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Hello from TOJQIH

TOJQIH welcomes you. TOJQIH looks for academic articles on the issues of quality in higher education and may address assessment, attitudes, beliefs, curriculum, equity, research, translating research into practice, learning theory, alternative conceptions, socio-cultural issues, special populations, and integration of subjects. The articles should discuss the perspectives of students, teachers, school administrators and communities. TOJQIH contributes to the development of both theory and practice in the field of quality in higher education. TOJQIH accepts academically robust papers, topical articles and case studies that contribute to the area of research in quality in higher education.

The aim of TOJQIH is to help students, teachers, school administrators and communities better understand the new developments about quality in higher education. Submitted articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to TOJQIH. TOJQIH provides perspectives on topics relevant to the study, implementation and management of quality in higher education.

We are always honored to be the editor in chief of TOJQIH. Many persons gave their valuable contributions for this issue.

TOJQIH and Sakarya University will organize the ICQH-2017 (www.icqh.net) in December, 2017 in Sakarya, Turkey.

Call for Papers

TOJQIH invites article contributions. Submitted articles should be about all aspects of quality in higher education. These research papers may address assessment, attitudes, beliefs, curriculum, equity, research, translating research into practice, learning theory, alternative conceptions, socio-cultural issues, special populations, and integration of subjects. The articles should also discuss the perspectives of students, teachers, school administrators and communities.

The articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to TOJQIH.

For any suggestions and comments on the international online journal TOJQIH, please do not hesitate to send mail to tojqih@gmail.com

January 01, 2017

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ABSTRACT
Indian higher education system is undergoing a quantitative expansion since the recent past with the establishment of a large number of new higher education institutions including universities to make educational facilities available to all. The irony is that the quality of education is conveniently forgotten during this quantitative growth. Indian higher education institutions are lagging behind the higher education institutions of comparable nations in different world university ranking systems, which are considered as a measure of institutional quality. Some of the famous world ranking methodologies and indicators are analyzed in this paper to identify their key focus areas. The ranking criteria are then compared with the quality assurance system of National Assessment and Accreditation Council of India to identify the similarities and differences, if any. The possible reasons for the sub-standard performance of Indian higher education institutions in the international ranking are being explored. Finally the paper suggests some adoptable measures to overcome the quality crisis of Indian higher education system.
KEYWORDS: Quality; Higher Education; Accreditation; World Ranking; Quality Crisis

INTRODUCTION
India is the second populous country in the world. The nation has an approximate population of 1.21 billion people as per 2011 census and 1.27 billion people at present and still counting. Approximately 50% of this population is below 25 years (Population of India, 2014). Around 110 million of Indian population (roughly 8.7% of the total) is in the age group of 20-25 years (Census of India 2011, 2014), which underlines the need and significance of a quality driven higher education system for the nation. The nation's development and progress depends on the youths' achievements and accomplishments. The herculean task is to make them educated and employable, which need an increased investment and exponential development of higher education system, without losing the ultimate aim of education as envisaged by the great leaders of this nation.

To broaden the accessibility and ensure equity in higher education, India needs to have more number of Higher Education Institutions (HEI). As on September 2014, India has 322 state universities, 128 deemed to be universities, 45 central universities and 192 private universities (UGC, Universities in India, 2014). Around 90 autonomous HEIs too are functional along with the universities. In India, there are around 33,000 colleges too which offers higher education opportunities to the population. Faced with the growing population and the appetite of masses for learning, the Indian Planning Commission has set a target to create capacity for an extra 10 million students over the next five years on top of the existing 25.9 million in the system in 2011-12 (Morgan, 2013). Because of the huge demand for higher education and to meet the needs and aspiration of the growing population, a proliferation of higher education institution took place across the nation during the last few years. But the concern is the quality of education that is being offered. Why India is not been able to find a place in the World Ranking of Universities even though it has such a huge quantum of institutions and well equipped human resources with some mandatory national level quality assurance mechanisms? It is being doubted that either the quality assurance system is not effective or during assessment, the crucial indicators of quality are not provided with due importance. Does the quantitative expansion of HEIs in India is taking place at the cost of quality?

Another concern that stems out is that whether the world ranking of universities can be believed blindly or not? Is it a fool proof mechanism of assessment and does it consider the various quality practices prevalent across the nations? Or is it something which gives more weight to quantifiable measures and later translated the measures in to ranks? Does a high rank really mean that the institution is having exceptional quality? If so, can quality of education be considered as a set of criteria, which is predefined and is equally applicable to nations across the globe?

The pertinent issues here are the inability of Indian HEIs to find a ranking in the world rankings and the integrity of world rankings itself. It is high time to identify the path ahead for Indian HEIs to achieve the quality of education, which is being lamented by the visionaries and great academicians of the nation as values, virtues and ways of life, even though, it does not find a place in world rankings.

THE CONCEPT OF QUALITY

Quality is any of the features that make something what it is. The term also means the degree of excellence, which a thing possesses. The British Standard Institution (BSI), (British Standards Institution , 2007) defines quality as the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs. Quality can be used both as an absolute and as a relative concept. Quality in every day conversation is mainly used as an absolute. The relative definition views quality not as an attribute of a product or service, but as something, which is ascribed to it (Sallis, 2002). The product must do what they claim to do and what their customers expect. That is, it must be fit enough to convene the purpose. Hence measuring up to specification and meeting customer requirement are the two aspects that come under the relative meaning of quality. It is the consumer and not the producer who ascribes the attribute of quality.

The meaning of quality becomes nebulous when we consider the quality of education. There is no universally accepted view of what is excellence in education, and there is no agreement on the degree of excellence either (Aggarwal, 2002). Since quality of education is so hard to define, it has eluded reliable and valid measurement. Since education is a service rather than a production process, its quality depends on the satisfaction of the customers of education. Hence the concept of quality of education becomes relative.

It is the responsibility of the nation-state to assure quality education to its citizens who study in various educational institutions across the nation. This is one among the various reasons which mandates quality assurance in education. Competition among educational institutions, demand for quality teaching from the customers' side, the perceived potential of the quality institutions to attract good students and funds (Mishra, 2006) are some of the reasons which necessitates quality assurance of all educational institutions in general and higher educational institutions in particular.

If the quality of education is perceived as relative, then there cannot be universally accepted criteria for quality. There can be regularly influential indicators or critical process indicators (Carri, 2011) of quality across institutions, but it does not mean that it is all about the concept quality of an institution. It can only be argued that the possibility for measurement and quantification of critical process indicators would be easier than other lengthy procedures of quality assurance, but still it does not give a final verdict of institutional quality. The quality culture and practices vary from institution to institution and each institution has their unique way to maintain its quality culture. It would be difficult for anyone, unless he/she is part and parcel of that institution, to understand and document those practices that drive the quality culture of a particular institution. Still against certain benchmarks, the external quality assurance systems measure the quantifiable aspects of quality and predict the institutional quality.

QUALITY ASSURANCE OF HEIs IN INDIA

In India, University Grants Commission (UGC) is the statutory body to maintain the quality of higher education. Section 12 of the UGC act (1956) made UGC responsible for "the determination and maintenance of standards of teaching, examinations and research in the universities" (UGC, The University Grants Commission Act, 1956 and Rules and Regulations Under the Act, 2002, p. 10).

As per the suggestion of National Policy on Education (NPE) and the Programme of Action (PoA) (1986), UGC took the initiative to establish an accreditation and assessment council as an autonomous body. This led to the establishment of National Assessment and Accreditation Council (NAAC). NAAC grades the institutions of higher education and their programs. It helps to improve the quality of teaching and research activities in these institutions and supports the academic growth of these institutions. NAAC is responsible to assure the quality of colleges and universities.

National Board of Accreditation (NBA), which is established by the All India Council for Technical Education (AICTE) accredits programs and courses of technical institutions. Engineering and technology, management, architecture, pharmacy, hotel management and catering technology, town and country planning and applied arts and crafts are some among the various disciplines which are accredited by NBA.

At present NAAC is having the responsibility to assess and accredit the higher education institutions in India. For this purpose NAAC has identified seven key areas called as criteria, which are considered as the most important contributors to the quality of higher education. The overall quality of a higher education institution depends on the scores they obtained for each of these criteria.

Under each of these criteria, NAAC identified various quality aspects that may help to accomplish the criteria since they are the functional part of the criteria. To measure the quality aspects, various indicators are also identified which is the operational part of the quality aspect. These indicators are focusing on certain specific dimensions of the quality aspect. Suitable weight is given to each indicators based on its relative significance. So, measurement of various indicators under a specific quality aspect together would give an idea about the overall level of attainment or performance of an institution or a program with regard to the selected specific quality aspect. Pooling the institutional accomplishment in each of these quality aspects contribute collectively towards the respective criterion and when the levels of attainment of institution or the program for each of these criterion are taken together, it will give the overall quality of the institution and/or specific program of the institute. In the present assessment model for higher education institutions (HEI) effective from April 2007, NAAC has identified 36 key aspects under seven criteria. The key aspects have differential weights depending on the nature of the HEI (affiliated college, university and so on). 196 assessment indicators are pooled under the 36 key aspects. In the latest revision, the numbers of assessment indicator considered are 204 under 32 key aspects and seven criteria. A total of 1000 points are divided among the 7 criteria taking in to consideration the type of institution such as university, autonomous college or affiliated college.

The procedure to be adopted and the indicators identified are perfect for measuring the quality, if it is being done in a proper manner. A better accreditation status of an institution is a sure means to attract more students (Carri, 2011) and funding from agencies (Prabhu, 2012). Now the stakeholders are searching for loop holes in the accreditation procedures to reap its benefits unethically. They are making use of their personal relations to do this (Teachers, Personal Communication, 2013). If this is the case, then how far the accreditation can be considered as a measure of ‘true’ quality?

In the current Indian context, people from academic spheres are talking about the world university ranking and are ‘worried’ about the relative lower position of Indian universities and other HEIs in the rankings. What exactly these rankings mean? How far it is better or different from the NAAC’s quality assessment?

THE WORLD UNIVERSITY RANKING AGENCIES

The most popular rankings of world universities and higher education institutions are published by three different agencies. One is Quacquarelli Symonds (QS) world university rankings (QSWUR) and another is Times Higher Education (THE) world university rankings (THEWUR) (Wikipedia, QS World University Rankings, 2014). Both these organisations, from 2004 to 2009 worked together to publish World University rankings (WUR), later on working separately. The third one is Academic Ranking of World Universities (ARWU), which is also known as Shanghai Ranking which was started from 2003.

The quality aspects/areas considered for ranking by different agencies are almost similar with slight variations in the terminologies. However, the major difference among these agencies can be seen in the source from which they collect the academic accomplishment of an institution; it is identified in terms of citations of scholars of different universities. THE world university ranking depends on Thomson Reuters’ data base to identify the citations of scholars from different universities since they separated from QS world University Ranking. Whereas QS depends on data from Scopus, part of Elsevier and still following the original methodology and ranking (Wikipedia, QS World University Rankings, 2014). ARUW considers citations from various sources to compile data.

‘THE’ WORLD UNIVERSITY RANKING

THEWUR depends on 13 performance indicators grouped in to 5 different areas to rank universities. They are;

1. **Teaching:** aims to identify the learning environment both from the student and the academic perspective (worth 30 per cent of the overall ranking score)

2. **Research:** volume, income and reputation of a university in terms of research is identified through an annual academic reputation survey (worth 30 per cent)

3. **Citations:** research influence of a university (worth 30 per cent)

4. **Industry income:** ability of an institute to help industry through innovations (worth 2.5 per cent)

5. **International outlook:** Looks at diversity on the campus and international collaboration (worth 7.5 per cent) (Times Higher Education, 2014).

QS WORLD UNIVERSITY RANKINGS

The methodology and the indicators used by QSWUR are slightly different from that of THEWUR. The major aim of this ranking is to help students to select their international study options (QS World University Rankings, 2014). The ranking is done on the basis of 6 indicators:

1. **Academic reputation:** Based on a global survey, where academicians are asked to identify the best institutions other than the one in which they work. (Worth 40% of overall score)
2. **Employer reputation:** It is also based on a global survey where the employers are asked to identify the universities they perceive as producing the best graduates. (Worth 10% of overall score)
3. **Student faculty ratio:** It is assumed that the best institutions should have small class sizes and better provision for individual supervision. (Worth 20% of overall score)
4. **Citation per faculty:** Aims to assess university's research output. (Worth 20% of overall score)
5. **International faculty ratio:** It measures the ability of a university to attract faculty from other nations. (Worth 5% of overall score)
6. **International students' ratio:** It measures the ability of a university to attract students from other nations. (Worth 5% of overall score)

ACADEMIC RANKING OF WORLD UNIVERSITIES

ARWU uses a set of different criteria for ranking the universities. The criteria and its explanation with the comparative weight are provided in table 1:

Table 1: Ranking Criteria of ARWU

Criteria	Indicator	Weight
	Alumni of an institution winning Nobel Prizes and Fields Medals	10%
Quality of Faculty	Staff of an institution winning Nobel Prizes and Fields Medals	20%
	Highly cited researchers in 21 broad subject categories	20%
Research Output	Papers published in Nature and Science	20%
	Papers indexed in Science Citation Index-expanded and Social Science Citation Index	20%
Per Capita Performance	Per capita academic performance of an institution	10%
Total		100%

Along with a number of websites, they make use of the data available from national agencies such as National Ministry of Education, National Bureau of Statistics, National Association of Universities and Colleges, National Rector's Conference etc. to compile and consolidate the data and to make the ranking (Shanghairanking, 2014). Like all other agencies ARWU too have subject wise as well as field wise ranking.

There are five universities, seven IITs (Indian Institute of Technology) and one IISc. (Indian Institute of Science) from India found a place in the rankings by different agencies. Even among these ranked institutions, many have found place only in Asia specific ranking and not in world ranking.

FOCAL POINTS IN WORLD RANKING METHODOLOGIES

It can be observed that in all these systems, the focus is on three major aspects: Quality of Education, Research Output and International outlook.

The quality of the teaching learning process, measured in different ways by different agencies. THEWUR tries to identify this through consulting experts. QSWUR measures it through surveys where the employer view is also being considered. ARWU considers a different and controversial means to identify this aspect, that is, through the number of awards/ Nobel prizes produced by the institution. The data is gathered through global surveys or through other objective and reliable measurements such as the opinion of experts in the field but not from the university which is being assessed.

Another major area stressed is the research output of the universities. In all cases, it is being measured in terms of citation index. THEWUR and ARWU also try to find out the contribution of universities to the industries or the society in terms of innovations. The citation indexes are collected from various databases and the industry contribution is collect through surveys.

The third focal point is the international outlook of the universities. The collaborations and the number of foreign faculty and students are taken in to consideration while doing this exercise by all the agencies except ARWU. This aspect too is measured in an objective and reliable manner.

It can be observed that among these areas, the maximum score is devoted to the quality of teaching learning atmosphere and the research component among others. All these ranking systems depend on objective and valid measurements. It does not solely depend on the information provided by the universities.

FOCAL POINTS IN NAAC METHODOLOGY

The methodology adopted by NAAC for assessment and accreditation, which is supposed to be a measure of institutional quality, is altogether different. The accreditation procedure of NAAC includes a self-evaluation by the institution that is expected to be done with honest introspection followed by an external Peer evaluation by NAAC (NAAC, 2013). In the Self Study Report (SSR), the institution should provide a criteria wise analytical report about all key aspects which includes a Strengths, Weaknesses, Opportunities and Challenges (SWOC) analysis. This exercise is followed by peer team visit, which consists of senior educationists and experts chosen from a nation-wide pool. The grading is done on the basis of calculated Cumulative Grade Point Average (CGPA).

