. International Students are being considered as customers by many higher

institutions of learning but quite surprisingly little attention has been given to their experiences after enrolment, which has been causing much of these international students' dissatisfaction in most universities. Some international students feel isolated even with the core activities of a university which is teaching and learning and as evident from the studies by Wa-Mbaleka and Joseph (2013), on the reasons, outcomes and managing Strategies of International Students in Philippines who feel a sense of Isolation, 14 international students indicated that isolation had several effects on their academic performance. Isolation is deemed to be caused by the use of native Thai language (Tagalog) by lectures and students on campus, racism, inability to form good friendship and irrelevant social activities on campus as being described by these international students.

Russell et al (2009), research on experiences of international student of involving international students of 979 in Australia revealed that international students face a range of problems such as perceived stereotypes, a wish to return home, feelings of desolation, inadequate support systems, culture shock, inability to socially integrate with local people, language barriers, unknown academic approaches and overload, a modifying sense of identity, high expectations from family and oneself, financial challenges and difficulties in their own country. The research further revealed that students under Cluster 2 found life to be difficult, are isolated and unconnected, have high level of general stress, perceived maltreatment and its accompanying difficulties, perceived elision by others, always worried about their lifestyle residue, financial situation, university workload and academic progress and stressed by studying in Melbourne than other students. This belief is strengthened by higher levels of depression, anxiety and cultural stress. The differences that exist between students with the emphasis being placed on colour differences calls for

a significant amount of discrimination among these students. Wu et al (2015), studies revealed that students faced challenges ranging from academic, social and cultural barriers. Academic barriers were grouped into 4 themes namely Language Barrier, communicating with Professors, a felt separation from Classmates, and Pressures from the expectations of parents. In all, most of the international students felt isolated in class and their social life from the beginning but were able to find means of involving themselves in social events and classroom discussions. Some of the students had experience some level of prejudice and discrimination in their social and academic life. Others also faced language difficulties from different pronunciation and accents. Diverging communication pattern was also an influencing factor in these barriers. In a study by Birnbaum, Cardona, Milian and Gonzalez (2012), on international Students who are adults view of universities in United States among 20 international students ages 27-45, the results showed that, some international students felt isolated and alienated. Webster (2012), conducted a research on the isolation of international graduate student in electronic and traditional environments. A survey and a focused group discussion was used with 54 respondents completing the former and 10 individuals participating in the later. The results indicated that, many international students felt more isolated. Also, online international students felt more isolated than their nononline student counterparts.

## **2.9 Satisfaction**

Satisfaction is the desired end result that has been achieved by a person or people who have had an encounter with the performance of an organisation's service during which their expectations were fully fulfilled. Hansemark and Albinson (2004), asserts that, satisfaction



can be seen as the attitude of a customer in totality towards a marketer, or innate response towards customers' expectations and what they experience, concerning the achievement of some wants, necessities and goals. A customer is likely to patronise more of the products or services he or she was satisfied with. Students will evaluate their satisfaction on the quality of a service after comparing the previous expectation they had before encountering the service and how they perceive the outcome after using the service (Zeithaml, Berry and Parasuraman, 1993). The Satisfaction of Students is a short run position that is obtained after assessing the student experiences during his or her education (Elliott and Healy, 2001). There is a tendency for Satisfied students to give an irrefutable viva-voice (Angelova and Zekiri, 2011; Kwun, Ellyn and Choi, 2013; Hanssen and Solvoll, 2015).

### **2.9.1 Satisfaction of Foreign Students**

Students generally which foreign students are not exempted find the academic advising necessary for their wellbeing in their studies on campuses. Young-Jones, Burt, Dixon and Hawthorne (2013), opines that it is vital that academic advisory in schools be seen with critical eyes so to improve the wellbeing of students. Foreign students in most schools as stated by various authors hence have this element playing a role in their satisfaction (Hale, Graham and Johnson, 2009; Fowler and Boylan, 2010; Leach and Wang, 2015).

Information dissemination is a very important element in satisfaction in all kinds of services. The educational sector employing good information dissemination systems would go a long way imparting satisfaction in their students. Calder, Richter, Mao, Burns, Mogale and Danko (2016), researched on the experiences of International Students in universities in Canada. The results showed that, International Students faced living challenges because they did not have precise information on the cost of living before arriving. Information sent

through the mobile phone and social media did not reach all international students because these students saw the cost of using mobile phone to be high. These studies aforementioned pinpoints that information reaching foreign students before travelling plays a part in students' satisfaction. On information, the effectiveness of information dissemination to students on campuses also causes dissatisfaction or satisfaction (Gibson, 2010; Zhang and Goel, 2011).

It is logical that when one goes to a new place, knowledge as per the ins and outs of the area would be sought for. Orientation in universities help students as they get to know what, where, and other aspects of the institution, making their stay more comfortable hence boosting satisfaction (Tanner, 2009). This makes it clear that foreign students get satisfied with a good orientation in the beginning of their stay on campus.

The staff in the various faculties play a role in foreign students' satisfaction. Elliott (2002), suggests that how staff relate with students from various cultural backgrounds activates comfortability for students or not. Attitude of other non-staff members of various faculties in universities towards foreign students' outputs similar satisfaction effect. Human's comfortability has a factor in the environment in which they find themselves (WiersJenssen, Stensaker and GrØgaard, 2002).

It is realized that class sizes play a role in students' performance and satisfaction (Bandiera, Larcinese and Rasul, 2010; Gibbs, 2010). Foreign students would like to have comfortable class sizes in order to maximize their academic stance at the end of their study on various campuses (Biddle and Berliner, 2014).

Social activities on campuses are spices that deters a boring lifestyle on campuses. It also enables networking and other self-realization opportunities which also enhances foreign students' satisfaction (Buckworth and Nigg, 2004). However, in a study conducted by Cho and Beck (2016), it was revealed that more 40% of the international student did not participate in leisure activities on campus.

Lecture materials and other course requirement in various universities demand students to spend on them (Kreps,1990). The expenses student incur in these areas may be high or low. Yet in any case, satisfaction of the foreign students can be thwarted or boosted with the cost the incur on course materials (Beerli Palacio, Díaz Meneses and Pérez Pérez, 2002).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter explains the research methodology used in undertaking this research study. Primarily, the study employs primary data designed from questionnaires to solicit for the relevant information to achieve the objectives of the study. The rest of the chapter elucidates on the Research Design, Population, sample and sampling techniques, data collection and the method of analysis.

#### **3.2 Research Design**

Research design refers to the sequence of general conditions through which the research questions were answered. Kothari (2004), categorize research design into exploratory researches, descriptive researches, diagnostic researches and hypothesis-testing researches.

The researcher used descriptive research study to describe the perception of Nigerian students on the quality of education in KNUST and diagnostic research study to assess the association of the year of study and the perception of the quality of education. The researcher used the survey method to obtain information which was analysed quantitatively.

### **3.3 Sources of Data**

In research, there are basically two sources of data. These are the primary data and the secondary data. Primary data consist of data that has been collected purposely for the research being undertaken whiles secondary data is made up of data that already exist or has been used for the different purpose aside the work being conducted. The data used for the research was mainly primary data. The data was collected by using structured questionnaires designed by the researcher. The questionnaires were distributed to the sampled respondents thus making it a primary source of data. Primary data is basically data that is gathered from an original source targeted towards the specific work being undertaken.

In gathering the data from the respondents, 4 individuals were given an orientation for a day in order to help in administering and collecting the questionnaires. The secondary data on Nigerian students were gathered from the Quality Assurance and Planning Unit office. This was to help in making inferences and generalisation about the perception and satisfaction of foreign students on the quality of education in Kwame Nkrumah University of Science and Technology.



