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University Efforts for Quality to Ensure Epistemological Access

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Abstract

The purpose of this study is to explore the existing relationship among the quality of university efforts (teacher efforts and management efforts), the willingness of students to learn and customer satisfaction in order to ensure epistemological access to higher education in private universities of Pakistan. For this purpose, a survey was conducted with 339 students studying in three different faculties of a private university. It was aimed to collect their responses regarding their experiences at the campus about purposeful access to available resources and to measure their satisfaction level with the provided access. The data was collected through multistage sampling. It was found that there is a positive correlation among teacher efforts for epistemological access (TEEA), management efforts for epistemological access (MEEA), and customer satisfaction (CS); whereas, TEEA, MEEA, and CS are negatively correlated with student willingness (SW). It was also found that SW does not act as a mediator between UEQ and CS. The study contributes in the existing literature by accentuating the need for epistemological access by enhancing the willingness of students to learn and by providing quality university efforts to translate academic experiences into successful opportunities in the future.

***Keywords**:* customer satisfaction, epistemological access, management efforts, teacher efforts.

Introduction

In postmodern societies influenced by globalization and technology, the emphasis on intellectual capital over physical capital has led to an increase in providing institutions for higher education throughout the world (Jamshidi, Arasteh, NavehEbrahim, Zeinabadi, & Rasmussen, 2012) has further uncapped the potential, both in public and private sectors, to access higher education for a better economic future of the developed and developing countries.

The higher education system of Pakistan has witnessed a lot of storms

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and reverses in the form of political unwillingness, low resources, flawed infrastructure, conservative culture, immature design and service delivery, and underfunding; consequently, its existence is still in a dwindling condition (Hameed & Sewani, 2013; Niazi, 2006). Six decades of neglect have resulted in an awareness to avoid 'coping with the flow' (Pinheiro & Antonowicz, 2015) and to work on a promising vision of MTDF 2005-2010 Policy Action which states that "steps shall be taken to raise enrolment in higher education sector from existing 3.7% to 10% by 2015 and 15% by 2020 through different modes of education, that is, mainstream education, distance education and virtual education."

Omar (2016) stated that "the results of Pakistan Economic Survey 2014-2015 (population statistics) indicate that the estimated population of age group 15-24 in 2015 was 39.92 million and the estimated enrolment at higher education institutes (HEIs) was 2.6 million. The statistics reveal the fact that in 2015 Net Enrolment Rate (NER) at higher education level was only 6.51 percent in Pakistan. Who is responsible for this predicament where only 6 out of 100 of the official age group get the opportunity to enter the gate of higher education?" The question of the impact of missed opportunity by the unprivileged is not addressed in this article, though it is quite alarming for the economy of the country. Rather, it brings forth the impact on the 6% who get the opportunity to enter the gate with physical access but still fail to get meaningful access to the 'goods' of the university. There is insufficient attention paid to students who have an available place and resources. What do they learn, how do they experience their physical access, and whether they are able to translate academic experiences into purposeful professional experiences are questions which remain unanswered (McCowan, 2013; Morley, 2012; Rata, 2012; Young, 2010).

If 'access' to higher education is 'gaining' a place to study in HEIs, then 'epistemological access' constitutes 'meaningful access' to available resources, such as infrastructure, teaching services, and learning environment in HEIs needed to transform educational experiences into purposeful opportunities in the broader society (Du Plooy & Zilindile, 2014; Morrow, 2009). The number of studies on epistemological access has mushroomed since the study of Morrow (1994) on the education system of South Africa. This epistemological muddle is not merely a challenge for South Africa but also for the whole of the modern world aiming for purposeful education (Lotz-Sisitka, 2009; Tilak, 2015).

The 'culture of entitlement', which conflates the entry (enrolment) in educational institutes (Alexander, 2008) with qualification (post-enrolment experience) as defined by Samoff (2001), has further blurred the picture between physical access and epistemological access by putting quantity and quality into two separate baskets (Elassy, 2015; Govinda & Bandyopadhyay, 2011; Morrow, 2007). Access is more than providing a place to get an education; it must provide meaningful learning for real achievement (Motala, Dieltiens & Sayed, 2009). This learning cannot be automatically injected in students who pay their fee and attend their classes by providing them 'what to learn'; rather, it shall answer 'how to learn' in their disciplines to ensure quality teaching and learning practices (Pendlebury, 2009). So, a distinction between 'knowing that' and 'knowing how' should be made for purposeful learning because practical ability is more important than theoretical knowledge (Bowen, 2018; Fantl, 2008; Ryle, 1945; Winch, 2012).