A closer look in to the SSR format and the information sought under each of the 7 criteria make it clear that the NAAC assessment effort is far more superior to any of the world ranking systems. But then what could be the barriers which prevent our universities and HEIs to find a place in any of the world ranking mechanisms and why they are much worried about world ranking rather than the indigenous system?

DRAWBACKS OF THE ASSESSMENT SYSTEMS

The over emphasis on citations and undermining universities that do not use English as their primary language are the major drawbacks of the THE World University Rankings system. The relative importance of citations may be helpful for science streams but put a roadblock for social sciences and humanities since their articles are rarely covered by citation records (Wikipedia, Times Higher Education World University Rankings, 2014)

The QS World University Ranking has been criticized by many scholars for placing too much emphasis on peer review; which receives 40 percent of the overall score (Wikipedia, QS World University Rankings, 2014). The unscientific and weak methodology of QSWRU is often criticized (Marginson, 2012; Altbach, 2012; Blanchflower, 2011) and this observation indicate the prevalence of flaws in ranking procedures.

A flaw in the methodology of ARWU was highlighted by different researchers (Florian, 2007; Enserink, 2007). The Shanghai ranking considers the presence of Nobel Prize winners and other award winners in the universities as an important indicator of institutional quality. It has been argued that this does not measure the quality of teaching or the quality of humanities (Wikipedia, Academic Ranking of World Universities, 2014).

NAAC's assessment and accreditation procedure also has several drawbacks. During assessment, the specific characteristics of individual institutions or the large diversity exist among institutions across the nation are seldom taken in to account and similar set of criteria and indicators are used for all the aspiring institutions. This 'One Size Fits All' formula of NAAC is not suitable for assessing HEIs in a diverse nation like India (Zaidi, 2011). While delivering a keynote address in a national seminar, the former vice chancellor of Mangalore University, Prof. Savadatti mentioned that it is not possible to quantify the quality, innovation and excellence (The Hindu, 2012) without diluting the very meaning of quality.

It is found that the quality of the routine functions and teaching-learning process of an institution between two consecutive accreditation cycles are going un-monitored (Carri, 2011) and due to this fact, the institutions are least bothered about the quality concerns during this lean period. The study also revealed that it is difficult to identify the quality of an institution with a five days visit of peer team members. The team members solely depend on the information provided by the institutional authorities since it is difficult to identify the quality practices within such a short span of time. How far is it possible to rely on the information provided by the institutional authorities? It is obvious that no one would reveal their weaknesses or demerits voluntarily, rather try to project and exaggerate their strengths, since the accreditation status and the release of funds are being linked with each other as well as an accredited institution is capable of attracting more students.

THE QUALITY CRISIS IN INDIAN HIGHER EDUCATION

It is now clear that all the assessment systems are having merits and demerits. The analysis shows that the NAAC assessment is no way inferior to any world ranking mechanisms. Still our highly graded institutions on the basis of NAAC's criteria too find it difficult to find a place in the world rankings.

This clearly indicates that the flaw is at the implementation or procedural level and not at the conceptualization. The possible reasons could be the following:

1. The accreditation takes place once in five years and other than the SSR report submitted by the HEIs, there is no way for the accrediting agency to get first-hand information about the activities that are taking place in the HEIs
2. The SSR report and the peer visit depends solely on quantifiable data since the visit lasts for a maximum of 4-5 days
3. It is easier to manipulate the quantitative data since it is difficult for the peer team to cross-verify the huge quantum of information provided by the HEIs through any other means due to paucity of time.
4. The customer satisfaction is comfortably forgotten in the SSR report and peer team visits since the chances for interaction with faculty and students are either uncommon or if at all it take place, it would be peripheral only (Teachers & Administrators, Personal Communication, 2014).
5. The peer team members' competency cannot be questioned but their languid approach and unassertive nature may lead to granting of higher grades to undeserving institutions (Teachers, Personal Communication, 2014).

When these factors work together, the final verdict would obviously favor an undeserving HEI in the form of higher scores. When it comes to world ranking, the procedure is more comprehensive and the technique those agencies adopt for measurement is totally different from that of NAAC. Hence it is obvious that only those institutions, which are really concerned about and are relentlessly working for the compliance of the laid down criteria of various quality assurance agencies, can find a place in any of the international rankings.

PATH AHEAD FOR QUALITY

Any higher education institution, if aspires to become an institution of excellence, the quality of teaching learning process and the quality of research being carried out by its faculty members should be improved. The satisfaction of the students should be the foremost concern of any institution. For this the teachers of the HEIs should internalize a quality culture. The quality culture cannot be imposed from outside, but each individual should develop it from within through their personal effort. Identify the students as own children and provide inputs to them in such a manner as an individual do for their-own kids. Once the academicians develop a quality culture, it gradually ingrain in each of the institutions. Later on it would be identified as the specific quality culture that particular institution and there would be a corresponding improvement in the satisfaction level of students which invariably lead to better learning outcome. Better learning outcomes improve the employability of the graduates and once they are hired, then they would act as the best advertisers of the institution which moulded them.

Once the academic atmosphere of a HEI improves due to the quality culture it acquired, the institution could be able to attract more and more students and teachers across the globe. This in turn develops the international outlook of the institution. Specific to Indian context, the academic sphere of India should be free from its regional sentiments. The selection of teachers and students should be free from all kinds of biases and should be transparent and qualitative. The regional or local sentiment and/or biases in recruitments and student selection actually hinder the progress of the academic atmosphere that should prevail in HEIs.

Lack of funding, hard regulations and frustrations due to administrative hardships hinder the smooth conduct of any kind of research activities in HEIs. Many inspired talents do not venture in to research activities or get disheartened in due course due to these factors (Teachers, Personal Communication, 2015). A disturbed mind cannot do any qualitative work. The government and the university administrators should take initiatives to overcome these issues. Then the institutions can produce qualitative research output, innovative ideas and even patents, which can be later converted in to an income source for the institution by collaborating with industries.

If the research atmosphere improves, it also leads to publications of quality papers and quality books. This would help to improve the scoring of an institution in another core area, citation index. At the same time it cannot be forgotten that the citation as a criteria would be suitable for science and technology disciplines whereas it is difficult for social sciences and humanities to surpass this hurdle, because of the very nature of researches carried out by them.

The newly introduced Academic Performance Indicator (API) system instead of improving quality is helpful in increasing quantity. The proliferation of national and regional seminars and paid and unpaid journals underline this. The teachers cannot be blamed since it is associated with their promotion and an increased income. But in this rat race, the quality of teachers and that of the institution is being sacrificed. The teaching and student related activities (both scholastic and co-scholastic) are forgotten or being carried out for namesake and the teachers are busy in writing papers for journals and seminars. The tragic reality is that none of these works come out from a creative thought or novel idea, but are being done for the sake of points. If it is being implemented in the present fashion, further degradation of quality and students' success is not very far.

While implementing or developing any new paradigms for improving higher education, the socio-cultural and other related areas of the nation should be considered. A system or procedure, which is very successful in a country, might be an utter failure elsewhere. The implementation of API system for teachers in Indian HEIs is a clear example of this. The role of a teacher in Indian HEIs and that of a western country is not the same. Without considering the ground realities prevailing in a nation, if something is implemented without any adaptation, it actually deteriorates the quality of the system.

SOLVING THE QUALITY CRISIS

NAAC can play a lead role for real quality improvement of Indian HEIs. The council should devise some mechanism by which the progress of an institution can be monitored and measured throughout the assessment period. Instead of peer team visit, they can depute different teachers to other universities or HEIs for a month or so, twice or thrice in a year, so that they can act as an evaluator of quality processes that are taking place in the institutions as well as can undertake routine activities of a teacher. This could help the council to understand the ground realities prevailing in each institution throughout the assessment period.

Teachers themselves should take initiative to overcome the quality crisis that the Indian HEIs are facing. They should develop a quality culture. It is human nature to find loopholes and device escape mechanisms when something is being imposed upon them. Exactly the same is happening when the quality assurance is done externally. If the value of quality in its relative sense is being internalized, then it is not necessity to impose it externally. In unavoidable circumstances, if at all it is imposed externally, it neither threatens the psyche of a teacher nor affects their integrity.

Along with this the educational administrators and planners and the government mechanism for education of its citizens should be proactive to remove the hardships faced by the academicians in terms of funds, regulations and so on, so that the teachers can put their entire energy in to quality teaching and research. Mahatma Gandhi, while speaking about the *Nai Talim* ('New method of education' but the English phrase 'Basic Education' is usually used in translation) pointed that the education should not be a foreign importation or imposition, but is consistent with the environment in India and education should bring equilibrium between the body, the mind and the spirit of which man is made (Prabhu & Rao, 1967). If these happen, a day would come, when the Indian universities and HEIs would stand at the top of other universities and HEIs not in terms of quantitative ranking but in terms of quality education.

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AN INTERNATIONAL ASPECT IN TURKISH HIGHER EDUCATION SYSTEM

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ABSTRACT
Having different perspectives, globalization has integrated world-wide view in education, culture, economy, policies, marketing and brought competitiveness, democratization, and privatization. As a result of globalization, more people from different areas started to request university education which resulted an increase in the number of higher education institutions, thus the popularity of international education programs. The most important goal of global education is to provide students and staff with different opportunities and let them widen their minds by connecting cultural distance. It is a process to increase the knowledge and improve skills and behaviors which is required to better survive in today's world by achieving international sovereignty and international financial strength. The study aims to utilize the previous studies and experiences to highlight the internationalization processes worldwide and interaction of Turkey among the other countries, gives idea on the contribution of internationalization to the Turkish higher education system and includes suggestions on the additional tasks that might be done in order to achieve better success for international education in Turkey.

1. INTRODUCTION

The interest for the international education has been increasing in accordance with the rapid changes occurring in the world since 1990s. The emergence of new business areas for different quality and competence with the globalization, the rise in the development efforts of developing countries, the need for the qualified workforce of the developed countries, the increase of cooperation and interaction between the countries, the change of production relations, the wish for a having different intellectual experience except their own countries and a great many reasons have resulted in achieving a significant level of international student mobility. While the number of international students was approximately 800 thousand around the world in 1970s, it reached more than 4 million in 2013 and remarkably, the students from Asia region takes the 58% of this number (Ak et al., 2016). The number of international students is expected to increase to 8 million in 2020 (OECD, 2013).

This drastic increase led higher education institution to start evaluating their duties and responsibilities in order to prepare their students as worldwide citizens and professionals in today's world. As a result, internationalization which is defined as bringing an international perspective into the teaching, research, and labor functions, has become a base policy in education institutions (Jackson, 2008). It is quite obvious that education is an essential factor that plays a significant role in the process of internationalization for educating successful individuals who can easily deal with new challenges, have global identity, intercultural sensitivity and communicative competence.

International students make great contribution the countries in which they studied such as reinforcing academic, cultural, social and political connections among countries (OECD, 2016a). As a result, international student mobility is seen as an effective tool to develop cooperation and enhance collaboration between the countries and the cultures. In order to increase the international student number, accreditation studies to fulfill the standards are carried out, by this way, quality of education is increased.

In this study, we aimed to develop a perspective of international education in higher education institutions of the world and Turkey. From this perspective, our goal is to open a window to see the direction of today's world in international arena and have opinions about the future goals which might help to construct consistent and rational approaches to benefit more from internationalization.

2. VIEW OF THE INTERNATIONAL HIGHER EDUCATION WORLDWIDE

It is a priority of all the countries in the world to organize the educational functions according to the needs of modernization in accordance with the requests of individuals and societies because education is essential for societies in terms of social, economic, political and cultural aspects throughout their lives (Şentürk, 2007). The most powerful and effective countries are the ones which invest human capital for maintaining economic and social development. Human capital is a combination of strength, knowledge, creativity, different conceptions, social and cultural features which come into existence in one body to produce economic and cultural values and as a result, human capital increases the eligibility during the process of being an information society (Güven, 1999; Özkan, 2006).

The common features of the developed countries in the world are having high-quality universities actively working on international cooperation and research-development technologies as they are aware of the fact that education contributes to the economic growth and national income and it is rewarding for both individual and society. The most important issue is training people in order to overtake technological and social developments which are possible only with a rational and universal quality educational system.

Bilateral, multilateral agreements, exchange programs, dual diploma programs, international education programs, joint projects, different study and residence abroad programs, internships in a foreign country, foreign language education, cultural studies and distance learning activities are the valuable opportunities serving numerous benefits to the students and several factors of the countries, therefore higher education institutions aim to increase these opportunities at international level. The countries which have internationalization as a priority in their development policy motivate their students and staff to join international programs and develop promotional activities such as attending international education fairs and conferences, establishing new contacts by visiting foreign countries. As a result, students can find arena to expand their knowledge and good behavior while increasing their linguistic skills and expecting more from international market.

Many countries and institutions highly endeavor on marketing to attract student from outside countries. The factors driving the general increase in student mobility are mostly the geographic region and governmental efforts to support international students. The increase in student mobility provides an opportunity for less developed countries to build their education system cost efficiently, help raising public revenues, especially from higher education and have a rational strategy to recruit well equipped immigrants. Also having limited job opportunities in students' countries of origin has an effect on increasing the attractiveness of studying abroad as a way to equip students with skills to compete better.

In order to analyze the origin of the most of the international students and to compare the drastic increase during 2000 and 2012, Table 1 shows the top 20 countries sending the utmost international students abroad and their student numbers. (Ak et al., 2016).

Table 1. Top 20 Countries Sending the Utmost International Students

In 2000		**In 2012**	
China*	166.939	China*	726.995
South Korea	71.061	India	189.472
Greece	63.673	South Korea	123.674
India	62.576	Germany	117.576
Japan	59.320	Saudi Arabia	62.535
Germany	54.733	France	62.416
France	50.500	USA	58.133
Turkey	49.641	Malaysia	55.579
Italy	45.555	Vietnam	53.802
Morocco	42.688	Iran	51.549
USA	41.637	Turkey	51.487
Malaysia	40.484	Italy	51.236
Indonesia	32.114	Russian Federation	51.171
Canada	30.839	Nigeria	49.531
Russian Federation	28.386	Canada	45.509
Spain	27.854	Morocco	44.161

England	22.359	Kazakhstan	43.039
Iran	21.681	Bellarus	40.643
Ukraine	20.950	Ukrayna	39.627
Singapore	20.581	Pakistan	37.962

* Including Macao and Hong Kong

From Table 1 it is quite obvious that the countries sending most of the students are almost the same countries in 2012. Therefore, these countries should be analyzed well in order to understand the needs of the international students from these origins. Another aspect is that international students sent by these 20 countries are two times more in 2012 when compared to 2000.

According to OECD (2013) report, not only in the top countries, worldwide, the number of foreign tertiary students is more than doubled from 2000 to 2012. Europe having 48% of international tertiary students, is seen as a top destination, followed by North America with 21% and Asia with 18%. Oceania with less than %10 currently, has almost tripled the number of international students since 2000. Other regions such as Africa, Latin America and the Caribbean shows an increasing number in this arena which shows internationalization of higher education institutions is increasing. While the number of international students was 0.8 million in 1975, it increased more than fivefold and reached 4.5 million in 2012 (OECD, 2013). Between 2013 and 2014, the number of mobile students in OECD countries increased 5% more and in 2014 these countries hosted three international students for every citizen who was studying abroad (OECD, 2016a).