### **3.4 Unit of Analysis**

Unit of analysis is the set of objects (organizations, events or individuals) on which the study is focused (Gray, 2004). The focus of this study is on the Nigerian students and for that matter each sample unit represents an Individual Nigerian student.

### **3.5 Research Population**

According to Gay and Airasian (2003)), a population is a group of items that a sample will be drawn from. The population consist of all the 858 Nigerian Undergraduate students of KNUST ((Quality Assurance and Planning Unit; Basic Statistics, 2015). This includes 441 males and 417 females of all ages but they should be in the position to provide the researcher with information relevant to the topic of study.

### **3.6 Sample Size and Sampling Technique**

A sample refers to a set of selected individuals from an identified population with the motive of generalizing the findings to the entire population. A sample is used because of the difficulty in using or inability to cover the whole research population (Leedy and Ormord, 2005). In their book on Research Methods for Business Students, Saunders, Lewis and Thornhill (2009), states that, at 95% confidence level with a 5% margin of error, a sample of 278 can be drawn from a population of 1000. Therefore, with a population of 858, a sample size of 300 Nigerian students representing 34.97% of the population was selected for the study. Purposive sampling technique was used to select the sample size and location for this study. Nigerian students located at Brunei, Sun City, Crystal Rose and

Gaza hall were selected due to their willingness to participate in the survey. Also, it can be inferred that Brunei, Gaza, Crystal Rose and Sun City Halls houses most of the Nigeria Student population hence ease of acquiring the relevant information from the respondents.

### **3.7 Data collection Instrument**

A developed questionnaire was used to conduct the survey. Assistance was given to the respondents where they found the questions to be difficult after which 7 days was given for the responses to be collected. This method helped to minimise the uneasiness in respondents' times and their tight schedules. The questions were carefully designed to answer the study objectives and the problem. A Likert scale was used in formulating the questions with response choices ranging from strongly agreeing to strongly disagreeing. This enabled the participants to give other important information not included in the questionnaires. Closed ended questionnaire was used to gain responses from the students on the study. Students were required to pick a particular option from a list of possible options given. The final questionnaire was formatted in three main parts. The first part of the questionnaire focused on extracting a demographic information of the sampled students. The second part involved questions that explored the reasons for choosing KNUST, challenges faced on campus and support they received from authorities of the university. The third part then focused on extracting information about the level of satisfaction as well as the student perception of the quality of services received from the university. The questionnaire was self-administered and took a period of 4 weeks to complete. A total of 240 questionnaires were retrieved out of the 300 questionnaires administered representing 80% response rate.

### **3.8 Data Analysis**

The data obtained was submitted to a thorough analysis and scrutiny which helped in making suitable recommendations. In order to make analysis from the data the responses were coded into the Statistical Package for Social Sciences (SPSS) software. Frequency tables and distribution were used to present the data. Explanations and interpretations were given through the use of standard deviation, correlation, means and regression analysis tools. In the first part of the analysis, the study focuses on exploring the factors that are considered in choosing KNUST, perception about the level of service quality and challenges faced using descriptive analytical techniques. In the second part of the work, correlation and multiple regression techniques were employed to explore the relationship between student perception and student satisfaction.

### **3.9 Validity and reliability**

To undertake the research, a pilot study was conducted to establish the validity and reliability of the research questions. The questions were structured in line with prior studies conducted in similar areas in other countries. Finally, the supervisor approved the questions for administration. The validity and reliability of instruments were tested using content validity. Content validity generally involves how efficient the designed instruments were in capturing the information they were designed to capture (John and Reve, 1982). To ensure content validity the researcher adopted only instrument that have been empirically tested and proven as valid. The instruments used were adopted from Hill et al (2003), and Singh (2016). However, the instruments were carefully modified to reflect the Ghanaian context.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND DISCUSSION OF RESULTS**

#### **4.1 Introduction**

The results of this study are revealed in this chapter and the discussions there of. The analysis is conducted as follows: the first section explored the reasons why foreign students choose KNUST and the support systems available within the university to help them feel comfortable. Also, the level of perception and satisfaction among foreign students is also explored. The second section examines the relationship between perception and satisfaction among the students. The discussion of results is then made in the last section.

#### **4.2 Sample Characteristics and Reliability of Variables**

A total of 300 questionnaires were given to Nigerian students in KNUST out of which 240 were received hence the response rate of 80%. The table 4.1 reveals the demographic profile of the respondents. The profile is presented in terms of gender, age, year of study, college of affiliation and residential status.

##### **4.2.1 Respondents' Characteristics**

Referring to the table 4.1, there were 135 males (representing 56.3% of the total respondents) and 105 females (representing 43.8% of the total respondents). Pertaining to



the age distribution of the respondents; it was realized that 102 students which represented 42.5% of the total respondents sampled were within 21 to 23 years were. This is followed by those whose ages fell between 24-26 years (90 students).

With reference to the colleges, it is observed that majority of the foreign students pursue science related program. Table 4.1 give a demographic report of the foreign students sampled.

**Table 4.1: Demographic Detail of Respondents**

Item	Factors	Frequencies	Percentage
<b>Gender</b>	Male	135	56.3
	Female	105	43.8
<b>Age</b>	Less than 18years	9	3.8
	18 – 20 years	102	42.5
	21 – 23 years	90	37.5
	24 – 26 years	36	15.0
	Above 26 years	3	1.3
<b>Years of Study</b>	1st Year	27	11.3
	2 <sup>nd</sup> Year	75	31.3
	3 <sup>rd</sup> Year	66	27.5
	4 <sup>th</sup> Year	60	25.0
	5 <sup>th</sup> Year	6	2.5
	6 <sup>th</sup> Year	6	2.5
<b>College of Affiliation</b>	College of Science	51	21.3
	College of Health Science	51	21.3
	College of Engineering	57	23.8
	College of Humanities and Social Sciences	45	18.8
	College of Art and Built Environment	27	11.3
	College of Agriculture and Natural Resource	9	3.8
<b>Residential Status</b>	Yes	135	56.3

	No	105	43.8
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Source: Field Study, 2016

#### **4.3 Reasons why Nigerian Students patronize the services of KNUST**

This section reveals the outlining reasons why Nigerian students study at KNUST. Descriptive analysis was conducted and results are presented with mean, standard deviations, and range. Table 4.2 details the responses from Nigerian students in KNUST on the reasons why they apply to the university. Table 4.2 revealed that the reasons why the sampled Nigerian students opted to study in KNUST are generally due to the prevailing socio-politico conditions in both Ghana and Nigeria (Mean = 2.85), academic considerations (mean = 2.699) and referrals/recommendations (mean = 2.62).

In Table 4.2 below, the prevalent socio-politico factors were the frequent industrial strikes among university lecturers in Nigeria (mean = 3.38) and the complicated nature of tertiary admissions in Nigeria (mean = 3.09). This attest to the research done by Madichie and Madichie (2013), that strike actions and limited vacancies in universities in Nigeria are the reasons why students preferred to study abroad. Furthermore, referrals/recommendations from friends already studying in KNUST (mean = 2.86) has an influence on the decision to study in KNUST. Parents however have a relatively higher influence in the decision to study in KNUST (mean = 3.10). This is in line with the study by Pimpa (2003), that the influence of family explains mobility of foreign students. In terms of academic reasons; the results show that the international recognition of KNUST certificates (mean = 2.96) as well as the reputation of KNUST (mean = 2.95) were the main reasons why the sampled students decided to pursue higher learning in KNUST. This attest to the research by Kamal Basha, Sweeney and Soutar (2016), that recognition of foreign certificate and Singh (2016), institutional ranking and reputation were some of the reasons why students study abroad.