Academic activities offered to students facilitate learning (Becker, 2017; Lotz-Sisitka, 2009; Slonimsky & Shalem, 2006) but the 'willingness to learn' guarantees real and purposeful learning. The role of learner or of self is of great importance as Morrow (2009) stated, "no one else can do my running for me; similarly, no one else can do my learning for me." The ontological turn in our thinking also stresses the need to nurture the 'will to learn' as an important pillar to set a stable foundation of higher education. Educators need to work on this 'being' and 'becoming' factor because higher education is the transformation of the student being. However, our pedagogical practices, unfortunately, separate students from the process that should be about being and becoming. The more a student is willing to learn the more s/he will have the self-competency to acquire a skill (Ames & Archer, 1988).

The existing literature accentuates the efforts of teachers, that is, what Alexander (2008) calls the 'missing ingredient' for quality learning and punctuates the need for 'pedagogical modality' for practical learning in a real-world situation (Fataar, 2012). Moreover, students are the primary customers at private universities and their level of satisfaction with the provided services is of prime importance. Their level of satisfaction also varies due to their individual experiences (Aldemir & Gulcan, 2004; Alves & Raposo, 2010).

Expansion means to extend a valued product to a large population

(Arum & Roksa 2011) but in Pakistan, Higher education expansion is not homogenized rather distinctive which has shaped private sector to minority private rather than majority private. Moreover, these minority private higher education institutes have adopted sufficientarian approach while following neo-liberal philosophy to promote growth of business-oriented and profit-motivated private institutions through market segmentation. This focus on 'neo-liberal market-driven strategies' has expanded class stratification leading to elitist rankings of educational quality resulting in promotion of the quest for world class universities. This is how elitism approach adopted at higher education institutes focuses only on pecuniary benefits and fails to reduce prior social inequalities rather confirms and reproduces those in the next generation. In contrast, egalitarian approach favors philanthropy-based education institutes (Tilak, 2015) which focuses on common-welfare while taking higher education as a means to improve economic and non-monetary well being of the society (McMahon, 2009; Fain, 2012; McMahon & Oketch, 2013; McMahon, 2018).

The university management needs to focus on the students' perceived quality of services, rather than restricting their satisfaction to making the choice of courses only (Arif & Ilyas, 2012). Customer satisfaction is not the immediate experience of students; rather, it should meet their needs and expectations to have a life-long effect (Juran, 1988; Roorda, Jak, Zee, Oort, & Koomen, 2017). Moreover, customer satisfaction is also affected by opinions, views and reflections of friends and colleagues and the positive word of mouth about the quality of service received by students (Arif & Ilyas, 2011; Arif, Ilyas & Hameed, 2013, 2017; Žibėnienė & Savickienė, 2015). Therefore, university management should facilitate students in their academic experiences to enhance the level of their satisfaction which will not only help them to better associate themselves with the university environment but will also increase their achievement level in academic experiences.

2. Conceptual Framework

Although no direct study on epistemological access has been conducted in Pakistan, some studies have examined it in the context of quality education, quality services, job mismatch, and customer satisfaction (Arif & Ilyas, 2013; Farooq, 2011). This paper argues that mere physical access or formal access does not ensure the success of students. Rather, epistemological access, which is in conflict with physical access, needs to be addressed if

real learning is to take place (Hill, Baxen, Craig, & Namakula, 2012; Morrow, 1994; Muller, 2014; Du Plooy & Zilindile, 2014). A detailed examination of the related studies enabled the researchers to conclude that quality services, which include both management efforts and teacher efforts, play a vital role in purposeful learning of students as customers. Moreover, the willingness of the learner is an important ingredient for epistemological access to the provided resources which ensures customer satisfaction (Morrow, 2009).

3. Research Methodology

3.1. Statement of the Problem and Instrumentation

This study was carried out at a well reputed, internationally ranked university of Lahore, Pakistan to determine the relationship that exists among student willingness, quality of university efforts and customer satisfaction in order to ensure epistemological access to infrastructure and resources provided to students. To explore this relationship, the following questions were raised.