3. MOST ATTRACTIVE DESTINATIONS FOR FOREIGN STUDENTS

The twenty one countries in The European Union (EU21) accommodate the largest part of foreign students and 74% of these students in EU21 countries come from another EU21 country which is an indicator to understand the effect of EU mobility programs. North America is the second most attractive region having more diverse foreign students compared with the ones observed in European countries. The 53% of the Canadian students studying abroad prefer the United States but these students take only 4% of all international students in the United States. Similarly, 14% of Americans studying abroad choose Canada, but they are only 6% of all international students in tertiary education in Canada (OECD, 2014).

Australia (6%), Canada (5%), France (6%), Germany (6%), the UK (13%) and the USA (16%) together host more than 50% of all foreign students worldwide. Besides these results, relatively high numbers of foreign students were enrolled in the Russian Federation (4%), Japan (3%), Austria (2%), Italy (2%), New Zealand (2%) and Spain (2%) in 2012 (OECD, 2014).

As an indicator to the relevance of the number of international students with the economic and scientific condition of the countries; information about GDP values, research and development (R&D) investments, number of universities, number good quality universities and number of indexed journals are given in Table 2. As it is seen easily from Table 2, the top destinations generally have high GDP per capita.

There are also several reasons for international students to choose a country of destination. Only USA, UK, France, Australia, Germany, Japan and Canada together host the 50% of the international students worldwide. According to the Table 2, it is easy to say that these countries are the most developed ones in terms of economy, technology and science, besides; their national languages are the most common languages all over the world. Remarkably, China, South Korea, Singapore, South Africa and Saudi Arabia have started attracting international students recently. This fact tells us that the country preference is directly related with the economic and political strength of the countries.

The potential of carrying out useful research activities is another factor for going abroad because most of the international students are not able to find suitable environment to perform research in their home countries and they see going abroad as a chance to realize their work when they go abroad. Research and development (R&D) investments from the total GDP and outcomes of the research (such as converting the studies to an indexed article) are the most significant parameters to show the research potential of the country. These top 20 countries have the biggest percentage of R&D budget from their GDP and number of indexed articles when compared with the rest of the world.

Table 2. GDP Values and Academic Activities of Turkey and the Top 20 Destinations for International Students

Country	Number of Int'l Students[a]	Total GDP (billion $)[b]	GDP per capita ($)[b]	R&D Investment/ Total GDP, %[c]	Number of Univ.[b]	Number of Univ. in top 1000[d]	Total Indexed Articles[e]
USA	740,482	16.768	48.147	2,7	3.289	224	13,585,646
UK	427,686	2.320	39.604	1,7	292	65	4,539,802
France	271,399	2.534	44.401	2,3	572	48	2,252,227
Australia	249,588	1.053	66.984	2,1	211	31	1,285,759
Germany	206,986	3.513	44.558	2,9	414	56	2,737,362
Russian Fed.	173,627	3.492	13.236	1,2	1.531	5	801,811
Japan	150,617	4.668	45.774	3,6	989	74	2,899,106
Canada	120,960	1.518	51.147	1,6	331	32	2,057,469
China	88,979	16.149	5.184	2,0	2.555	92	3,293,512
Italy	77,732	2.035	37.046	1,3	236	48	1,657,461
Saudi Arabia	46,566	1.553	19.890	0,3	57	3	117,888
South Korea	59,472	1.697	23.749	4,3	387	36	847,829
UAE	54,162	571	66.625	N/A	51	1	26,619
Austria	58,056	377	50.504	3,0	76	12	376,369
Netherlands	57,506	780	51.410	2,0	141	13	1,008,776
Malaysia	63,625	694	8.617	0,8	89	3	142,855
Spain	55.759	1.489	33.298	1,2	240	41	1,193,091
South Africa	70,428	705	13,046	0,7	62	5	249,767
Egypt	49,011	910	2.922	N/A	58	4	148,724
Singapore	52,959	425	50.714	2,2	48	2	218,089
Turkey	44,025	1.444	10.576	1,0	190	10	446,258

[a] From UNESCO Institute for Statistics (2014).
[b] Data announced in 2015.
[c] From Gross Domestic Spending, (OECD 2016b).
[d] According to CWUR Ranking announced in 2016.
[e] Indexed by SCI, SSCI and AHCI, by October 2016.

Although the tendency is a proportional connection between the welfare level with research potential of a country and international student number, there are some exceptional manners. No wonder, the number and the quality of the universities play a crucial role in receiving international students. Besides, there are very important factors such as language, geographical location, historical and cultural closeness, economic and political strength of the countries and governmental policies for internationalization.

4. IMPORTANT FACTORS AFFECTING INTERNATIONAL STUDENTS' COUNTRY CHOICE

Internationalization of higher education should be evaluated as a top policy of a country and the current studies carried out by the initiative of the executives in the universities should be done systematically. When examined, important factors for increasing the attraction of the countries and the number of international students are seen as the instruction of language, the quality of universities and programs, tuition fees, the work opportunities, the immigrant policies and the geographical, commercial, cultural and historical relations with the country.

Netherlands Organization for International Cooperation in Higher Education classifies the factors as 'encouraging' and 'attractive' under two main topics which motivate the students for the international education and influence the choices of country, university and program (Becker and Kolster, 2012). Chart 1 shows the classification of the effective factors on the country choice of international students. Encouraging factors are seen to be primarily effective when compared to attractive factors.

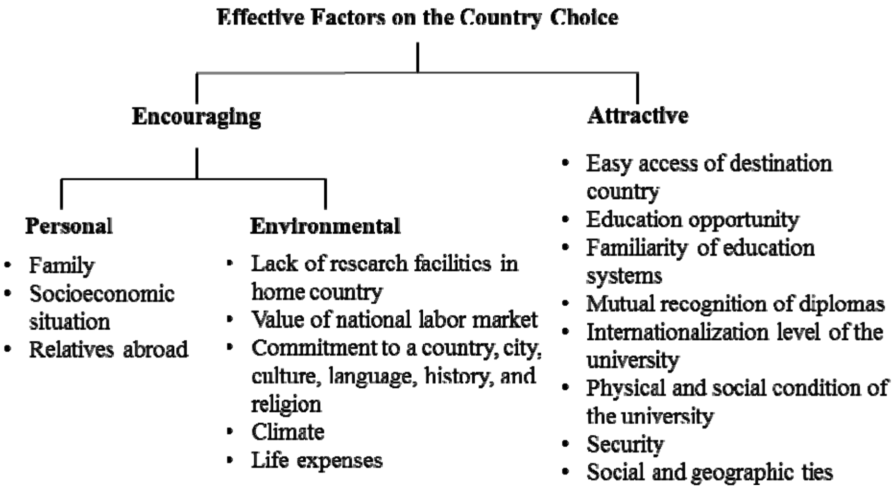

Chart 1. Effective Factors on the Country Choice of an International Student

In order to recruit more international student, governments should take these factors into account. As it is seen from Chart 1, some of the factors are directly related with any individual student's personal choice but most of them can be adjusted by the governments in order to increase the potential. They require either governmental regulations of the current situation or changing the target audience.

Some of the effective factors that affect the students' choice are highlighted below in order to show the current situation and their importance.

***i*-) Language of Education:** Language is an essential factor to communicate and better use of the language helps to improve interpersonal relationships and make the speaker feel confident. Because of that, the spoken language of the country is one of the parameters to determine the country of destination for an international student. All over the world, some of the most widely spoken languages are English, French, Spanish and German. Especially English is observed as a global language that was accepted by almost all countries and taught as a second language in non-English speaking countries. Since English is accepted as a global language, students prefer to go to predominantly English speaking countries such as Australia, Canada, New Zealand, the UK and the USA (OECD, 2014). In Table 3, general view of English usage of higher education institutions of different countries are given.

Table 3. Countries Offering Programmes in English

Use of English in Education Programs	Country
All or Nearly All Programs	Australia, Canada, Ireland, New Zealand, UK, USA
Many Programs	Denmark, Finland, Netherlands, Sweden
Some Programs	Czech Republic, France, Germany, Hungary, Iceland, Japan, Korea, Norway, Poland, Portugal, Slovak Republic, Spain, Switzerland, Turkey
No or Nearly No Programs	Austria, Brazil, Chile, Greece, Israel, Italy, Luxemburg, Mexico, Russian Federation

According to the OECD report in 2014, foreign students from English-speaking countries substantially prefer education in Australia (18%), Canada (more than 30%), Ireland (more than 40%), New Zealand (more than 40%), South Africa (more than 80%), the United Kingdom (more than 30%) and the United States (25%) which are also English-speaking countries.

English is still an important factor in preferences. However, it is clear to understand that the countries in which English is not spoken are preferred when the most preferred countries are examined from Table 2. On average, almost quarter of the foreign students prefer the country with the same official or widely-spoken language as a country to study abroad. The other factors may be regarded as the approach of the countries to the issue as a state policy, the living conditions of the foreigners, providing life conditions in accordance with their own language, religion, clothes and cultures (for example, generation of China Towns in the USA and some other countries), the economic powers of the countries, having practical and reasonable transportation opportunities and being information society (Ministry of Development, 2015).

***ii*-) Familiarity of Cultures:** Culture is a worldwide occurrence as there is no civilization without any culture and it indicates the characteristics of a country as it becomes one of the major factors that affect the individuals (Bartlett and Ghoshal, 1989; Hayton et al., 2002; Porter, 1990). Having same culture means having similarities and it brings the state of belonging which makes people feel confident, living more comfortably with same ethic views and thoughts, thus it is a motivation for students that affect their choice on the country of destination to study abroad.

***iii*-) Immigration Policy of the Countries:** Easier immigration policies encourage international students to temporarily or permanently immigrate for studying (Tremblay, 2005). To be successful in the process of internationalization, the issue should be discussed as a government policy and civil society organizations should be included in the process actively. In this way, countries become more attractive to international students and it strengthens their labor force.

***iv*-) Tuition Fees:** Education expenses are important to consider since they affect the quality of life during the education. Thus, the amount of the tuition fees is expected to become an important parameter for the choice of an international student. However, countries get economic benefits from international students and help financing their education system by demanding the full cost of education.

Some Asia-Pacific countries give prominent importance to international education in their socio-economic development strategy and set some policies to receive more international students as a source of revenue. Exceptionally, New Zealand can be given as a good example as they apply higher tuition fees for international students without any negative effect on the growth of their foreign students over recent years. These results show that, where the quality of education as high as to satisfy, the tuition costs do not discourage international students.

***v*-) Marketing:** Especially in recent years, marketing has become an important factor in any field related with human activity. It also serves as a function to reach objectives of an organization. In higher education, marketing focuses on implementing the communication skills of the components of education services, training and promoting them brings extra advantages, mainly recognizability, to the higher education institutions and help to recruit more students. Principally, marketing has become a basic activity to perform service to society (Krachenberg, 1972). By this way, students easily reach their needs such as information and verification, therefore, they become part of the education process (Helgesen, 2008).

5. VIEW OF THE INTERNATIONAL HIGHER EDUCATION IN TURKEY

Awareness has been raised in almost every university in Turkey about international student education which especially started with Bologna Process and has made significant progress with Mevlana Exchange Programme. The issue of international students has become one of the priorities of Turkey with the Tenth Development Plan. It is aimed that the share of world international student market in higher education in Turkey reaches up to 1,5 % at the end of 2018 and it is also aimed to diversify the higher education institutions and to make the higher education system a center of attraction for international students and academicians by stating that the higher education system can be turned into a quality-oriented, competitive pattern within the framework of diversity policies and autonomy, performance orientation, specialization on the basis of accountability (Ministry of Development, 2015).

It is a process which requires high level assessment and systematic effort. There has been a great increase in the number of both incoming and outgoing students as the Turkish Higher Education Council lets the universities to take initiative and due to the opportunities provided to our universities and the willingness for the subject. The international student number which was 15,803 in 2000 increased to 72,178 by 2014 (Ak et al, 2016). Nearly 12.000 of these students are continuing their education within the scope of Turkish Scholarships and the rest of them within the scope of the sources and/or programmes which are supported/financed by especially Higher Education Council, TUBITAK and suchlike institutions (Çetinsaya, 2014).

It is essential to increase the number of international students and Turkish government has been seeing it as a crucial goal because Turkey has a great potential for recruiting more international student but it requires a strategical plan for carrying it out. First of all, the countries having more potential to send students to Turkey should be determined. Table 4 gives information about the countries which Turkey accepts most of their students (Higher Education Council, 2016). This information is important in order to determine the target countries and organize the higher education system according to the needs of them.

Table 4. Countries Sending Most of the International Students to Turkey (2015-2016)

Country	Number of Student in Turkey
Azerbaijan	12,504
Turkmenistan	9,903
Syria	9,689
Iran	5,661
Iraq	4,414
Afghanistan	4,338
Kyrgyzstan	1,994
Greece	1,993
Kazakhstan	1,986
Libya	1,668
Pakistan	1,438
Nigeria	1,392
Somalia	1,383
Kosovo	1,339
China	1,297
Russian Federation	1,283
Palestine	1,238
Northern Cyprus	1,080
Yemen	994
Bulgaria	951

As it is clearly seen in Table 4, the common characteristics of the incoming students are their language, historical and cultural ties with Turkey and their being part of a nearby geography. When the number of people speaking Turkish is examined, it is understood that Turkish which is spoken by 220 million people is the fifth art, culture and science language in the world among the most widely spoken 10 languages (Chart 2).

Since English is accepted as a global language and most of the developed educational institutions are located in English speaking countries, the students prefer those for better communication. Considering that Turkish is also a widely spoken language worldwide, it is obviously seen that Turkey may admit more students from Turkish-speaking countries/regions. Generally speaking, it is probable to state that Turkic Republics in Central Asia, the Caucasus, the Balkans, certain countries in Africa and Arab countries have the biggest potential in this regard.

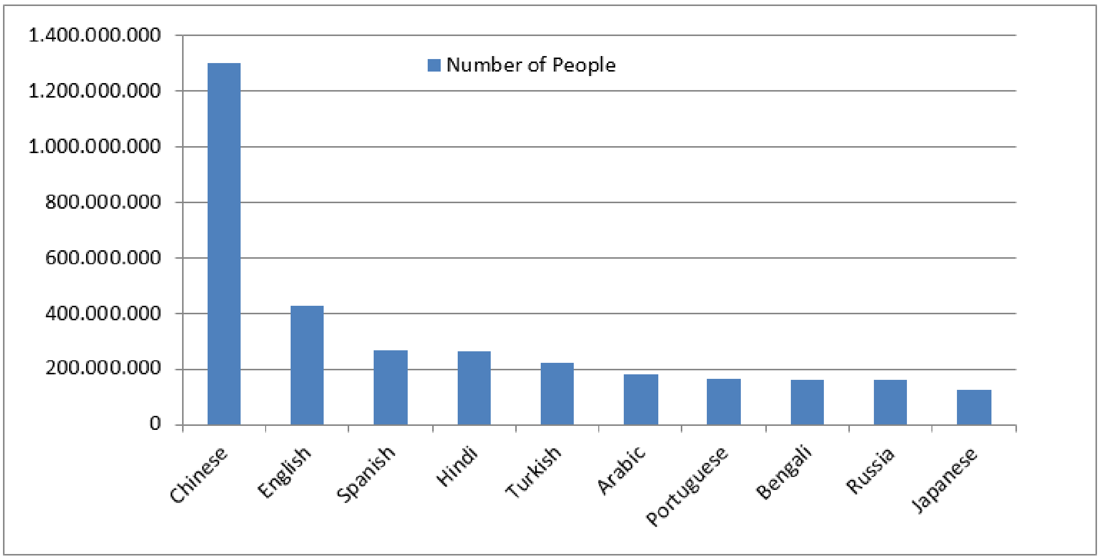

Chart 2. Top 10 Most Spoken Languages in the World (URL 1).