The rest of the result is reported on Table 4.2 below.

# KNUST



**Table 4.2: Reason why Nigerian Students patronize the services of KNUST**

		Min	Max	Mean	Std. Dev
Referrals	My parents recommended me to choose KNUST	1	5	3.10	1.228
	My parents already lived here that made me choose KNUST	1	5	2.23	1.222
	Agents in Nigeria recommended me to choose KNUST	1	5	2.60	1.327
	Friends already studying in KNUST recommended me to choose KNUST	1	5	2.86	1.338
	The university I attended previously recommended me to choose KNUST	1	5	2.35	1.332
	Past students who studied at KNUST influenced me to choose it	1	5	2.61	1.288
	<b>Overall</b>	<b>1</b>	<b>5</b>	<b>2.62</b>	<b>1.289</b>
Prevailing Conditions	Low crime environment of Ghana made me choose KNUST	1	5	2.79	1.393
	Ghana is an exciting place to live that made me choose KNUST	1	5	2.64	1.362
	Getting admission in Nigeria university is cumbersome that made me choose KNUST	1	5	3.09	1.255
	Decline in Nigeria educational system that made me choose KNUST	1	5	2.94	1.236
	Constant strikes by the lecturers in Nigeria than in Ghana that made me choose KNUST	1	5	3.38	1.205
	It is expensive to study in Nigeria that made me choose KNUST	1	5	2.24	1.314
	<b>Overall</b>	<b>1</b>	<b>5</b>	<b>2.85</b>	<b>1.294</b>
Pure Academic grounds	KNUST reputation made me choose it	1	5	2.95	1.368
	Performance of alumni in Nigeria influenced me to choose KNUST	1	5	2.49	1.180
	My preferred course of study was not available in Nigeria but available in KNUST that made me choose it	1	5	2.46	1.312
	I always had the intention to study in KNUST	1	5	2.57	1.261
	The certificate awarded by KNUST is internationally recognized that made me choose KNUST	1	5	2.96	1.216
	KNUST has a large campus and excellent facilities that made me choose it	1	5	2.81	1.223
	The course at KNUST is better than the one offered in Nigeria that made me choose KNUST	1	5	2.65	1.294
	<b>Overall</b>	<b>1</b>	<b>5</b>	<b>2.699</b>	<b>1.265</b>

Source: Field Study, 2016



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KNUST



#### **4.4 Support Systems for Nigerian student in KNUST**

This section as indicated in Table 4.3 assesses the support systems for Nigerian students in KNUST by the perception the Nigerian students on campus (KNUST) have about them. For all the items utilized to assess the support systems of KNUST for Nigerian students, report show that the provision of support systems is low. This is evident in Table 4.3 from the overall mean of 2.9802 which indicates that the support systems for Nigerian students are generally lower than average. On specifics, most of the respondents indicated that assistance from the foreign student support unit is not strong (mean = 2.41) (refer to Table 4.3). Meanwhile areas of relative strong assistance are Nigerian students have a network of other students on the course (mean = 3.15). Moreover, the respondents agree that, they are assisted by the counselling centre when necessary (mean = 3.08). Again, it is observed that the patronage of recreational facilities on campus is relatively high (mean 3.07). These results are consistent with the research of Wu et al (2015), that students see these support centres as a place to seek emotional support, release stress and develop ways to adjust to different problems.

Besides, most of them are not aware of the various scholarship schemes in KNUST (mean = 2.78). Furthermore, most respondents think the fee they pay for accommodation is not fair to the facilities given them (mean = 2.44), and the fees they pay for accommodation is not fair as per what the local students pay for accommodation (mean = 2.46). This is in line with studies by Calder et al (2016), that most students saw the accommodation to be very expensive. Nevertheless, most of the Nigerian students agree that shuttles are often available for them (mean 3.71). This is also consistent with the studies of Forbes-Mewett (2016), that there is the provision of highly subsidised transport service on campus.

**Table 4.3: Nigerian students' view on the Support Systems for Nigerian student in KNUST**

	Min	Max	Mean	Std. Dev.
I get assistance from the student support unit	1	5	2.41	1.198
I am allowed to do a part time job	1	5	2.60	1.289
I have a network of other students on the course	1	5	3.15	1.092
I am aware of the scholarship schemes available to me	1	5	2.78	1.283
The accommodation fee is fair compared to the facilities being provided	1	5	2.44	1.404
The accommodation is fair compared to the local students' accommodation fee	1	5	2.46	1.542
Availability of shuttle facilities	1	5	3.71	1.093
School support unit assist in organizing trips	1	5	2.92	1.199
Assistance from counselling centre	1	5	3.08	.978
Security level on campus makes me feel safe	1	5	3.29	1.150
I patronize the recreational facilities on campus	1	5	3.07	1.240
The school organized an orientation session in the beginning of my first year	1	5	3.85	.969
<b>Overall</b>	<b>1.50</b>	<b>5.00</b>	<b>2.9802</b>	<b>.76849</b>

Source: Field Study, 2016

#### **4.5 Challenges faced by Nigerian Students on KNUST campus**

The study sought to find the challenges Nigerian students face on Campus. In Table 4.4, respondents find it difficult to have meaningful conversation due to the differences in their ascent. They felt isolated from their classmates during first year on campus, experience cultural shock, stereotypes and prejudice from the local students and received little

emotional support from hostel and course mates. These results are in line with studies of Russell et al (2009), that students face stereotypes, desolation, inadequate support, culture shock and language barriers. Respondents also face difficulties in finding markets to shop, experience unfair charges in rent, food and non-food items once the local people realize they are foreigners. These results are in contrast with studies of Insch and Sun (2013), that the main drivers of student overall satisfaction were based on shopping and dining and transport. These students experienced theft cases at their hall of residence (mean= 3.35).

**Table 4.4: Challenges faced by Nigerian Students on KNUST campus**

	Min	Ma x	Mean	Std. Dev
I face difficulties in having meaningful conversation due to language difference	1	5	3.14	1.403
I felt isolated from my classmates during my first year on campus	1	5	3.14	1.250
I face financial hardships due to the high cost of living on campus	1	5	2.98	1.125
I experience cultural shock during my first year on campus	1	5	3.05	1.292
I always face stereotypes and prejudice from the local students	1	5	3.05	1.252
I faced difficulties in buses to shop in my semester on campus	1	5	2.90	1.176
I faced difficulties in finding markets to shop in my semester on campus	1	5	3.26	1.177
I faced difficulties in making transactions in my first semester on campus	1	5	3.34	1.147
There are unfair charges in rent, food and non-food items once the local people realize you are a foreigner	1	5	3.94	1.071
I receive little social and emotional support from hostel mate and course mate	1	5	3.01	1.206
There are series of theft cases at my hall of residence	1	5	3.35	1.104
The educational system is too cumbersome unlike Nigeria	1	5	3.16	1.107
<b>Overall</b>	<b>1.50</b>	<b>4.67</b>	<b>3.1927</b>	<b>.68534</b>

Source: Field Study, 2016



Having observed the support systems available to students and the challenges they face, it was relevant to assess their perception on the quality of service and their level of satisfaction they are deriving. The subsequent sections attempt to explore this matter.

#### **4.6 Perception of Nigerian Students about Quality Education of KNUST**

To be made aware of the impact KNUST education is having on the Nigerian students, it was prudent to gather the perceptions of the students on the quality of education in KNUST. Quality of education is examined in terms of the quality of lecturers, learning and infrastructure resources, and students' engagement with learning.

##### **4.6.1 Perceptions on Learning and Infrastructure Resources**

Detailing from Table 4.5, the perception of the Nigerian students indicates that the learning and infrastructure available on campus is moderate. Nonetheless, there are very high perceptions about the online resources available in KNUST (mean = 3.70), availability of study rooms (mean = 3.43) and the library (mean = 3.13). These findings are in contrast with the studies of Ndirangu and Udoto (2011), that some universities lack enough reading rooms in and out of the library and online resources. In contrast, however, the perception of the students show that access to the ICT centre on campus is low (mean = 2.99).

**Table 4.5: Perceptions on Learning and Infrastructure Resources**

	Mean	Std. Dev	Min	Max
Library has up to date books which aids me in my academics	3.13	1.205	1	5
I use the ICT center on campus	2.99	1.248	1	5
I use the Health Facilities on Campus	3.18	1.251	1	5
I use the Sports Facilities on Campus	3.08	1.251	1	5
Lecture rooms are conducive for learning	3.34	1.090	1	5
I use online resources available to assist me in my course	3.70	1.036	1	5
There are enough study rooms on campus which I use	3.43	1.209	1	5
<b>Overall Perception on Facilities</b>	<b>3.2607</b>	<b>0.82826</b>	<b>1</b>	<b>5</b>

Source: Field Study, 2016

#### 4.6.2 Perceptions on Students' Engagement with Learning

It was relevant to evaluate the perception of the students concerning how students are engaged academically; such as the level of interaction between lecturers and students. Table 4.6 reports the perception of student concerning how engaged the learning environment is. It is shown that, student engagement with the academic environment is moderate. This is shown by the overall mean of 3.342. Specifically, the sampled students indicated they are able to relate to the theories learnt in class since the course contents are taught with sound and practical examples. This is evident by the relatively high perception obtained for “course allows me to link theories learnt with the real world” (mean = 3.56) and “courses taught has introduced me to new perspectives” (mean = 3.59). Interestingly the students observed that there is sanctity in the conduct of exams (mean =3.54) and also the certificates obtained from the university has international recognition (mean = 3.63). However, the student identified that the level of international simulation programmes in courses (mean = 2.96) and the class sizes for effective learning (mean = 3.08) are relatively low.

**Table 4.6: Perceptions on Students' Engagement with Learning**

	Mean	Std. Dev	Min	Max
Course content is relevant to my future profession	3.48	0.968	1	5
Course allows me to link theory to the real world	3.56	0.992	1	5
Assignments are relevant to my future profession	3.51	1.055	1	5
Courses taught has introduced me to new perspectives	3.59	1.002	1	5
My department organizes educational trips for students	3.08	1.041	1	5
There is inclusion of International simulation courses in my course	2.96	1.174	1	5
There is use of sound up to date evidence in teaching the course	3.10	1.014	1	5
Course materials are always available	3.26	1.052	1	5
The certificate obtained has International Recognition	3.63	0.998	1	5
The class size is small which ensures effective class discussion	3.08	1.220	1	5
There is sanctity in the conduct of examination	3.54	1.090	1	5

<b>Overall</b>	<b>3.3432</b>	<b>0.74067</b>	<b>1.27</b>	<b>5.00</b>
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Source: Field Study, 2016

#### 4.6.3 Perceptions on Lecturer Quality

Lecturers play a very vital role in providing quality education to students in KNUST. For the Nigerian students, their highest perceptions about the lecturers of KNUST is with the fact that lecturers have much understanding in the courses they teach (mean = 3.65). Other areas of high performance in terms of quality of lecturers include “Lecturers provide course teaching materials to facilitate advance reading” (mean = 3.56); “Lecturers create an atmosphere conducive for learning and good class control” (mean = 3.55) and “Lecturers encourage me to ask questions or comment on a topic issues during lectures” (mean = 3.55). These results are consistent with studies of Seng and Khoo-Lattimore (2012), and Akwensivie et al (2013), which produced similar findings. However, areas of concern include but not limited to the level of lecturers’ availability to assist student in and out of class (mean = 3.25) and “Lecturers show respect and concern for students” (mean = 3.35). The rest of the results are presented on Table 4.7 below.

**Table 4.7: Perceptions on Lecturer Quality**

	Mean	Std. Dev	Min	Max
Lecturers are well organized and prepared before coming to class	3.41	1.229	1	5
Lecturers are available to assist students in and out of class	3.25	1.207	1	5
Lecturers show respect and concern for students	3.35	1.069	1	5
Lecturers provide course teaching materials to facilitate advance reading	3.56	1.017	1	5
Lecturers encourage me to ask questions or comment on a topic issues during lectures	3.55	1.066	1	5
Lecturers create an atmosphere conducive for learning and good class control	3.55	1.018	1	5
Lecturers communicate the subject matter clearly and clarifies all confusing issues	3.48	0.968	1	5
Lecturers are able to pass knowledge interactively when teaching	3.46	0.913	1	5

Lecturers have a good understanding of the course they are teaching	3.65	0.843	1	5
<b>Overall Perception on Quality</b>	<b>3.0778</b>	<b>0.72965</b>	<b>0.89</b>	<b>4.44</b>

Source: Field Study, 2016

Generally, the overall mean for the quality of lecturers shows that the lecturer quality within the university is also moderate. This is indicated by the mean of 3.0778.

#### **4.7 Satisfaction Levels of Nigerian Students on KNUST campus**

Having observed that there is not much statistical difference in the students' perception of service quality; the study objectivized to explore further the level of satisfaction among the sampled students. Table 4.8 shows that generally the level of satisfaction among the sampled Nigerian students is moderate. This is revealed by the overall mean of 3.35. On the specific items of service quality, it is observed that students are more satisfied with the social activities on campus (mean = 3.64). This is in contrast with the research by Cho and Beck (2016), that majority of the students did not participate in leisure activities. Students are more satisfied with information dissemination on campus (mean = 3.57). Apart from emails and notices on notice boards, Students always receive up to date information through text messages at no fee. From the office of the Dean. This has helped students to keep up with current trend and regulations on campus. Students are also satisfied with the hygienic and sanitation conditions on campus (mean = 3.54). However, areas where students were relatively less satisfied included but not limited to the performance of the students' representative council (mean = 3.04). This is consistent with the research of Nyundu, Naidoo and Chagonda (2015), that majority of the students saw little faith in the student council. The respondents were also less satisfied with the cost incurred on course materials on campus (mean = 3.01) and the class sizes (mean = 3.18). These are also



supported by studies from Beerli Palacio (2002), on cost of course materials and Biddle and Berliner (2014), on class size satisfaction with similar findings.