International students' program preference is sometimes different than the local students. This fact might be because of either a limited programmes in the home countries, and/or better employment opportunities in specific fields of education. The preference of the programs in Turkey for international students is given in Chart 3 (OECD, 2014).

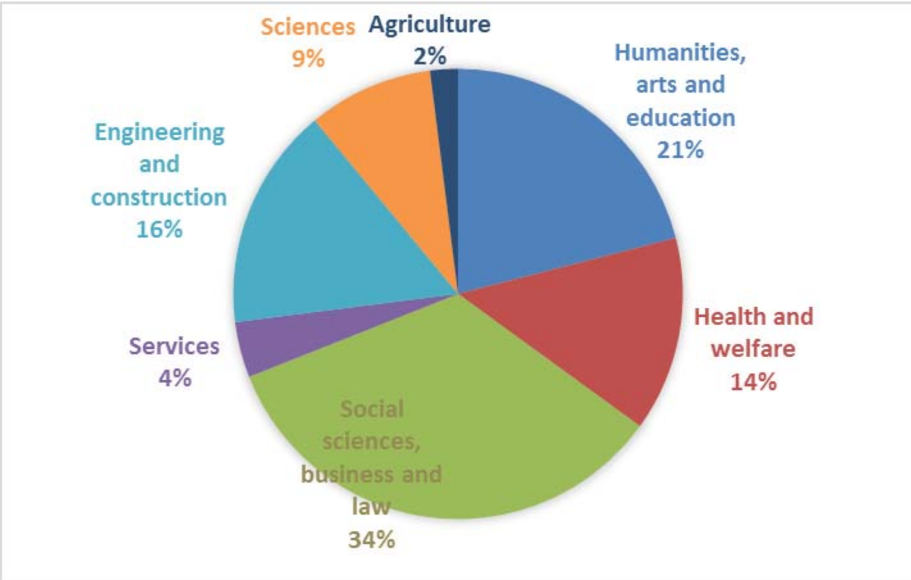

Chart 3. Program Preference of the International Students in Turkey

This data gives an idea about which programs should be strengthened and promoted to international students to recruit more. An important underlying factor is that some programs in Turkey which are not attractive for Turkish students might be attractive for international students. The higher education institutions have enough quota and necessary preparation of those programs which are not preferred by Turkish students, which means international students can be placed to those without any additional weight to the higher education institutions.

Also the level of higher education affects the preference of international students. The proportion of international students is the highest for the master's or doctoral level. Within OECD countries percentage of international students in short-cycle (vocational) programs is much less (3%) than bachelor's or equivalent degrees while it is the opposite in Australia, Canada, Denmark, Japan, New Zealand and Spain as their average is 12% (OECD, 2016a). According to the trends of the incoming international students, some levels of higher education might be promoted more among the others.

As a fact all over the world and in Turkey, increase in recruiting international students is dependent on the quality of the programmes, language of education, tuition fees, job market and immigration policies as well as geographical, economic, cultural and historical boundaries.

Turkey's focus should be on the countries sending most of the students abroad. It must be possible to recruit more students from those potential countries. Examining the ease of access to Turkey from those countries might give an idea about the potential targets of Turkey. Table 5 shows the top countries sending most of the international students and flight times by plane from Turkey to those. Most of the countries in list can be reached less than 5 h which is quite acceptable as flight time. As a country policy increasing the flight numbers to those countries, making promotions and marketing would be helpful to attract the international student potential from them.

Table 5. Top Countries Sending Most of the International Students and Their Flight Times from Turkey

Country	No. of Sent International Students, 2012	Approximate Flight Time from Turkey
China	726.995	9 h
India	189.472	6,5 h
South Korea	123.674	10 h
Germany	117.576	3 h
Saudi Arabia	62.535	4 h
France	62.416	3,5 h
USA	58.133	11 h
Malaysia	55.579	10,5 h
Vietnam	53.802	13 h, no direct flight
Iran	51.549	3 h
Turkey	51.487	-
Italy	51.236	2,5 h
Russian Federation	51.171	3,5 h
Nigeria	49.531	6,5 h
Canada	45.509	11 h
Morocco	44.161	9 h, no direct flight
Kazakhstan	43.039	5 h
Belarus	40.643	2,5 h
Ukraine	39.627	2 h
Pakistan	37.962	5,5 h

6. THE CONTRIBUTION OF INTERNATIONAL STUDENT MOBILITY TO THE COUNTRIES

As higher education systems increased worldwide and the globalization of economies and societies expand, number of international students is increasing all over the world and the universities make great efforts in order to develop new strategies and policies to recruit more international students (Özer, 2012; Tekbaş, 2012; OECD, 2013). This fact, undoubtedly, brings extra benefits to the countries which were analyzed below by subdividing into categories as educational, scientific, social, cultural and economic contributions.

***i*-) Educational Contributions:** There is a dramatic competition among the universities in order to attract highly qualified students who prefer the best theoretical and practical education. This requires a proof of quality which is provided by accreditation. Many universities apply the accreditation boards to guarantee their quality and meet the expectations of the students who are aware of this fact. This accreditation process enables the universities to form a sustainable improvement by making theirselves innovative and dynamic.

Another factor that affects the reputation and recognition of the universities is ranking which is an indirect reflection of the quality of a university. Especially good quality students prefer highly ranked universities. This fact reinforces the universities to climb up the ranking stairs by increasing their quality.

Learning a new language, especially English which has been the most widely used language among several languages can be counted as another educational contribution. A significant part of the scientific studies conducted in the world are published in English and it is being the dominating language of internet so it is highly important to have better skills in use of English. International mobility brings the benefit of learning especially English as it is spoken nearly half of the countries.

The students having education in scientifically and technologically developed universities can stay one step ahead of rivals who have similar education. Especially the ones who have education in prestigious universities are easily employed even before their graduation by multinational companies in their own countries or the other countries which have the same aspects.

***ii*-) Scientific Contributions:** Diversity is one country's greatest ability because founding teams, especially in high technology, requires a rich blend of knowledge, skill, and endeavor. A look from a different perspective brings extra advantage to joint projects and opens the doors of success. The foreigners who can not find a suitable arena to carry out their projects in their home countries may have better chances abroad (Merey, 2015). Mostly the driving force behind their success is instinct to survive better in a foreign country.

There are several very well-known immigrants who give direction to today's world. For example, Sergey Brin, one of the founders of Google, is originally Russian and moved to the USA. The founder of Twitter, Jack Dorsey is originally Italian, living in the USA. Steve Jobs, the founder of Apple was adopted from a Syrian dad. The owner of the Chelsea soccer team is a Russian businessman, Roman Abramovic. Facebook founder Mark Zuckerberg, owner of Oracle Lawrence Ellison, Mayor of New York Michael Bloomberg are very significant examples.

The students who finished education in a different country and came back to their own country will benefit from their previous experiences to solve the problems faced during the business life after their education. Similarly, the first institutions coming to mind for a project will be the education institutions they studied before.

***iii*-) Cultural Contributions:** Internationalization allows students to meet with different people from different cultures and participate in new and peerless experiences outside of their own communities. The benefit of interacting with people from different cultures is becoming open to different aspects in the same situations which makes the person a bit more humble and flexible. Cultural exchange allows students to have a positive perspective in their relationships, understand a different aspects and ideas, and develop necessary skills to participate in a multicultural society. The presence of students from different cultures in the universities where all kinds of thoughts are expressed freely will enhance the interaction with the students of the country and diversify the campus. This situation will enable to establish intercultural dialogue and peace, help to develop social tolerance, global peace and welfare and break down the prejudices between the countries (Çetinsaya, 2014).

While mingling different cultures people would also like to carry their own culture to the country wherever they go. This fact can be observed especially in food. The local cuisines become widespread by this way and known by many people as a result of acculturation. Similar situations are valid for art and the other similar branches.

***iv*-) Social Contributions:** Upon arrival of international students, the excitement and the colorfulness in the and dialogues with people coming from different cultures have their reflections in the cities as well. An international student is regarded as a guest and given close attention in the cultures which give great importance to the guests as in Turkey. As a consequence, it raises excitement, creates an important interaction and incoming students raise awareness in the universities. Each international student in a warm and welcoming society ends up giving positive advices both in social media and among their friends who is willing to come to the same geography. It means a student who graduated from the university with nice memories has become a volunteer ambassador who promotes not only the university but also the city and country (Merey, 2015).

***v*-) Economical Contributions:** International students can be seen as a contribution to the economy of the host country as they spend money for their tuition fees and living expenses. In developed countries, higher education institutions are forced to find their own sources which may result an increased number of international student. In general, it is stated that global higher education market has annually about 100 billion US dollars volume sized (Karaboğa, 2013). For example, in 2015, international students for higher education in the U.S. contributed more than $30.5 billion to the U.S. economy, according to the U.S. Department of Commerce (The Institute of International Education, 2015). In 2010 the amount of money which international students in Canada spend for tuition fee, accommodation and other living costs contributes more than 8 billion Canadian Dollar (CAD) to the economy of the country. This amount is more than the amount of raw aluminum (6 Billion CAD) or helicopters, aircraft and spacecraft (6.9 billion CAD) exports in total (OECD, 2013).

7. CONCLUSIONS

As a result of globalization in all areas of human interaction, internationalization becomes inevitable and especially educational institutions show a rapid movement to keep up with the changes that internationalization brings. This change results an improvement culturally, socially, scientifically, academically and economically. It is observed that more developed countries are the ones to give more importance to internationalization because it is an addition to the country as it brings extra workforce, cultural and social prosperity. On the other hand, number of international students is observed more in developed countries since there are better opportunities for students such as accredited programs, better research facilities and better chances for socialization.

Welfare and scientific contribution of a country directly affects the internationalization level of education. Besides, there are too many factors such as language, location, familiarity of cultures, life expenses, and recognition of diplomas, physical and social conditions to affect the number of international students.

Turkey, as a developing country, gives utmost importance to internationalization since it helps to recruit qualified workforce that supports the country culturally and economically. In order to make the country a center of attraction, internationalization becomes a nationwide policy. When the effective elements on student's choice is considered, Turkey has the advantage of being located in the center of Middle East, Turkic Republics, the Caucasus, the Balkans, certain countries in Africa and Arab countries which have strong cultural and/or linguistic boundaries as key elements. As observed, most of the international students are coming to Turkey from those countries which can be considered as potential targets to increase the international student number. Making more marketing activities in those countries, increasing number of flights and lowering the prices of tickets might be conductive.

On the other hand, the most preferred programs by international students might be different than Turkish students. These preferred programs might be promoted more and the quotas might be used for international students. Additionally, creating a social, friendly and charming environment by increasing the help of national citizens and easing the bureaucratic procedures would serve to attract more students.

As a result, internationalization in higher education is considered as one of the crucial goals all over the world and with its great potential, Turkey should take its place at upper levels by applying correct strategies.

This study is an extended version of the abstract study presented at International Conference on Quality in Higher Education 2016, Sakarya, TURKEY.

This study is an extended version of the abstract study entitled "An Overview Of Internationalization Process In Higher Education Institutions" which was submitted to be presented at International Conference on Quality in Higher Education 2016 Conference held in Sakarya, TURKEY.

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DISTANCE CONTROLLED ON THE JOB TRAINING

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ABSTRACT
On- the job- training (OJT) is now becoming an important part of many branches of the higher education in particular for engineering and natural sciences. Some programmes allocate half to one year for on the job training. The human resources departments are looking for the content and the place of the on the job training during the interviews with newly graduated applicants. Most technical universities provide students not only with theoretical knowledge on their majors but also practical training on their profession to satisfy the industry which deploys these graduates. Nowadays on the job training is executed in defined periods in the work places but under the supervision of academicians according to national and international standards. This research is based on the investigation of the conduct, control and assessment xxx on the job training using distance learning techniques in particular training conducted in far-away distance areas from the education institutes. This study not only will help to create a distance controlled training system but also will provide essential data for planning and conducting a feasible on the job training which combines efforts of the trainees at the site and lecturer at the schools.
Key Words: Vocational Training, Academic Education, Training Standards, On the Job Training, Work-based learning (WBL)

INTRODUCTION:

On the Job Training (OJT) means having a person learn a job by actual performing it on the job. Virtually every employee, from mailroom clerk to company president, gets some on-the-job training when he or she starts a job. The trainee works under the guidance of an experienced worker who advises and trains the new worker. This is often called the *coaching* or *understudies* method. Sometimes this just involves having trainees observe the supervisor to develop the skills for running a machine, for example (Reinecke, 1998).

On the Job Training (OJT) is an integral part of most types of education that aims to students to build their job skills to find jobs. The students will familiarize themselves with their future jobs, understand their role in the business, assess their strengths/weakness and learn their needs on the subject and gain preferences to help them getting a job easily.

In line with education programme and courses, the education institutions prepare their On the Job Training programmes in coordination with respective sectorial organizations, such as institutes, worker federations, chambers etc. So these programmes meet both academic qualifications and requirements of the subject work areas.
In many work areas the OJT is an integral part of course programmes and assessed as a part of academic programmes of education institutions. Today in most areas students are obliged to complete successfully OJT to complete their education. This training is normally conducted at suitable work places and should be assessed by both the staff of the work place and lecturers of the schools. The training records including evidence book prepared by students and evaluation records of the work place staff are sent to schools then lecturers at the school make interviews with cadets to verify their achievements and make the final assessment. The work places which OJT will be conducted are generally selected by the schools pending upon suitability for training and, the students are mostly controlled by lecturers during their OJT if the conditions allow.

In order to ensure the quality of the OJT, education institutes should control the students at their working places as well as establishment of good coordination with the trainees at the OJT sites. Most of the OJT places are far away from the education centres. As a good example you can see the OJT places of maritime students of a university who are distributed the ships worldwide in the Figure-1. A distance controlled training system may be used to control the students, coordination between lecturers and trainees at the site and provide assurance of the system.

Figure 1: The OJT sites (ships) of Maritime Students of a University as of July 2016

Work-based learning (WBL)
European Union has established many qualification standards and institution for VET (Vocational Education and Training). The European Quality Assurance Reference Framework (EQAVET) and work based learning are good examples of European Union's effort to make VET coordinated well. Those regulations are designed to meet the industrial requirements in the European Union Areas specifically based on defined lessons learned after the economic crises of 2008 (European Union,2016).

Work-based learning (WBL) is another tool and a fundamental aspect of vocational training for the European Union. It is directly linked to the mission of VET (Vocational Education and Training) to help learners acquire knowledge, skills and competences which are essential in working life. The European Union's EQAVET and WBL will help to define outcomes content and design of the distance controlled training.

RESEARCH METHOD
The aim of this study/research is to improve an OJT system which will be controlled by the education institute using distance learning techniques. This research is based on the investigation of the conduct, control and assessment of the on the job training using distance learning techniques in particular training conducted in distance areas from the education institutes. The research is conducted in three phases. The first phase covers a field study on the distance learning techniques which will be used for conducting, controlling and evaluating of the OJT. The second phase is dedicated on the evaluation of existing applications and best practices to be used to improve an efficient OJT system. The last phase is based on an overall assessment of the results of the previous phases to define an efficient and practical distance controlled OJT system.

This study will not only help to create a distance controlled training system but also will provide essential data for planning and conducting a feasible on the job training which combines efforts of the trainees at the site and lecturer at the schools.

RESEARCH
On The Job Training
On the Job Training like other education systems, requires a well-organized planning at the beginning. In order to create a training model both knowledge on the subject delivered and proficiency on education and training planning is required.

The development of the [training] model follows the following steps: (1) identification of potentials and problems, (2) data collection, (3) training design, (4) design validation, (5) design revision, (6) Empirical Trial Phase I, (7) Revision of the result from empirical test phase I, (8) empirical test phase II, (9) Revision of the result from empirical test phase II, (10) recommended model. This experimental method is used for empirical trials (Rahman, 2016).

One of the problem area in the OJT is the coordination between the lecturer at the education centre and trainer at the OJT site. The equipment and procedures/process applied in different OJT sites may differ and sometimes require action (to do list) in the training booklet provided by education centre. This may not match with the application at the working place. Such problems can be solved easily by the way of coordination between lecturer and trainer at the site using a distance controlled training system.

Distance Learning
The distance learning is used for many purposes. The important issue is to create a model which fit to purpose. Pending upon the type of the education/training to be delivered, the component hardware and software will vary to meet the requirements. Nowadays minimum requirements may be meet with a server capable to store all data sources, audio/video teleconference system, a configurable web site for users and interface with distance users.

An important component of the procedural [distance learning] model is the indicators of the quality of distance training. These are as follows (Makashima , 2016):
– The availability of distance learning [with all aspects];
– The quality of educational services;
– Resource provision of the process of distance learning;
– The effectiveness of distance learning.

The effectiveness is depending upon the data hold in the system, competency of the lecturers/tutors, and quality of the course material and man-machine interface for smooth operations of the system.

The criteria used in the evaluation of electronic resources, required for distance education are
(Makashima , 2016):

– Ease of access to resources;
– Affordable cost of network materials;
– Ability to assist users and training of users;
– Stability of network resources;
– The possibility of obtaining long-term access to network resources;
– Facility of license agreements;
– Delays in access to materials due to congestion;
– Determination of the degree of reliability of the seller and the possibilities of further co-operation with them;
– The degree of potential use (based on numbers of users and frequency of access to materials);
– Easy computer interface for users, etc.

Furthermore, the effectiveness of the use of information resources in distance education depends on the use of suitable material, clear definition of the responsibility of the learner, sufficiency of the source of information, proper use of the system by both lecturer/tutors and student.

The organization of training and information professionally-oriented environment requires information on different levels, systematization of the process of presentation of information, interactive communication (Marichev, 2013).

Assessment of On the Job Training
Assessment of OJT differs from the regular education and training system. The main difference is that there are two assessors; the staff in the work place who makes witness for the training conducted and lecturer at the education institute who is the assessor making the final decision.

On the job training(OJT) has also many differences from the academic studies considering aim, objectives, content, and place, supervision of the students and in particular mode of delivery. Considering all of these differences, the assessment methods applied for on the job training should be different.

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their ***educational*** experiences; the process culminates when ***assessment*** results are used to improve subsequent learning (Huba & Freed, 2000).

The assessment process has a significant importance not only to achieve evaluation of the learners but also to define the problem areas in teaching and assessment. The first issue to be discussed is the quality of assessment. Some main principles should be followed during assessment process. Scottish Qualification Authority defines their assessment principals as “all assessment methods, whether internally or externally assessed must meet our principles of assessment. All SQA assessments must be categorised as: ***valid, reliable, practicable, equitable*** and

fair (SQA, 2015). This principal will also be used in this study during discussion of assessments made at the end of the OJT.

Mostly, assessments of the on the job training are made using oral examinations and sometimes supported with an assignment which may be used as evidence to prove what is being achieved. The written exams are applied very rarely.

Nursing students spends approximately one year of their academic studies in the medical institutes. Being a long period OJT and mostly lecturers at the working place controlled training, nursing studies are important to make some assumptions on OJT. Rushton and Eggett (2003) made a study an OJT in their field and stated that *Oral examination can be as effective or more effective in evaluating student understanding of medical/surgical content and its application in clinical situations.* Taking into account this result oral examination may be assumed as most suitable for the assessment of OJT.

DISCUSSION

This part of the study covers the following areas;

- Teaching and/or Leading Skills of the Trainees at OJT Site
- Problem Areas Encountered at OJT
- Improvement of the OJT Using Distance Learning Techniques
- A Model Study based on the Requirements

Teaching and/or Leading Skills of the Trainees at OJT Site

Normally supervisors or experienced employers assume to teaching and/or leading role for the students at OJT. Polly-Berte (2016) says; and experienced employees may not have the needed skills for training other employees. Often, supervisors or managers were promoted because they were good at performing or managing their own work, but this doesn't guarantee that they also possess the skills or ability to coach new employees.
Time spared for training at the working place for student is another issue. Supervisors and mentors may not have the time to spare to help new employees. And since on-the-job training usually follows no formal procedure or specified content (other than the task at hand) (Polly-Berte, 2016). Ideally it is required that the trainers need an extra time to deliver their experiment and knowledge to the students, but it is not applicable in the real life due to workload of the trainers.

Problem Areas Encountered at OJT

Based on a study made in the University of Manila the following major issues are found: “Problem Areas Encountered at OJT” based on some field studies and analysis (Talatdat, 2010):

- Lack of congruency between competencies in the industry
- Lack of coordination between school and partner industry
- No work plan clearly presented to the OJT along training requirements, expected behavior and placement
- Lack of supervision on the OJT’s work performance
- Lack of identified local shops and industries where OJT’ area of competencies in some areas [identified in the OJT Booklet] are needed
- Work assignments of OJT’s include menial and unrelated jobs
- Lack of options for OJT’s to choose their work assignments in the partner industry
- Financial difficulties among OJT’s
- Lack of administrative support

The result of a survey conducted in the Piri Reis University related to the sea training with the participation of 85 students who attended ship for OJT between 4 to 8 months is in the Table 1 and Figure-2. As it has been seen on the table the problem areas are very similar to each other.
The significant points are;

- “Lack of coordination between school and ship” and “No time to complete the assignments at Training Book” are the most important problem areas.
- “Difference between the knowledge at the school and applications on board the ships”, Administrative Problems” and “Lack of trainer support” are also found important.

A suitable web site with multi-channel on line communication including Training Books, Teaching Material will solve coordination problem between adviser at school and student, help student to find relevant teaching documentation, facilitate assignment process, and solve administrative problems by communication between school and OJT site.

Table-1: The result of a survey conducted in the Piri Reis University related to the sea training

PROBLEMS ENCOUNTERED	No	Rare	Often	Very Often
1. Administrative problems (Transportation, Accommodation, Nutrition, communication etc.)	5	24	40	31
2. Lack of trainer support	7	31	34	28
3. Difference between the knowledge at the school and applications on board the ships	8	22	44	26
4. No time to complete the assignments at Training Book	12	18	28	42
5. Lack of supervision of assigned training officers	13	17	34	36
6. Lack of coordination between school and ship	7	14	12	67
7. Lack of communication with adviser at school	20	13	33	34
8. Lack of supporting documents on board to accomplish assignments	8	24	45	23
9. Lack of good relations with of workers on board	18	34	36	22

Figure 2 shows the percentage of the answers from the students based on 4 Level (No-Rare-Often- Very Often).

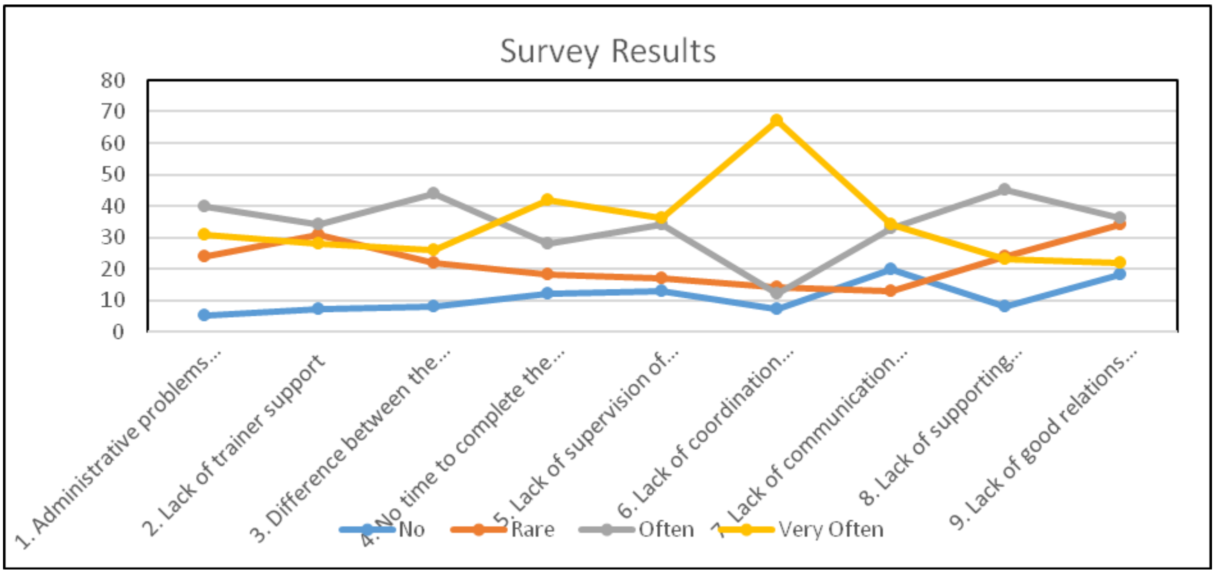

Figure 2: Graphic Display of Survey Result.

Improvement of the OJT Using Distance Learning Techniques

Most of the educations institutes have already distance learning tools and Learning Management System (LMS) as well as their staff has experiment on this system. So, the distance learning techniques can easily be adapted to the OJT. Adoption of the distance learning system in OJT may provide many benefits both for education institute and OJT sites.

Polly-Berte (2016) states that LMS is to be to tracked and it manages one or more parts of the OJT process, including:

- Registering trainees
- Scheduling training
- Storing and delivering reference materials (such as company procedures, concepts, and terms)
- Delivering regular practice drills
- Testing and evaluating job competencies being learned
- Collecting and storing training results
- Delivering and collecting follow-up employee surveys

A classical type of LMS normally responds all requirements above with some small modifications. Nowadays most of the education institutes have their LMS system and experiment on distance learning. This situation facilitates adaptation of existing LMS to be used also for distance controlled OJT.

A Model Study based on the Requirements

The model is planned to meet the requirements of both sites of the OJT; that is Lecturer site at the education institute and Trainee site at working place (Figure 3).

Non-interactive Module

This module contains Pre-loaded video-tapes, Viewgraphs, Course Books, Notes, and Training Booklets-Check Lists. This unit should cover all course materials and directives together with regulations related to the OJT.

Interactive Module

Interactive module will be used for direct communication between lecturer at the school and student at the OJT site which is suitable for audio/visual teleconferences as well. The lecturer will meet the students at structured/programmed times to respond students' questions and delivery for additional information for the students. This module also may be used for direct communication between lecturer at the school and trainer at the working place to solve the problems related to the application of OJT.

Training Booklet and Assignment Module

This module is used to check the Training Booklet that should be filled and Assignments should be done by the student. The lecturer will check the work done by the students and advise the trainee for corrective actions. This module will also facilitate the assessment of overall success of the OJT and academic gradation.

Dynamic FAQ (Frequently Asked Questions) Module

Dynamic FAQ module is used to provide quick response of the students at the OJT based on the *Asynchronous Distance Learning* methods. The solution is to establish a database covering approximately all types of probable/possible questions. It can be achieved creating a Frequently Asked Question data bank based on the questions that have been asked by the learners. It can be named as *Dynamic FAQ* which will be controlled by a *permanent team* to update the FAQ bank and associate the different questions related to each other.

TRAINEE SITE AT WORKING PLACE		LECTURER SITE AT EDUCATION INSTITUTE
NON INTERACTIVE MODULE		**NON INTERACTIVE MODULE**
Use of Pre-loaded video-tapes, Viewgraphs, Course Books, Notes, Training Booklets-Check Lists, Regulations etc.	←	Preparation and update of Pre-loaded video-tapes, Viewgraphs, Course Books, Notes, Training Booklets-Check Lists, Regulations etc.
INTERACTIVE MODULE		**INTERACTIVE MODULE**
Participation to Structured interactive trainee –lecturer Discussion Hours	↔	Planning and conducting Structured interactive trainee- lecture- Discussion Hours for trainee and
Tele Conferences with Trainee Group as required basis	↔	Organize Tele Conferences with Trainee Group as required basis and trainer at
E-mail Conversation with lecturer	↔	E-mail Conversations for both trainee work place /or Trainee Group
TRAINING BOOKLETS &ASSIGNMENT MODULE		**TRAINING BOOKLETS &ASSIGNMENT MODULE**
Filling the Training Book check list	→	Training Booklet "TO DO" checks
Preparation and introduction of Assignments to Lecturer	←	Assignment checks/corrections
QURIES DYNAMIC FAQ MODULE	↔	**DYNAMIC FAQ MODULE**
Learner will use Dynamic FAQ module for non-synchronised Questions, Queries, Further details using	→ →	Dynamic FAQ Module Operator

Figure 3: Proposed Distance Controlled OJT Model

CONCLUSION
Improvement of a distance controlled OJT system will facilitate the application of training and will contribute to the quality of the learning activities. Such a system will also add the following benefits;

- Good communication between lecturer and student at the OJT site as well as a sound establishment of a communication between lecturer and trainer at the working place
- The problems raised during the OJT will be solved quickly using distance learning tools
- The assessment of the OJT could be conducted on a timely manner sharing information recorded in the OJT book by the students
- The effectiveness of training could be increased by controlling, providing corrective measures advised by the lecturer at the school
- In particular administrative deficiencies may easily be solved by coordination and cooperation between education institute and trainers at OJT working places
- The education institute may supervise the OJT activities and if needed can directly involve the general progress of the training at site

A new model to establish an effective Distance Controlled OJT is proposed in the previous discussion section should be trialed. It is strongly believed that with some minor corrections or editions this system could be successfully applied.

- Most of the teaching/learning material is already available and the transfer of this material into digital system may easily be applied.
- Approximately all Learning Management System has digital audio/video communication capability. Education institute should deploy lecturers/tutors to handle this module and assign dedicated hours for lecturer-student interaction.
- One of the hardest parts is to improve a dynamic FAQ module. In order to respond questions from the students who are not able to participate active phases and a frequently updated and comprehensive data base should be improved. Dynamic FAQ (Frequently Asked Questions) which will be operated by a lecturer team is there to collect, analyse and associate the questions coming from the learners and to respond them as well. This requires deployment of a special team responsible to update and improve this system permanently.

Most of the education institutes have already distance learning tools and Learning Management System (LMS) equipped with experienced staff on this system. So, the distance learning techniques can easily be adapted to the OJT. Adaptation of the distance learning system in OJT may provide many benefits both for education institute and OJT sites.

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STAKEHOLDERS' INVOLVEMENT AND QUALITY ASSURANCE OF NATIONAL TEACHERS INSTITUTE PROGRAMME IN NIGERIA

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ABSTRACT
The study investigated the stakeholders' involvement towards enhancing quality assurance of National Teachers' Institute programme. A descriptive survey research design of correlation type was adopted for the study. Purposive random sampling technique was used to select 750 respondents from the centre managers, course facilitators, directors of state ministries of education, principals, head teachers, traditional chiefs, registrars of tertiary institutions for the study. Three research questions and five hypotheses were used for the study. A researcher self-design instrument tagged "Stakeholder Involvement and Quality Assurance Questionnaire (SIQAQ) was validated by the experts of educational administration, test measurement and evaluation and distance education. The instrument was subjected split-half reliability method and the result was correlated using spearman ranking order statistics. The reliability index of .65 taken indicated that the instrument was reliable. All the research questions were answered using descriptive statistics such as percentages while the research hypotheses were statistically tested using Pearson product moment correlation statists at .05 significance level. The findings of the study however show that the stakeholders are highly involved in the capacity building, finance, supervisions and monitoring and instructional facilities provisions. Recommendations are therefore made that the issues of enhancing quality assurance in National Teachers Institute programmes should not be left with the stakeholders alone but, all the private sectors, non-governmental organization, international communities, religious bodies and well-meaning Nigerians. The involvement of every citizen will complement stakeholders' involvement for enhancing quality assurance in the National Teachers Institute.
Keywords: *Stakeholders' Involvement, Quality Assurance, National Teachers Institute programme.*

INTRODUCTION

Distance education programme is not a new thing in Nigeria. The existence span over sixty years, which began with the correspondence course, of university of London, It proceeded to the self-study programme organized by Ahmadu Bello University Zaria. The importance of distance education was recognized in Nigeria, when the country first embarked on the Universal Primary Education (UPE) scheme. It was noted that the greatest challenge was the need for the qualified trained teachers that would handle teaching – learning process of the established scheme. The planners of the scheme observed that the existing graduates from the teachers training collages and colleges of education could not meet the urgent needs teachers for the programme.