**Table 4.8: Satisfaction Levels of Nigerian Students on KNUST campus**

	Mean	Std. Dev	Min	Max
I am satisfied with the inspiration I get from academic advisors	3.21	1.209	1	5
I am satisfied with the accuracy of university information I got before enrolling	3.28	1.091	1	5
I am satisfied with the university orientation programs I attended	3.43	.978	1	5
I am satisfied with the attitude of the faculty towards the students	3.31	1.086	1	5
I am satisfied with my class size	3.18	1.188	1	5
I am satisfied with the social activities on campus	3.64	1.070	1	5
I am satisfied with the performance of the student representative council	3.04	1.216	1	5
I am satisfied with the hygienic and sanitation conditions on campus	3.54	1.090	1	5
I am satisfied with the way the university disseminate information	3.57	1.053	1	5
I am satisfied with the cost I incur due to purchase of course books/equipment	3.01	1.345	1	5
<b>Overall Satisfaction</b>	<b>3.35</b>	<b>.81804</b>	<b>1.56</b>	<b>5.00</b>

Source: Field Study, 2016

#### **4.8 Effects of Quality Education on the Satisfaction Levels of Nigerian Students in KNUST**

To examine the relationship between the perception of service quality and students' satisfaction the correlation and multiple regression analysis were performed. The purpose of conducting the correlation analysis was to realize the degree of association between the measures of service quality and satisfaction whilst checking if the problem of multicollinearity was present in the model. The regression analysis was then performed to explore the impact of foreign student perception on students' satisfaction.

#### 4.8.1 Correlation Analysis

Table 4.9 reports the correlation analysis results. It is shown that all the dimensions of service quality have a positive correlation with satisfaction, (see table 4.9 below). From the table 4.9, it is realized that the level of facilities has a strong positive correlation with Nigerian students' satisfaction levels ( $R=0.338$ ,  $p<0.05$ ). The outputs of this explain that an increase in the level of both academic and non-academic facilities would lead to a significant increase of 33.8% on students' satisfaction. The table also pinpoints that the quality of lecturers also has a strong positive correlation with students' satisfaction levels ( $R = 0.519$ ,  $p<0.05$ ). This suggests that an improvement in the quality of lecturers leads to increase with students' satisfaction. Furthermore, there is a positive correlation between students' perceptions on the availability of support systems and satisfaction levels ( $R = 0.474$ ,  $p<0.05$ ). The results also show that improvement in the level of students' engagement within the learning environment also increases students' satisfaction. This is evident by the strong positive correlation between students' engagement and students' satisfaction, ( $r = .493$ ,  $p< 0.01$ ).

Furthermore, an increase challenges have a strong negative association with the level of students' satisfaction; such as the prevalence of student challenges explains about 40.9% of the total variation in students' satisfaction. This is informed by the strong negative correlation between satisfaction and challenges ( $R = -0.409$ ,  $p<0.01$ ). Also, the correlation matrix reveal that gender is negatively correlated with students' satisfaction ( $R = -0.329$ ,  $p<0.01$ ). This expounds the fact that there are differences in the level of satisfaction among males and females with females less satisfied than their male counterparts. The rest of the results are reported on Table 4.9 below.

**Table 4.9: Correlation Statistics of Satisfaction the Various Dimension of the Study**

	1	2	3	4	5	6	7	8	9	10	11
<b>1. Gender</b>	1										
<b>2. Age of students</b>	-.081	1									
<b>3. Year of study</b>	-.183	.731**	1								
<b>4. College of affiliation</b>	-.001	.194	.204	1							
<b>5. Residential status</b>	-.117	.381**	.301**	.087	1						
<b>6. Challenges</b>	-.061	-.151	-.111	-.111	-.203	1					
<b>7. Facilities</b>	-.122	-.073	-.038	-.120	-.148	-.133	1				
<b>8. Students' Engagement</b>	-.088	-.032	.007	.140	-.004	-.138	.453*	1			
<b>9. Quality of Lecturer's</b>	-.044	.129	.174	-.067	-.160	-.225*	.313*	.608**	1		
<b>10. Support</b>	-.101	-.059	.023	-.025	.037	-.321**	.415*	.445**	.345*	1	
<b>11. Satisfaction</b>	-.329**	-.098	-.013	-.117	-.019	-.409**	.338*	.493**	.519*	.474*	1

\*, \*\* denotes correlation significant at 5% and 1% respectively

Source: Field Study, 2016

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#### 4.8.2 Regression Analysis Results

The multiple regression technique was used to estimate the relationship between students' perception of service quality and students' satisfaction. The standardized regression techniques for ordinary least squares estimation was used to explore which of the dimensions of service quality predict foreign students' satisfaction. The estimation is first checked for model fitness. Diagnostics tests for both heteroscedasticity and multicollinearity was checked using the white test and Breusch-Pagan/Cook-Weisberg tests for heteroscedasticity; while the VIF statistics was examined to detect for multicollinearity. Results as reported on indicate the assumption no multicollinearity and homoscedasticity has been violated. This is shown on Table 4.10. The model fitness statistics: F-statistics, R-squared and adjusted R-squares shows that the model fits the data well and can be used to predict the students' satisfaction. The adjusted R-square reveals that the independent variables together explain about 30.5% of differences in students' satisfaction. The F-statistics obtained also showed that generally all the explanatory variables together predict variations in satisfaction, (F-statistics = 7.943;  $p < 0.001$ ). Standardized regression results show that lecturer's quality has a significant positive effect on customer satisfaction, ( $\beta = .327$ ,  $p < 1\%$ ). This implies that improvement in the quality of lecturers strongly enhances students' satisfaction. Furthermore, the regression results reveal that improvement in students' engagement with learning also enhances Nigerian students' satisfaction, ( $\beta = .261$ ,  $p < 10\%$ ). However, the results show learning infrastructure does not have a significant influence on students' satisfaction ( $\beta = .112$ ,  $p > 10\%$ ). This results contradicts previous studies by Hanssen and Solvoll (2015), that student perception about universities facilities is significantly and positively important in the

student overall satisfaction with the university. The implication is that the quality of lecturers is the most critical predictor of students' satisfaction. This contradicts with the result of Farahmandian, Minavand and Afshardost (2013), that indicated that teaching quality has no impact on student satisfaction.

**Table 4.10: Regression Result**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.962	.527		1.824	.072
College of affiliation	-.071	.056	-.123	-1.253	.214
Residential Status	.101	.159	.061	.634	.528
Learning Infrastructure	.110	.107	.112	1.026	.308
Students' Engagement	.288	.147	.261	1.961	.054
Lecturer' Quality	.367	.137	.327	2.668	.009
R Square	.349				
Adjusted R Square	.305				
F-statistics	7.943				.000
white test	1.09				.3918
Breusch-Pagan	0.55				.2139

Dependent Variable: Satisfaction Source:  
Field Study, 2016

#### 4.9 Conclusions

International students have contributed to the immense benefits that have accrued to most universities across the world. These include among others academic prestige, cultural exchange, and financial revenue of a university (Wu et al, 2015). As a result, the intake of foreign student has been critical to the growth of the university and led to the increase in the international prestige of most universities across the world. Kwame Nkrumah

University of Science and Technology (KNUST) is one of the public universities in Ghana which receives a lot of foreign students' intake, in particular Nigerian students in an academic year. Official statistics show a general percentage increase in foreign student intake from 2011-2016 (Quality Assurance and Planning Unit; Basic Statistics, 2015). As universities continue to become more student oriented, student perceptions of higher educational facilities and services are becoming more important. Educational services quality, emphasizing student satisfaction, is a newly emerging field of concern (Anci, 2006). This study has attempted to find the perception and satisfaction of foreign students about the quality of educational service rendered to them by the university. The current study focused primarily on Nigerian students to explore the reason why foreign students choose to attend KNUST; plus, the challenges they face on campus. It has also looked at whether they receive adequate support from the university. The findings of the study have shown that basically Nigerian students choose to study at KNUST because of such reasons as the socio-political conditions in Ghana and Nigeria, due to referrals and recommendations from mostly parents and friends and lastly based on academic grounds. This finding is consistent with the findings of Singh (2016), who stated that the most critical factors explaining the choice of foreign students to study abroad are the selection of the country and the specific institution of learning. Pimpa (2003), also found that the influence of family explains mobility of foreign students. Similarly, Mazzarol and Soutar (2002), account that academic considerations, the influence of family and friends and the country's settings are some of the reasons why students will cross borders to study.