In 1976, the lunching of the Universal Primary Education (UPE), lead to the expansion of primary schools students enrolment Malik (2006) estimated that about 250,000 teachers were needed, only, 180,000 teachers were available and less than 700 were qualified to teach in the schools. Federal Republic of Nigeria (1976) established however, decided to establish National Teachers Institute (NTI) with the mandate to achieve the objectives of meeting the urgent teachers need for the scheme. The mandate given therefore provided ample opportunities to use the Distance Learning System to train the needed teachers for the Universal Primary Education (UPE). Etejere and Ogundele (2008) defined distance education program as system of education which it's mode of the study separate the teachers with their students interm of direct contact time and physical facilities. Distance educations become an integral part of Nigerian educational institution. Also, distance education had also admitted larger members of students that are qualified, but was not given admission to Nigerian conventional institutions likes universities.

National Teachers' Institute (2007) stated that the institute was mandated by law to train, re-train upgrade and certificate teachers, provision of refresher courses, organize workshops, seminars, and conferences that will assist in the teachers improvement, the Institute was also mandated to conduct examinations, carry out researches that will aid educational development and foster international cooperation in the education of teachers.

In order to pursue the mandate, the National Teachers' Institute with the headquarters at Kaduna are presently undergoing different teachers training programes such pivotal teachers training programmes (PTTP), Nigerian Certificate of Education (NCE), Advanced Diploma Certificates in Education (ADCE), Postgraduate Diploma in Education (PGDE) and Bachelor Degree in education (BA & B.S.c) in education. All the National Teachers' Institute certificates are obtained through Distance Learning System. The aim of the National Teachers' Institute programme was to train all necessary and needed qualified teachers for the Universal Basic Education which was inaugurated on 30th September, 1999 by Olusegun Obasaugo at Kangwa square Sokoto. The educational planners, administrators and well-meaning Nigerians stated to ask intriguing questions on the quality expected with the various programmes that were put in place by institute, that whether there would be quality assurance in the teachers educational programmes being run by the National Teachers Institute. Dare (2013) described quality assurance as the systematic ways of determining the extent to which an educational system are achieving the goals by which it was established in accordance to the needs of the society. Quality assurance is therefore the systematic way of known fully that the national teachers institute programme are been run towards provision of quality teachers for the universal Basic education and Nigerian Educational system, Sherau (2012) also stated that the National Teachers' Institute in Nigeria had put in place various quality assurance mechanism such as supervision and monitoring of the programmes introduction of Centre Desk Officers (CDO) Administrative Centre Managers (ACM), integration of information and commutation technology into the system e-learning, e-registrations an installation of computer facilities into various centres in the federation. Sherau state categorically that, the institute had inculcated and integrated the stakeholders' involvement into the system so as to enhance quality assurance in the system. The stakeholders involved in the national teachers' institute staffs, representatives of ministry of education, private sectors parents, community members and principals are universal Basic Education, Teachers' representative, students representatives, tertiary institution representatives and local Government council member.

However, with the efforts of the National Teachers' Institute by putting us quality control mechanisms in place for its programmes. Is a laudable ones for enhancing is quality assurance in the NTI programs, what then are the roles of stakeholders. Involvements towards enhancing effective quality assurance in the national teachers institute and to aid quality teachers education programs in Nigeria. The rationale for this study therefore, centered on the impacts of stakeholders involvement on the quality assurance of National Teachers Institute in Nigeria.

Statement of Problem.

Many Nigerians today want quality assurance in their children education. The federal republic of Nigeria therefore called for the quality assurance in the teachers' education. As Oyedeji (2013) noted that provision of quality teachers will aid quality education and for the fact that no education quality can rise above the quality of its teachers. Teachers, is therefore a driver that drive the vehicle of educational system to a desirable destination. The problems to be investigated in the study centered on:

- Quality assurance mechanisms put in place by the national teachers institute.
- The effectiveness of the quality assurance mechanisms
- The areas of stakeholders' involvement in the national teachers institute programmes.
- The impacts of the stakeholders' involvement on the quality assurance of the National Teachers Institute in Nigerian teachers' education programmes purpose of the study.
- The main purpose of this study in to examine the impacts of stakeholders' involvement and enhancing quality assurance of National Teachers Institute in teachers' education programmes in Nigeria.

Purpose of the Study

Specifically the study investigated stakeholders involvement in enhancing the quality assurance mechanisms put in place by the National Teachers Institute for teachers' education programs in Nigeria.

- Find out the areas involvement and impacts on the National Teachers Institute programs in Nigeria.
- Proffer suggestions on other strategies that could enhance quality assurance of National Teachers' Institute programme in Nigeria.

Research questions

- The following areas questions were asked to guide the study.

RQ1: What are the press antlers of stakeholders' involvement in National Teachers Institute?

RQ2: What are the roles plays by stakeholders to enhance quality assurance of the National Teachers Institute?

RQ3: What are the quality assurance mechanisms to enhance quality teachers' education in Nigeria by National Teachers Institute?

Research Hypotheses

The following hypotheses were generated for the study.

Ho_1: There is no significant relationship between stakeholders' involvement and quality assurance of National Teachers Institute in Nigeria.

Ho_2: There is no significant relationship between stakeholders' involvement in supervision and monitoring and quality assurance of National Teachers Institute Programmes.

Ho_4: There is no significant relationship between stakeholders' involvement in curriculum implementation and quality assurance of the National Teachers Institute programmes.

Ho_5: There is no significant relationship between stakeholders involvement and teacher capacity building in National Teachers Institute programmes.

Methodology

The study adopted descriptive survey of a correlation type. The study is a deceptive survey because it described the existence and areas of stakeholders' involvement toward what enhancing quality assurance in the National Teachers Institution programmes it is also a correlation type because the study because the study examined the relationship between stakeholders' involvement and quality assurance variables as relate to the programme of National Teachers Institute. The study population comprised of the state coordinators Centres Desks Officers (CDO) Administrative Centers Managers (ACM), Course Facilitators, parents, traditional chiefs, representatives of ministry of education Nigerian Union of Teachers, (NUT), representative of principals, head teachers, community members, representative of the head of tertiary institutions, students, representatives and representative of lectures. A total number of 750 respondents was selected for the study. Stakeholders' Involvement and Quality Assurance Questionnaire (SIQAQ) was designed to collect relevant data on the stakeholders' areas and levels of involvement and the impacts on the quality assistance variables of the National Teachers' Institute. Content and face validity of the instrument was assured through comment and criticism from the experts in educational administration, National Teachers Institute officials and Ministry of Education. Split-half reliability method was used to determine the reliability index after subjected to spearman ranking order stashes at. 0.5 significance level. The index of .65 indicating high level reliability of the instrument. All the research questions were answered using descriptive statistics such as percentages while all the research hypotheses were tested using Pearson product correlation statistics at. 05 significance level.

RESULTS

Answers to the research questions

RQ1: What are the areas and levels of involvement of the stakeholders in the National Teachers Institute programmes?

Table 1: Areas of stakeholders' involvement in the National Teachers Institute programmes.

S/No	Statements	Agreed No	%	Disagreed No	%
1.	The stake holders assist in the supervision and monitoring the implementation of programs	570	76	180	24
2.	Reporting any anomaly found in the programme	600	80	150	20
3.	The stakeholders are involved in the capacity buildings for the facilities and teachers.	524	69.9	226	30.1
4.	All the needed finance for programme implementation are sourced by the stakeholders.	423	56.4	327	43.6
5.	Most of the curriculums are designed by the stakeholders.	395	52.7	355	47.3
6.	Infrastructural facilities utilized by she institute are negotiated by the stakeholders.	588	78.4	162	21.6
7.	Stakeholders help in the moderation of examination and test items of the institute.	536	71.5	214	28.5
8.	The stakeholders are the intermediary between the institute and government	463	61.7	287	38.3
9.	Assuring that all the materials needed get to the users on time.	422	66.3	328	43.7
10	Recommendations of the qualified course facilitators and st the institute.	511	68.1	239	31.9

Tables 1 revealed the stakeholder areas of involvement in the National Teachers Institute. However 76% of the respondents agreed that the stake holders are adequately involved in supervision and monitoring of the national teachers' institute programs Sherau (2012) charged the stakeholders to be adequately involved in the supervision and monitoring of National Teachers Institute programmes such as contact sessions, training and examinations Millennium Development Goals (MDGS) capacity buildings, training the untrained teachers, workshops, conferences and upgrading certificate for the mathematic English language, social studies, integrated science and Business Education Teachers. Also, 80% of the respondents also agreed that the stakeholders do report any anomaly discovered during the monitoring exercise to the management for rectification. 69.99% of the respondents also agreed that the management or the National Teachers Institute involved the stakeholders in the training the facilitators, and adhoc staffs. All in the interest of enhancing quality assurance in the National Teachers Institute programs. Also from the tables 56.4% of the respondents, agreed that the financial availability of the institute are negotiated by the stakeholders. The institutions, the result is in line with the findings of Yusuf (2006) which stated that the National Teachers Institutes programme are funded by the Federal Ministry of Education, students' tuition fees, project and teaching practice fees and other internally generated revenue. That stakeholder are involved in calling for financial assistance from the international bodies such as TASSA, ICWE and UNESCO all which aid effective operation of the programme quality control and assurance of the National Teachers Institutes. The e-learning conference had helped in the training of the facilitators on the use of computer aided instructions and programmes. The stakeholders had supplied the institute with the desirable instructional facilities. Furthermore 52.7% of the respondents also agreed that stakeholders helped in the curriculum design, implementation of the programme of the National Teachers Institute in Nigeria, 71.5% of the respondents agreed that the stakeholder had helped in the moderation of the examinations, assignments, and continuous assessment tests in the various centers in Nigeria. Also, 61.7% of the respondents agreed that the stakeholders served as an intermediary between the institute and the Federal Ministry of Education. The stakeholders' involvement however enhances quality control and assurance of the National Teachers Institute programme in Nigeria. Furthermore, 56.3% also agreed that all the needed materials get to right time for effective utilization centres. Finally, 68.1% agreed that the stakeholders recommend the qualified course facilitators and staffs for the approval of the National Teachers Institute.

However, According to Sherau (2012) all efforts had been made towards enhancing effective quality control and quality assurance in the National Teachers Institute programmes. Sherau further stated that the stakeholders had been empowered and adequately involved in all the aspects of the National Teachers Institute programmes. It could be witnessed that the certificate issued by the national teachers' institute are generally acceptable by the Nigerian tertiary institute and in various ministries in the country. The result of this finding was supported by the work of Etejere and Ogundele (2008) which revealed that there is no significant different between the quality of the conventional and distance education products in Nigeria that all the products performed in the same way when, they get to the fields where they are employed or studied.

RQ2: What are the roles played by the stakeholders to enhance quality assurance of National Teachers' Institute?

Tables 2: Role played by the stakeholders to enhance quality assurance of National Teachers' Institute.

S/No	Statements	Agreed No	%	Disagreed No	%
1.	They develop relevant curriculum for the institute.	555	74	195	26
2.	They sponsor most of the publications of the institute	436	58.1	314	41.9
3.	They serve as member of governing council or the institute	444	59.2	306	40.8
4.	They recommend and approve the final results of the students	524	69.9	226	40.1
5.	They source for the finance used by the institute	425	56.7	325	43.3
6.	They monitor quality control mechanism for the institute	503	67.1	247	32.9
7.	They are involved in all the institutions pedagogical approaches adopted	436	58.1	314	41.9
8.	They see to the welfare of all the institute staffs.	399	53.2	351	46.8
9.	The stakeholders supervise and see that tending leaching-learning processes take place in a conducive environment	406	54.3	344	45.9
10	They see that the NTI policy are in line with the NCCE guide line	475	63.3	275	36.7

Table 2 also, revealed the respondents opinions towards the role played by the stakeholders in enhancing quality assurance of the National Teacher's Institute. However, 74% of the respondents agreed that the stakeholders helped in developing relevant curriculum for the institute. Also, 58.1% of the respondents agreed that the stakeholders sponsor most of the publications of the institute and 5912% also agreed that the stakeholders serve as members of the governing council of the institute furthermore 69.9% agreed to fact that the results of the final examinations of the students are subjected to the approval of the stakeholders. Also from the table 56.7% of the respondents also agreed that the financial commitments of the institute are source by the stakeholders. The table also revealed that 67.1% of the respondents' agreed that the stakeholders monitor an supervise the success of all the quality control mechanisms put in place such as examination ethics, pedagogical approach, and effective utilisation of the teaching learning facilities. 63.3% also agreed that the stakeholder monitor the national teachers institute policy implementation and ensured that virile environment is created for reaching and learning process in the centres of the institute.
RQ3: What are the quality assurance mechanisms put up by the national teachers institute?

Tables 3: Quality assurance mechanisms adopted by the national teachers institute in their operation?

S/No	Statements	No Agreed	%	No Disagreed	%
1.	There is examination ethics put in place by the stakeholders	524	69.9	226	30.1
2.	The National Teachers Institute operate according to the NCCE Guidance	511	68.1	239	31.9
3.	Computer aided institution was integrated into the NTI operation to ensure through distance learning system	536	71.5	214	28.5
4.	The modules are promptly and adequately supplied both in hard and soft copies.	625	83.3	125	26.7
5.	Establishment of national teachers' institute radio for enhance teaching effectiveness	446	59.5	304	40.5
6.	Course facilitators are allowed to improvised learning materials for teaching	422	56.3	328	43.7
7.	National Teachers' Institute are universities affiliated programmes	569	75.9	81	24.1
8.	There is stakeholder forum that discuss issues relating to quality as	555	74	195	26
9.	Marking of National Teachers, Institute examination are conference marking	563	75.1	187	24.9
10	Each state organize workshops and seminars on the conc examinations, project writing and teaching practice	602	80.14	148	19.7

Table 3 showed the reactions of the respondents' towards the quality assurance control of mechanisms adopted by the National Teachers Institute in their operation. From the table therefore, 69.9% of the respondents agreed that National Teachers Institute adopted effective examination ethics which is being controlled by the stakeholders. Also the institutes operate according to the national council Colleges of Education guidelines. 71.5% the respondents also agreed that national teachers' institute Integrated computer aided instruction into their programme; for quality assurance to be enhanced, 83.3% of the respondents also agreed that modules and adequately and promptly supplied both in the hand soft copies.