Furthermore, the study findings have indicated that the perception of the foreign students about the education service is that the quality of service is generally moderate. This result

is in line with the research of Rajab, Rahman and Shaari (2011), that teaching and learning at UTM is at a moderate level. The findings of this current study showed that the students scored the institutions generally low in areas pertaining to students' engagements with learning, quality of lecturers and learning and infrastructure resources. The findings are consistent with the work of Gudo et al (2011), who found that public universities did not have adequate facilities to effectively serve its current number of students. According to Udoto (2011), students were less favoured in the availability of adequate journals, reference texts and online resources.

The study further proved that the level of perception influences the level of satisfaction with the quality of lecturers and students' engagement being the most relevant factors. This confirms the conclusions of Berry (1995), that the level of quality of educational services positively influences organizational success. This study has however advanced the work of Hill et al (2003), who indicated that the quality of education can be measured by four main themes. These are quality of the lecturer, student engagement with learning, social/emotional support systems and resource of library and IT. This study has used three main themes to measure the quality of education - quality of lecturer, student engagement with learning and the learning and infrastructure resources. As already mentioned, the findings show that the quality of lecturers and students engagement is relevant measures of quality of education service.



## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION**

#### **5.1 Introduction**

This chapter draws the curtain for the awareness yielded through this study as it reinstates the issues discussed. It also opines some conclusions about the study and recommends ways for improving the level of quality of service and students' satisfaction at the university.

#### **5.2 Summary of Key Findings**

This study sampled the views of 300 Nigerian students and looked at why Nigerian citizens study in KNUST. The purpose of the study was to assess the perception of Nigerian students on the quality of education and the level of students' satisfaction. Secondly, the study geared towards ascertaining the support systems available to Nigerian students at KNUST and what the students perceive of them. Moreover, the challenges Nigerian students face on campus KNUST was paid attention to in this study. Lastly, this research assessed the satisfaction levels of the Nigerian students as per the quality of service given them. For the aforementioned sights of the study, these findings were obtained:

##### **5.2.1 Why Nigerian Students choose KNUST**

The findings of the study revealed that the reasons why the sampled Nigerian students opted to study in KNUST are generally due to the prevailing socio-politico conditions in both Ghana and Nigeria, academic considerations and referrals/recommendations. The most

prevalent socio-politico factor that influenced the decision to study in KNUST was the frequent industrial strikes among university lecturers in Nigerian and the complicated nature of tertiary admissions in the Nigerian. Furthermore, the report shows the contribution of both parents and friends in the decision to study in KNUST. Parents however have a relatively higher influence in the decision to study in KNUST. In terms of academic reasons; the results show that the international recognition of KNUST certificates as well as the reputation of KNUST were the main reasons why the sampled students decided to pursue higher learning in KNUST.

#### **5.2.2 Support Systems available to KNUST Nigerian students and what they perceive of them**

The study has it that, from the Nigerian student perspective, support systems for foreign students are low. On this, most of the students are not aware of the scholarship schemes available and the accommodation fee is too high. Again, most of the respondents indicated that, assistance from the student support unit is not strong. Meanwhile an area of relative strength is the assistance received from colleague students. Besides, the counselling centre is also making a good impact on foreign students.

#### **5.2.3 Challenges Nigerian students face in KNUST**

Nigerian students find it difficult having effective conversation on campus due to the language differences prevalently base on their ascent. This makes them feel isolated sometimes. On top of this all they also face stereotypes and prejudices on campus.

Moreover, the Nigerian students in their first year find it difficult locating markets to shop and besides, they experience unfair charges once sellers realize they are foreigners. Little emotional support is given to them by their hostel mates and they also experience theft cases in their halls of residence.

#### **5.2.4 Nigerian students' Perceptions on the Quality of Education in KNUST**

For this study, the quality of education was ascertained dimensionally within learning and infrastructure resources, students' engagement with learning and lecturer quality. On specifics, Nigerian students perceive of the learning and infrastructure of KNUST as moderate. They have high perceptions of the availability of study rooms and the library. Moreover, they also have high perception on the online resources in KNUST but yet the reports show that Nigerian students' patronage to the ICT centres is low.

Moving on, according to the perception of the foreign students; students' engagement to the academic environment is moderate. From this dimension, it is realized that the students are able to relate with the theory taught in class due to the practical and sound examples given them in class. They also observed that there is sanctity in the conduct of exams. Yet, the class sizes do not gear an effective learning environment for them. Moreover, international simulation programs are said to be low in KNUST by the Nigerian students but interestingly, they observe that the certificate of KNUST has international recognition.

Lecturers play a vital role in quality education and hence for KNUST, the Nigerian students perceive of the lecturers as ones who have much understanding about the courses they teach. They provide course materials and create conducive atmosphere for learning and

good class control. Besides, the Nigerian students feel encouraged to ask questions and contribute in class for the inputs of the lecturers. However, some lecturers are mostly not available for student in and out of class. Also, some lectures of KNUST as said by the Nigerian students would have to exercise concern and respect for students.

#### **5.2.5 Satisfaction Levels of Nigerian Students in KNUST**

Social activities, information dissemination and the hygienic and sanitation conditions in KNUST are the areas the Nigerian students are most satisfied. However, the study has it that areas where students are less satisfied include the assistance from the Students' Representative Council (SRC), the cost of purchase of course books/equipment and the class sizes they have to be a part of.

#### **5.2.6 The Effects of Quality Education on Nigerian Students' satisfaction**

All the dimensions for this study have strong positive relationship with students' satisfaction. This is detailed by the realization that, an improvement in students' engagement with learning in KNUST would yield a boost in satisfaction of the Nigerian students. However, learning infrastructure does not have significant impact on students' satisfaction. Nevertheless, improving the quality of lecturers in KNUST is a big-league to satisfaction as it would yield momentous levels of student satisfaction.

### **5.3 Conclusion**

Turning necks back on what this study has obtained, Nigerians students' reasons for applying to and furthering their studies in KNUST circles towards socio-political reasons,



referral or recommendations and on academic acquisitions. The prevailing academic reason in on the fact the KNUST certificates are internationally recognized. On another side of the cube, Nigerian students do not benefit much of the support systems available on campus and are even ignorant of some of them. Moreover, they are faced with diverse challenges which range from class sizes, to residence, cost of living and even unfair treatment in the market. Generally, the students are much satisfied with the social activities on campus and the hygienic conditions thereof. Information dissemination also was realized as a satisfying factor for the Nigerian students. On the whole, lecturer quality as part of the dimensions for quality education for this study had very high perception from the students. However, students have moderate perception for the other two (learning infrastructure and students' engagement). In as much as students' engagement was perceived low, it was realized that an improvement in this area would lead to an increase in students' satisfaction. Still, if quality of lecturers improves there would be a gargantuan up-shoot in the levels of satisfaction of the Nigerian students on KNUST campus.

#### **5.4 Recommendations**

Based on the study findings it is recommended that the quality of lecturers should be improved. This is based on the observation that the quality of lecturers has a significant positive impact on students' satisfaction. Lecturers can be given grants and funding to pursue higher training in the fields of endeavour. The university should also encourage lecturers to understudy other lecturers from well accredited universities to improve their skills and increase their understanding in the area of specialization. The university could

also employ other quality lecturers within and outside the country to help create a more culturally diverse environment to ensure effective execution of teaching and learning.

Furthermore, the study revealed that the level of students' engagement with learning significantly affects students' satisfaction. Based on this, it is recommended that the environment within the lecture rooms should be setup in such a way that encourages discussions and engages all students to participate. To this, class sizes should be reduced and be made in a way that will encourage each lecturer to know the students and can monitor the level of participation in the lecture room. Again, the university should encourage lecturers to use modern techniques in lecturing that foster a lot of dialogue between the students and the lecturers. Course contents should be made more practical with lots of simulation activities, industrial excursions and seminars. Focusing on these activities would improve the students-lecturers' interaction and address missing links in the mode of lecturing within the university. The student council should organise programs that will help integrate both the local and foreign students in order to help mitigate against the stereotypes and prejudice that foreign students experience on campus.

### **5.5 Opportunities for Further Study**

Further studies can be conducted to find the perception and satisfaction of foreign students and local students on the quality of education in KNUST to ascertain whether there exist some differences in them.

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# KNUST



## **APPENDICES**

### **SURVEY QUESTIONNAIRE**

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY  
SCHOOL OF BUSINESS  
DEPARTMENT OF MARKETING AND CORPORATE STRATEGY**

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#### **QUESTIONNAIRE FOR NIGERIAN STUDENTS**

This research is to examine the perception of foreign students on the quality of education in Ghana. The study focuses on Nigerian undergraduate students in Kwame Nkrumah University of Science and Technology (KNUST). It would be very much appreciated if you could assist through the provision of answers to the



questions below. Each question is followed by a list of alternatives to choose from. Please tick the box where appropriate. All information provided is strictly for academic purposes and will be treated with confidentiality.

Thank you.

### Section A. Demographic background data

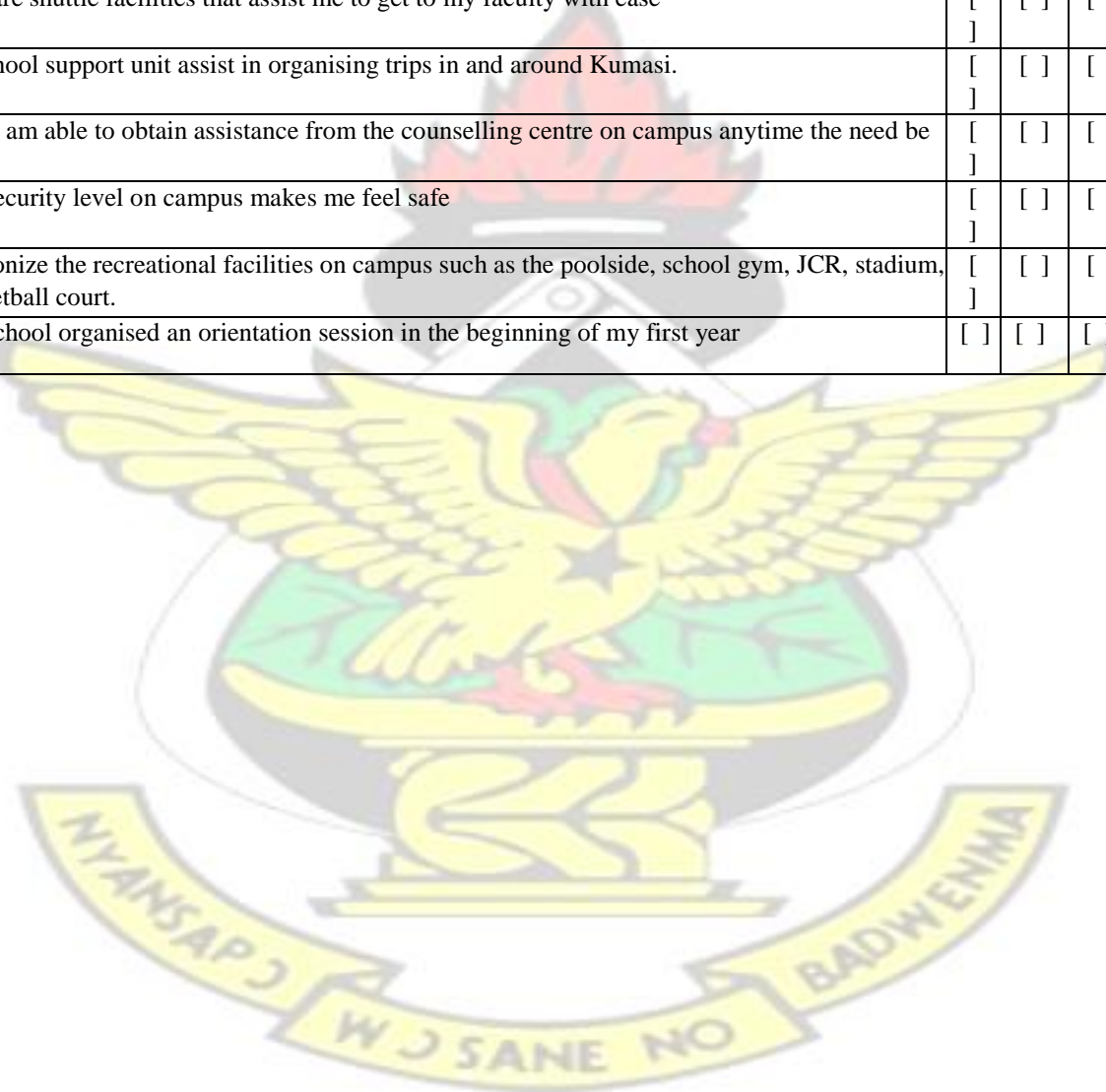
1. Gender ☐ Male ☐ Female
2. Age (years) ☐ Less than 18 ☐ 18 to 20 ☐ 21 to 23 ☐ 24 to 26  
☐ Above 26
3. Year of study ☐ 1<sup>st</sup> Year ☐ 2<sup>nd</sup> Year ☐ 3<sup>rd</sup> Year ☐ 4<sup>th</sup> Year  
☐ 5<sup>th</sup> Year ☐ 6<sup>th</sup> Year
4. College affiliation ☐ College of Science ☐ College of Health Sciences  
☐ Engineering ☐ Humanities and Social Sciences  
☐ Art and Built Environment ☐ Agriculture and Natural Resources
5. Are you a resident on campus? ☐ Yes ☐ No

### Section B. Support Systems students receive

*Please use the scale below to assess the extent to which the following has been of support to you during your studies in KNUST.*

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree				
_____	_____	_____	_____	_____				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>				
At KNUST,				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

1. I get assistance from the Student support unit on campus anytime I need one	[ ]	[ ]	[ ]	[ ]	[ ]
2. I am allowed to do a Part time job as part of my study	[ ]	[ ]	[ ]	[ ]	[ ]
3. I have a network of other students on the course who assist me in my studies	[ ]	[ ]	[ ]	[ ]	[ ]
4. I am aware of the scholarship schemes available to me on campus	[ ]	[ ]	[ ]	[ ]	[ ]
5. The accommodation fee is fair compared to the facilities being provided	[ ]	[ ]	[ ]	[ ]	[ ]
6. The accommodation fee is fair compared to the accommodation fee of the local student in the same hostel	[ ]	[ ]	[ ]	[ ]	[ ]
7. There are shuttle facilities that assist me to get to my faculty with ease	[ ]	[ ]	[ ]	[ ]	[ ]
8. The school support unit assist in organising trips in and around Kumasi.	[ ]	[ ]	[ ]	[ ]	[ ]
9. I am able to obtain assistance from the counselling centre on campus anytime the need be	[ ]	[ ]	[ ]	[ ]	[ ]
10. The security level on campus makes me feel safe	[ ]	[ ]	[ ]	[ ]	[ ]
11. I patronize the recreational facilities on campus such as the poolside, school gym, JCR, stadium, basketball court.	[ ]	[ ]	[ ]	[ ]	[ ]
12. The school organised an orientation session in the beginning of my first year	[ ]	[ ]	[ ]	[ ]	[ ]