Also, in order to enhance quality assurance in National Teachers Institute products, 59.5% of the respondents agreed that the institute established FM radio station at the institute village Kaduna. Also 56.3 also agreed that the course facilitators are allowed to make improvisation of the teaching – learning materials to substitute or complement materials to substitute or compliment the original ones. 75.9% of the respondents also agreed that National Teachers Institute programmes are affiliated to the conventional universities Ahamdu Bello University and later to the national Open University. 74% of the respondents also agreed that there are stakeholders' forum which discuss strategies for enhancing quality assurances of institute programme. The respondents agreed that the marking exercise of National Teachers Institute examinations is through well monitored and supervised conference marking exercise. Finally, in order to enhance quality assurance of the National Teachers Institute there are conference, workshop and seminars for the course facilitators of the institute. The result is however agreed by Ogindele and Opersinde (2012) which stated that the quality control mechanisms adopted like examination ethics, supervision and monitoring conference and workshop and e-learning and being integrated into the Nigerian distance education which enhance effective quality assurance in Nigerian distance education.

Hypotheses Testing

$H0_1$: There is no significant relationship between stakeholders' involvement and quality assurance of National Teachers' Institute.

Tables 4: Stakeholders' involvement and quality assurance of National Teachers' Institute.

Variables	**No**	$\bar{x}$	**Sd**	**Df**	**Calculated r-value**	**Critical r-value**	**Denison**
Stakeholders Involvement	750	42.36	20.48	749	.62	.195	$H0_1$ Rejected
Quality assurance	750	29.55	18.62				

Table 4 shows that, the calculated r-value of .62 is greater than the critical-r-value of .195 at the degree of freedom of 749 and tested at .05 significance level. Hence the null hypotheses which stated that there is no significant relationship between the stakeholders' involvement and quality assurance of National Teachers Institute is however rejected. The result indicates that high positive significant relationship exist between stakeholders' involvement and quality assurance of National Teachers Institute the result however is in line with the opinion of Oyedeji (2013), Owan Enoh and Bamangah (1992) and Oguridele (2008), Federal Republic of Nigeria (2004) which stated that education is a social responsibility that every member of the society should enjoy as a citizen. The anthers said that education is a social responsibility that should be paid for all and sundry. That government alone cannot soldier the whole responsibility of educational provision to all the citizens. The authors however called on well-meaning Nigerians complement government efforts in the financing of education of the citizen. However, the management and staffs of the National Teachers Institute however called on the philanthropists meaning individual to come and aid the institute stakeholders are involved in the administration of the National Teachers Institute programme. Their involvement, however enhance effective quality controls and assurance in the institute programme.

$H0_2$: There is no significant relationship between stakeholders' involvement in supervision and monitoring and quality assurance of national teachers institute programme.

Tables 5: Stakeholders' involvement in supervision and monitoring and quality assurance of national teachers' institute programme.

Variables	No	$\bar{x}$	Sd	Df	Calculated r-va	Critical r-va	Denison
Stakeholders Involvement in Supervision	750	52.56	24.33				
				749	.59	.195	$H0_2$ Rejected
Quality assurance	750	29.55	18.62				

Tables 5: Shows that the calculated r-value of .59 is greater than the critical r-value of 195 at the degree of freedom of 749. And tested at .0.5 significance level. Hence the null hypothesis which stated that there is no significant relationship between stakeholders' involvement in the supervision and monitoring of quality assurance in National Teachers Institute is however rejected. The result means that with the constitution of the institute programme. They are involved in the monitoring and supervision of examination teaching-leaning process in the classroom, marking and recording of the students scripts, the pedagogical approach in the various centres. The types of continuous assessment given, were supervised with purpose of enhancing quality assurance for the institute. The result is however supported by Sherau (2012) which stated that the stakeholder in the management of National Teachers' Institute was adequately recognized. The stakeholders are therefore charged with the responsibility of supervision and monitoring of the institute programme. Sherau however stated categorically that any report given would be adequately recognized and implemented so as to enhance effective quality assurance of the National Teachers Institute programme.

Agboola, (2007) also advocated for the effective supervision and monitoring of the Nigerian distance education in order to bring out desirable result in their products. The author however stated that the National Teachers Institute in Nigeria should involve the experts and well meaningful individually in the acts of their programme. Agboola said that if the experts are passively involved that products will be able to compete with the products of conventional institutions both within and outside the country.

Ho3: There is no significant relationship between stakeholder holders instructional facilities provision involvement and quality assurance of National Teachers Institute programme.

Table 6: Stakeholders' instructional facilities provision involvement and quality assurance of national teachers' institute programme.

Variables	No	$\bar{x}$	*sd*	*df*	Calculated r-value	Critical r-value	Decision
Stakeholder Instructional Facilities involvement	740	66.32	32.46				
				749	.63	.195	Ho3 Rejected
Quality assurance	750	29.55	18.62				

Table 6 shows that the calculated r-value of .63 is greater the critical r-value of .195 at the degree of freedom of 749 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between stakeholder involvement in the provision of instructional facilities and quality assurance of National Teachers' Institute is rejected. The result indicates that high positive significant relationship between the stakeholders' involvement in the provision of instructional facilities and quality assurance of National Teachers' Institute. The result was supported by Aderinoye (1992), Dare (2013), Ogundele and Oparinde (2012) which stated there is the need for instructional facilities for effective teaching learning processes. It should be noted that the provision of the instructional facilities are therefore initiated by the stakeholders which encouraged international bodies, non-governmental organization to help the institute to provide computers, construction of institute web-site, publication of course books, the installation of information and communication technology encourage the institute to commence Computer- Based Test (CBT) examination. The results therefore aid the product certificates to be accorded high recognition among other institutional certificates. Quality assurance and quality control there by become the bench mark for the national teachers' institute to reach in the students.

Ho4: There is no significant relationship between stakeholder curriculum implementation involvement quality assurance of National Teachers' Institute.

Table 7 Stakeholders curriculum implementation involvement and quality assurance of National Teachers' Institute.

Variables	No	$\bar{x}$	Sd	Df	Calculated r-value	Critical r-value	Decision
Stakeholder curriculum impleme Involvement	750	39.22	39.22				
				749	.65	.195	Ho4 Rejected
Quality assurance	750	29.55	18.62				

Table 7 shows that the calculated r-value of .65 is greater than the critical r-value of .195 at the degree of freedom of .745 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between stakeholders' involvement in curriculum design and implementation and quality assurance in however rejected. It therefore means that with the stakeholders' involvement in the curriculum design and implementation and quality assurance however rejected. It therefore means that with the stakeholders involvement in the curriculum design and implementation, the stakeholder therefore see to the compheance of the curriculum designed to the National Policy on Education and they see that the curriculum is so relevant to the needs and assumption of the society. The result however is being supported by Moddibbo (2004) which stated that National Teachers' Institute programme was designed to meet the demand for Nigerian education system. Modibbo noted that the members of stakeholders put in place are those that know much about educational curriculum so as to see to the effective implementation of the institute curriculum towards enhance quality assurance in the programmers; Modibbo, however noted that when the curriculum is well design and implemented, quality teachers will be produced and quality teachers are the major key for enhancing quality assurance in the teachers education programme of the National Teachers Institute. Fatimyin (2010) also noted that the curriculum of National Teachers Institute was so designed to meet the education needs of the street children handicapped children, adults and nomads. The authors supported that the stakeholders are playing significant role in the monitoring of the programmes of the National Teachers' Institute.

Ho5: There is no significant relationship between stakeholders' capacity buildings involvement and quality assurance of National Teachers' Institute.

Table 8: Stakeholders' capacity buildings involvement and quality assurance of National Teachers Institute.

Variables	No	$\bar{x}$	sd	df	Calculated r-value	Critical r-value	Decision
Stakeholder capacity building Involvement	750	56.88	41.32				
				749	.66	.195	H05 Rejected
Quality assurance	750	29.5	18.62				

Table 8 reveals that the calculated r-value of .66 is greater than the critical r-value of .195 at degree of freedom of 749 and tested at .05 significance level. The result however shows that high positive significant relationship exists between stakeholders' capacity building involvement and the quality assurance of national teachers' institute. It means that the National Teachers' Institutes really involve the stakeholders in all aspects of training, retraining and certification of teachers. As Ogundele and Odunaje (2012) rightly said that no matter how brilliant or experts individual are, there are still other areas that are need to be developed. It should be noted that the National Teachers Institute involve the stakeholders in the training retraining and upgrading of teachers and their facilitators in order to build their capacities and capabilities on the jobs for the institute and other educational institutions in Nigeria.

CONCLUSION

The result of the analysis however shows that the stakeholders are greatly involved in the program supervision and monitoring provision of instructional and capacity building programmes. Their involvement in conjunction with the governmental bodies made the National Teachers Institute to adopt series of quality assurance mechanisms in their programmes towards enhancing quality of their products certificates such areas of involvement are training. Curriculum development monitoring and supervisor all which and quality assurance of National Teachers Institutes.

Recommendations

The following recommendations are made towards enhancing quality assurance in National Teachers Institute.

Quality control and assurance of national teachers' institute are joint responsibility of all. Every efforts made by the individual in Nigeria in enhancing quality assurance of the National Teachers' Institute would complement stakeholders involvement in the institute

Establishing a strong administrative centre managers' forum in the National Teachers Institute to discuss and seek to provide a any anomaly or an impediment to quality control and assurance of national teachers institute.

Equitable ranking of the lecturers of National Teachers Institute with the lecturers in the conventional institutions. All the course facilitators showed be evaluated through quality results, research publication and constant success rate in their products.

Curriculum development should be compliance the university and college of education commissions.

Stakeholder should liaise with the national, non-governmental originations and international to come to the aid of national teachers institute in the provisions of essential facilities for the institute.

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STUDENT EVALUATION OF MODULES: DOES THE TIMING MATTER?

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ABSTRACT

The common practice in many higher education institutions in Ghana and Africa is for module evaluation to be carried out at the end of teaching and learning activities. It is usually done before the final semester examination. This timing is believed to be more of a conventional wisdom than a systematic research informed practice. This study sought to find out students' most preferred timing for module evaluation. The study used a mixed methods design with a simple random technique to select four hundred and fifty (450) students from a public university and a private university college. The findings revealed mixed views among participants with regards to the timing of module evaluation even though majority (57%) prefer module evaluation to occur after the last class meeting with the teaching staff, or after the final assessment of the module. The findings also established that there is no significant difference between the views of students from a public university and those from a private university college with regards to the most preferred timing of module evaluation. This implies that the timing of module evaluation matters to students, which requires their involvement in the decision-making process of when to evaluate a module. However, this study recommends that further research with larger sample size will be required in order to establish a more conclusive outcome on students' most preferred timing of module evaluation.

Key Words: Evaluation, module, timing, higher education

INTRODUCTION

The effectiveness of quality assurance within higher education institutions depend not only on structures but also key stakeholder involvement and the reciprocities within feedback systems (Ansah, 2015; Chalmers, 2011; European Association of Universities, 2012). The structures may usually include: policy and planning, roles and responsibilities, and evaluation process and feedback loops. Key stakeholder involvement also includes: senior leadership, academic and administrative staff, students, and external stakeholders such as funders, employers, and graduates' participation (European Association of Universities, 2006; Srikanthan & Dalrymple, 2003).

With regards to structures, it has been argued that it is a pointless exercise as well as de-motivating to implement institutional quality assurance without linking it with institutional policy and planning. Policy and planning provide strategic direction for building quality culture which is a key principle for successful implementation of institutional quality assurance (European Association of Universities, 2006; Frazer, 1994). Effective implementation of institutional quality assurance also requires a stable and durable organisational structure with clear roles and responsibilities that balance bureaucracy and professional autonomy, and promotes effective communication. This means that quality assurance units are required to coordinate quality assurance implementation; however, the units should not be over-bureaucratic but facilitate the building of quality culture within the institution. Furthermore, institutional quality assurance needs internal evaluation processes and feedback loops. This implies that an institution conducts regular evaluation involving members outside the institution who can provide objective judgement so that the institution can "learn from its experiences, share good practices, and minimise and correct mistakes" (European Association of Universities, 2006, p. 18).

The involvement of stakeholders starts with senior leadership. Scott (2009) has argued that change does not happen, it must be led. It has been indicated that best practice implementation of quality assurance has effective leadership (European Association of Universities, 2006). Leadership is required to coordinate, provide strategic direction, and set out clear priorities to guide activities of staff through effective discussions (European Association of Universities, 2006). Senior leadership is responsible for promoting effective communication to improve relationships within the institution and also with the outside world. It has also been indicated that in best practice situations, senior leadership provides effective monitoring of implementation and ensures that monitoring plays supportive and developmental roles, so as not to be considered by staff as a controlling mechanism (European Association of Universities, 2006). Stakeholder involvement also includes effective staff participation. Frazer (1994) argues that everyone in the organisation should have a responsibility for maintaining and enhancing quality. It has been asserted that in best practice situations, academic and administrative staff members have substantial responsibilities with increased sense of ownership for quality assurance implementation (Frazer, 1994). This is achieved through effective and efficient top-down and bottom-up communication channels, and staff recruitment, development and incentive systems (European Association of Universities, 2006). Effective communication articulates the benefits to staff members for being part of a successful enterprise by taking responsibility for quality assurance which includes quality enhancement. Additionally, among the main perspectives of quality required for effective implementation of quality assurance in higher education are funding bodies and employers (Srikanthan & Dalrymple, 2003). Many more perspectives including professional bodies, graduates/alumni and international experts have also been identified as necessary for effective implementation of institutional quality assurance (European Association of Universities, 2012; Hancock et al., 2009). In best practice situations, the involvement of external stakeholders in quality assurance implementation has been highlighted in the literature. Finally, and the point of interest to this study is student involvement in quality assurance implementation. In best practices situations, students' evaluation and involvement in decision-making bodies are evident (European Association of Universities, 2006). This is consistent with Harvey and Green's (1993) argument that students are participants who co-create quality outcomes which require their participation in quality assurance processes.

Students' active involvement of the entire higher educational process including quality assurance is prevalent and there is a widespread recognition that their involvement has many advantages with regards to quality outcomes (Brooman, Darwent, & Pimor, 2014; Harvey, 2011). One of the most common practices with respect to students' active involvement in higher education quality assurance is student evaluation of modules which are also referred to as units or courses in some higher education contexts. Almost all modules taught in higher education institutions have some form of feedback through students' evaluation (Padró, 2011; Puteh & Habil, 2011). The regular practice in many higher education institutions including those in Ghana is for module evaluation to be carried out at the end of teaching and learning activities of the module, usually before final examinations (Harvey, 2011; Padró, 2011; Puteh & Habil, 2011). Regarding pen and paper evaluation, the practice is to reserve some teaching time at the final day of teaching for the evaluation to be carried out and in the case of virtual evaluation, students are requested online to evaluate a module after the final teaching (Anderson, 215; Bennett & Nair, 2011). Given that module evaluation serves three evaluative purposes, namely, formative, summative and informative (Spencer and Schmelkin, 2002 as cited in Anderson, 215), the timing is key. However, little is known in the literature to suggest that the common practice of evaluating module at the end of last teaching activity is a result of systematic research on the timing of module evaluation by students. This paper reports on a study conducted to determine students' views on their most preferred timing of module evaluation, and to establish any association between the views of students from a public university and those from a private university college.

METHODS

A convergent mixed-methods approach was preferred for this study because the aim of the study requires qualitative data and quantitative data to be collected and analysed separately and merged (Bradt, Burns, & Creswell, 2013; Guetterman, Fetters, & Creswell, 2015) in order to comprehensively answer the research questions of "what is students' most preferred timing of module evaluation, and why?" and "Is there an association of the views of students from a public university and those from a private university college regarding evaluation of modules by students?" The study sought to measure not only students' preferences but also reasons for their preferences with regards to the timing of module evaluation. The first part of the research questions was about measuring the students' preference with regards to the timing of module evaluation and the difference in views of students from a public university and a private university college. This required the participant students to make a single choice from possible predetermined options of module evaluation timing. They were asked to make a single choice because the focus of the study was on their most preferred timing. In this vein, quantitative data was preferred and so five predetermined options of module evaluation timing were provided. They also had the opportunity to state their own timing if not indicated in the options provided. The second part of the first research question also requires the students to assign reasons for their preference of which qualitative data was considered most suitable. Respondents were therefore asked to provide reasons for their choice of module evaluation timing. The second research question was answered by a statistical calculation of an association between two groups of respondent, namely, students from a public university and students from a private university college.