### Section C. Reasons for choosing to study at KNUST

The following statements could possibly be the reasons for choosing to study at KNUST. Kindly use the 5point scale provided below to indicate the extent to which you agree or disagree to each statement.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree			
1	2	3	4	5			
<i>To what extent did each of the following influence your choice for KNUST?</i>			1	2	3	4	5
1. The Performance of Alumni in Nigeria influenced me to choose KNUST			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My parents recommended me to choose KNUST			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My parents already live here that made me choose KNUST			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Agents in Nigeria recommended me to choose KNUST			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Some friends already studying in KNUST recommended me to choose KNUST			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The university I attended previously recommended me to choose KNUST			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The low crime environment of Ghana made me choose KNUST			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ghana is an exciting place to live that made me choose KNUST			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Getting admission in Nigerian university is very cumbersome that made me choose KNUST			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. There is sharp decline in the educational systems in Nigeria that made me choose KNUST			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. There are constant strikes by the lecturers in Nigeria as compared to lecturers in KNUST that made me choose KNUST			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. It is expensive to study in Nigeria compared to KNUST that made me choose KNUST			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Past students who studied at KNUST influenced me to choose KNUST			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The reputation of KNUST made me choose it.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My preferred course of study was not available in Nigeria but was available in KNUST that made me choose KNUST			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I always had the intention to study in KNUST			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The certificate awarded by KNUST is internationally recognised that made me choose KNUST			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. KNUST has a large campus and excellent facilities that made me choose it			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The course at KNUST is better than the one offered in Nigeria that made me choose KNUST			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section D. Quality of education in KNUST

Kindly indicate your level of agreement to the statement below relating to the quality of education in KNUST. Please use the scale below.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree			
1	2	3	4	5			
<b>Quality of lecturers</b>			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. The lecturers are well organized and prepared before coming to class			[ ]	[ ]	[ ]	[ ]	[ ]
2. The lecturers are available to assist students in and out of class when the need arises			[ ]	[ ]	[ ]	[ ]	[ ]
3. The lecturers show respect and concern for students			[ ]	[ ]	[ ]	[ ]	[ ]
4. The lecturers provide course teaching materials to facilitate advance reading			[ ]	[ ]	[ ]	[ ]	[ ]
5. The lecturers encourage me to ask questions or comment on the topic issues during lectures			[ ]	[ ]	[ ]	[ ]	[ ]
6. The lecturers create an atmosphere conducive for learning and good class control			[ ]	[ ]	[ ]	[ ]	[ ]
7. The lecturers communicate the subject matter clearly and clarifies all confusing issues			[ ]	[ ]	[ ]	[ ]	[ ]
8. Lecturers are able to pass knowledge interactively when teaching.			[ ]	[ ]	[ ]	[ ]	[ ]
9. Lecturers have a good understanding of the course they are teaching			[ ]	[ ]	[ ]	[ ]	[ ]
<b>Student Engagement with Learning</b>							
1. The Course content is relevant to my future profession			[ ]	[ ]	[ ]	[ ]	[ ]
2. The Course allows me to link theory to the real world			[ ]	[ ]	[ ]	[ ]	[ ]
3. Assignments are relevant to my future profession			[ ]	[ ]	[ ]	[ ]	[ ]
4. Courses taught has introduced me to new perspectives			[ ]	[ ]	[ ]	[ ]	[ ]
5. My department organises educational trips for department students			[ ]	[ ]	[ ]	[ ]	[ ]
6. There is an inclusion of international simulation course in my course of study			[ ]	[ ]	[ ]	[ ]	[ ]
7. There is the use of sound up to date evidence in teaching the course			[ ]	[ ]	[ ]	[ ]	[ ]
8. Course materials are always available			[ ]	[ ]	[ ]	[ ]	[ ]
9. The certificate obtained has International recognition			[ ]	[ ]	[ ]	[ ]	[ ]
10. The class size is small which ensures effective class discussion			[ ]	[ ]	[ ]	[ ]	[ ]
11. There is sanctity in the conduct of examination			[ ]	[ ]	[ ]	[ ]	[ ]



<b><i>Learning and Infrastructure Resources</i></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. The Library has up to date books which aids me in my academics	[ ]	[ ]	[ ]	[ ]	[ ]
2. I use the ICT centre on campus	[ ]	[ ]	[ ]	[ ]	[ ]
3. I use the Health facilities on campus when the need arises	[ ]	[ ]	[ ]	[ ]	[ ]
4. I use the Sports facilities on campus	[ ]	[ ]	[ ]	[ ]	[ ]
5. The Lecture rooms are conducive for learning	[ ]	[ ]	[ ]	[ ]	[ ]
6. I use the online resources available to assist me in my course of study	[ ]	[ ]	[ ]	[ ]	[ ]
7. There are enough study rooms on campus which I can use as a place of study	[ ]	[ ]	[ ]	[ ]	[ ]

### **Section E. The challenges students face**

*Assess the extent to which the following has been a challenge to you during your studies in KNUST. Please use the scale below.*

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5
<b><i>At KNUST,</i></b>				
1. I face difficulties in having a meaningful conversation due to language difference	[ ]	[ ]	[ ]	[ ]
2. I felt isolated from my classmates during my first year on campus	[ ]	[ ]	[ ]	[ ]
3. I face financial hardships due to the high cost of living on campus	[ ]	[ ]	[ ]	[ ]
4. I experienced Cultural shock during my first year on campus	[ ]	[ ]	[ ]	[ ]
5. I always face Stereotypes and prejudice from the local students	[ ]	[ ]	[ ]	[ ]
6. I faced difficulties in finding buses to move from one place to another in my first semester on campus	[ ]	[ ]	[ ]	[ ]
7. I faced difficulties in finding markets to shop in my first semester on campus	[ ]	[ ]	[ ]	[ ]
8. I faced difficulties in making transactions in my first semester on campus	[ ]	[ ]	[ ]	[ ]
9. There are unfair charges in rent, food and non-food items; once the local people realise you are a foreigner	[ ]	[ ]	[ ]	[ ]
10. I receive little social and emotional support from hostel mate and course-mates	[ ]	[ ]	[ ]	[ ]

11. There are series of theft cases at my hall of residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The educational system is too cumbersome unlike Nigeria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section F. Students level of Satisfaction

Assess the extent to which you are satisfied with the following during your studies in KNUST. Please use the scale below

Highly dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Highly Satisfied
1	2	3	4	5
<b>At KNUST,</b>				
1. I am satisfied with the inspiration I get from Academic Advisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am satisfied with the accuracy of university information I got before enrolling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am Satisfied with the university orientation programs I attended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am Satisfied with the attitude of the faculty toward the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am Satisfied with my class size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am Satisfied with the religious activities and programs on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am Satisfied with the performance of the student representative council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I am Satisfied with the Hygiene and sanitation conditions on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am Satisfied with the way the university disseminate information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am Satisfied with the cost I incur due to purchase of course books/equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is your general opinion on quality of education at KNUST?

KNILIST

THANK YOU.