A total sample size of 450 students made up of 225 from a public university and 225 from a private university college was chosen using simple random sampling technique. Participation was voluntary, and respondents were free to withdraw their participation at any stage. The semi-structured questionnaire was administered until a total of 450 responses were received.

The choice of a public institution and a private institution was intended to establish whether students in public institutions perceive module evaluation timing differently from those in private institutions. The data collection instrument was a questionnaire with closed ended and open ended questions to enable the students to provide both quantitative and qualitative data (Creswell, Fetters, & Ivankova, 2004; Guetterman et al., 2015; Kettles, Creswell, & Zhang, 2011) to enable a comprehensive analysis of their views on the most preferred timing of module evaluation.

Findings of the study

This section presents the findings of the study which is divided into two subsections with the first section focusing on quantitative data regarding the most preferred timing of module evaluation by students, and any association of views from the two groups of respondents. The second subsection dwells on the qualitative data which deals with the reasons assigned to respondents' choices.

Quantitative findings

The quantitative findings are about four predetermined timing options that respondents were expected to choose only one to represent their most preferred timing of module evaluation. Respondents also had the option to indicate their most preferred timing if they did not find it among the predetermined options provided but the data showed that respondents did not state any options in addition to the four options provided. Figure 1 presents the total quantitative responses of students from the both the participant public university and the participant private college university whilst figure 2 and figure 3 present responses for the participant private university college and the participant public university respectively.

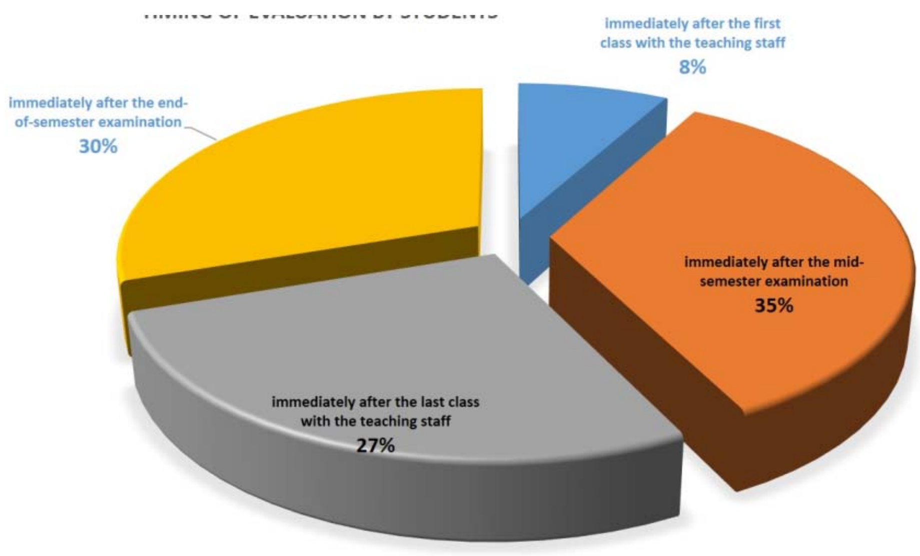

Figure 1: Preferred timing of module evaluation (All responses)

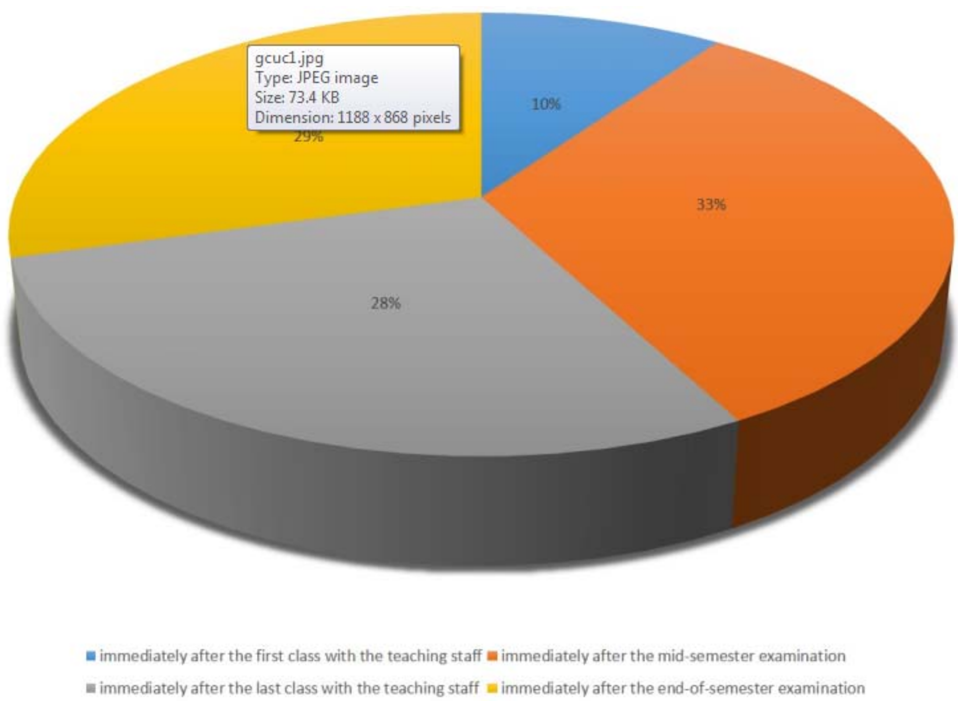

Figure 2: Preferred timing of module evaluation (responses from a private university college)

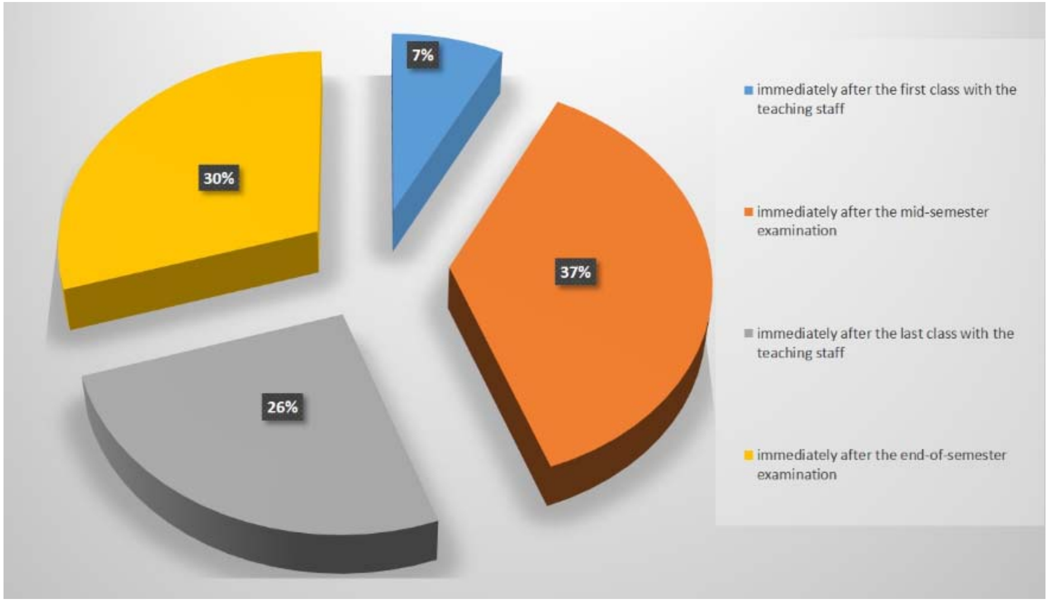

Figure3: Preferred timing of module evaluation (responses from a public university)

The quantitative data as presented in figure 1 reveal mixed views among all the respondents with regards to the most preferred timing of students' evaluation of modules. The quantitative findings in figure 1 indicate that 36(8%) of the students prefer evaluation of module to occur immediately after the first class with the teaching staff whereas 156(34.7%) want the evaluation to happen immediately after the mid-semester examination of the module. Also, 122(27.1%) of the students, desire that the evaluation is carried out immediately after the last class with the teaching staff whilst 138 (30.2%) of the students prefer that it occurs only after the end-of-semester examinations.

Meanwhile, responses of students from the private university college as shown in figure 2 indicate that 10% of the students prefer evaluation of module to occur immediately after the first class with the teaching staff and 33% wants the evaluation to happen immediately after the mid-semester examination of the module. Additionally, 28% of the students, desire that the evaluation is carried out immediately after the last class with the teaching staff whilst the remaining 29% of the students prefer that it occurs only after the end-of-semester examinations.

On the other hand, responses of students from the public university as depicted in figure 3 indicate that 7% of the students prefer evaluation of module to occur immediately after the first class with the teaching staff and 37% wants the evaluation to happen immediately after the mid-semester examination of the module. Additionally, 26% of the students, desire that the evaluation is carried out immediately after the last class with the teaching staff whilst the remaining 30% of the students prefer that it occurs only after the end-of-semester examinations.

Association of the responses from the two groups of respondents

One of the objectives of the study was to establish whether there is any association of the views of students from a public university and those of a private university college regarding the timing of module evaluation by students. As a result, Pearson Chi-Square Test was conducted on the responses and P Value (0.00) obtained suggests that there was association between the views of students from the public university and those from the private university college. Since the study dealt with nominal data, Phi or Cramer's V values was used to measure the level of association. The Cramer's V 0.862 indicates that the views of the two groups of students with respect to the timing of module evaluation are strongly associated and also statistically significant to suggest that the two groups of student hold similar views.

Qualitative findings

The respondents also provided reasons for their choice of timing for module evaluation. The reasons provided by all the respondents are presented below. The reasons of the respondents from the public university were similar to those from the private university college, and therefore have combined.

Evaluating after the first class with the teaching staff

The reasons provided by respondents for the choice of module evaluation timing "immediately after the first class with the teaching staff" are:

- It enables the teaching staff to determine whether to continue with his/her style of teaching
- It will help the teaching staff to know his or her weakness or shortfalls early
- It helps students and teaching staff to identify problems before examinations

Evaluating after mid-semester examination

The reasons given by respondents for the choice of module evaluation timing "immediately after the mid-semester examination of the module" are:

- The teaching staff can change his or her strategies after the first half of the module
- There will be more room for corrective measures before the end of semester
- To be able to determine what went wrong and right for the first half of the semester
- To identify the teaching style of the lecture and make recommendation where applicable before the second half of the semester
- "To help the teaching staff to make some modifications about the mode of teaching before the second half of the semester

Evaluating after last class

The reason indicated by respondents for the choice of module evaluation timing "immediately after the last class with the teaching staff" is:

- It will enable the teaching staff to understand the overall perception of students on the module

Evaluating after end of semester examination

The reasons given by respondents for the choice of module evaluation timing "immediately after the end-of-semester examination of the module" are:

- It is because examinations are part of the teaching and learning process
- It will enable the administration to judge the performance of the teaching staff depending on the results of the exam

DISCUSSION

The quantitative results presented depict divided views from students regarding the timing of module evaluation. However, at the aggregate level, Majority (57%) of the respondents believe that module evaluation should not happen until the last class with the teaching staff or final assessment of the module. Respondents in this group prefer module evaluation to happen immediately after the last class with the teaching staff or after the end-of-semester examination. The reasons for the views of this group were found in the qualitative responses. A respondent posited, "It is because examinations are part of the teaching and learning process". Another said, "It will enable the administration to judge the performance of the teaching staff depending on the results of the exam". Again another added, "It will enable the teaching staff to understand the overall perception of students on the module". These reasons were repeated by all the respondents in this group. It is clear that this group perceives module evaluation from summative standpoint in order to provide a comprehensive students' view of the module to the teaching staff and leadership, probably intended to help leadership to make tenure and promotion decisions. This summative view of the respondents in this group appears to be at variance with claims by some authors (Chen & Hoshower, 2003; Nasser & Barbara, 2002) that the most important purpose of module evaluation from students' standpoint is formative. Nonetheless, the views of this group of participants in the current study appear to support the common practice of module evaluation in higher education institutions in Ghana and Africa. This practice, however, does not benefit evaluating students directly but future students because improvement activities based on the evaluation result will be implemented at next delivery of the module.

Meanwhile, minority (43%) of study participants were in favour of *evaluation timing* before the last class with teaching staff or final examinations. The reason for that was revealed in the qualitative findings where respondents appear to be emphasizing that a module should be evaluated only for formative purpose (Chen & Hoshower, 2003; Dorit, McClean, & Nevo, 2012). The first group who preferred module evaluation to occur immediately after the first class with the teaching staff offered reasons that suggested formative purpose of module evaluation. A respondent said, "It will help the teaching staff to know his or her weakness or shortfalls early". Another added, "It will help students and teaching staff to identify problems before examinations". Similar reasons were given by the rest of the respondents in this group. It is obvious that this group of respondents was interested in module evaluation as mechanism for instructional improvement (Anderson, 215). This, of course, is useful but this timing has the limitation of not being able to offer a comprehensive evaluation of the module because just a single class cannot provide sufficient information to carry out an informed evaluation. The group that preferred module evaluation to occur immediately after the mid-semester examinations also offered reasons that suggested formative purpose of module evaluation. A respondent said, "The teaching staff can change his or her strategies after the first half of the module, and there will be more room for corrective measures before the end of semester". Another added, "To be able to determine what went wrong and right for the first half of the semester and to help the teaching staff to make some modifications about the mode of teaching before the second half of the semester". Similar reasons were given by the rest of the respondents in this group. It is obvious that this group of respondents was also interested in module evaluation as mechanism for instructional improvement (Anderson, 215). This supports the claim that students most important purpose of evaluation is formative (Chen & Hoshower, 2003; Nasser & Barbara, 2002). Obviously, this group's view has the same limitation of insufficient information to make an informed assessment of the module because the module is only halfway through.

It is plausible to infer that the views of respondents preferring the purpose of module evaluation to be formative stem from the notion that those students must directly benefit from the results of their module evaluation, and not solely for future students. This is reasonable but administratively challenging under the practice that module evaluations are usually done by the Quality Assurance Directorates of tertiary education institutions in Ghana rather than the teaching staff members themselves. This implies module evaluation data needs to be analysed and feedback provided to both teaching staff and students to enable the necessary adjustment to be made for the remaining part of the semester. This also suggests that module evaluation should be carried out twice or more in a semester resulting in more administrative difficulties.

CONCLUSION

Student voice has become a vital component of quality assurance practices of contemporary higher education than ever before. Students are required to provide their views on the quality of the learning experiences including module evaluation. However, their voice on the timing of module evaluation appears to be missing in the literature. This study's quest to examine higher education students' most preferred timing of module evaluation has revealed that there is no consensus among students about a preferred timing as well as the purpose of module evaluation. Whereas some prefer the formative purpose of module evaluation and the timing to occur half way through the module's delivery, others desire a summative purpose of evaluation and the timing to happen after the final delivery of the module. Even though, the dominant view was that the timing of module evaluation should be after the final delivery of the module, the mixed views imply that the timing of module evaluation matters to students, which requires their involvement in the decision-making process of when to evaluate a module. In another vein, the study established that the views of students from public and private tertiary institutions are similar with regards to the timing of module evaluation.

RECOMMENDATION

This study recommends that further research with larger sample size will be required in order to establish a more conclusive outcome on students' most preferred timing of module evaluation.

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