1. To what extent students are satisfied with available access to higher education in the university?
2. What is the effect of university efforts for quality management of services in order to ensure epistemological access?
3. To what extent student willingness affects their personal satisfaction with academic experiences?

The study used a self-constructed questionnaire based upon extensive literature review on the topic; expert opinion was sought from five university professors to ensure content validity. It. The questionnaire was divided into three sections comprising closed-ended questions intended to extract the opinions of respondents about the researched topic.

Section (A) collected information about student willingness to learn regarding the skills they lack (carrying 6 items), such as proficiency in English language, mathematics, statistics, information technology, communication skills and social skills. The responses were collected on a five-point Likert scale with the following response options: 1= never, 2= rarely, 3= sometimes, 4= most often, and 5= always. Section (B) collected information about the quality of university efforts to ensure epistemological access and it was divided into two constructs: (1) management efforts

(carrying 15 items) including scholarships offered, fee concession, financial aid, economic facilitation, Wi-Fi access, digital library, computer lab, enrollment in the desired course, enrollment in a course taught by the desired professor, academic advising, opportunity for field survey, facilitation for workshops, internship opportunities, exchange programs with foreign universities, and introducing new degree programs; and (2) teacher efforts (carrying 11 items) including comprehensive feedback, access to teachers beyond classrooms, exploring resources beyond classroom, original work on assignments, learning oriented assignments, creative writing, professional knowledge, easy language, style of teacher, involvement in research projects, and improvement in course content.

Section (C) collected responses on customer satisfaction as a dependent variable. It carried 8 items including association with campus environment, mental satisfaction at the campus, choosing the same university again in future, suggesting the same university to friends, job match, getting a response in class, being valued by the university, and motivation to come to the university. Five-point Likert scale with response options 1= strongly disagree, 2 = disagree, 3= undecided, 4= agree, and 5= strongly agree was used to measure students' responses in both sections (B & C). The reliability coefficient of the study was 0.783.

3.2. Sampling Strategy

Multi-stage sampling represents a more complicated form of cluster sampling in which larger clusters are further subdivided into smaller and more targeted groupings for the purpose of the survey. The researcher selected the sample in many stages using multi-stage sampling. All private universities had an equal chance of being selected. UCP was selected for the study, since it has largest number of students in both business and Information technology school among all private universities of Lahore. Through purposive sampling, three faculties of UCP including information technology, engineering, and business school which are old, established and offer professional education, were selected for this study. Student sample comprised undergraduate students in 5^{th}, 6^{th}, 7^{th}, and 8^{th} semesters and random sampling was used to pick sections from each faculty. Student sampling was proportionate and depended on the number of students in each school studying in the selected semesters. 20% students in each school (106 from information technology, 65 from engineering, and 168 from business school) and a total of 339 students were selected. In total, 350

questionnaires were distributed out of which 300 were completed by the respondents and were processed further to tabulate results. The data were analyzed through SPSS 21 and a battery of advanced statistical technique was used to analyze the data. The demography is further represented in the table below:-

Table 1
Demography of the Data

Variables	f	%	M	Mode	SD
Gender			1.2600	1.00	.43926
Male	259	74			
Female	91	26			
Faculty					
IT	101	29	2.1400	3.00	.83639
Engineering	99	28			
Business	150	43			
Semester			2.9543	4.00	.96243
5th	11	3.1			
6th	137	39.1			
7th	59	16.9			
8th	143	40.9			
CGPA			2.3743	2.00	.50205
.> 2.00	0	.0			
2.00-3.00	216	62			
3.10-4.0	133	38			

3.3. Data Analysis

3.3.1. Descriptive analysis. To obtain descriptive statistics, frequency analysis in the form of percentage was applied while selecting three items with a high reliability from all four variables which reflected the given details.

3.3.2. Student willingness (SW). There were very high percentages of students (65.7%, 76.6%, and 54.9%) who did not avail any opportunity to improve their proficiency in English, statistics and communication skills. Only 13.7%, 8.6%, and 20.5% were willing to avail free workshops and trainings in English language, statistics and communication skills, respectively which shows minimal willingness of students to improve their competencies.

3.3.3. Management efforts for epistemological access (MEEA). There were high percentages of students (46.9%, 36.3%, and 85.4%) who were not facilitated by the management, were not interested to work on assignments in the university computer lab due to slow speed of the internet, and were not provided with an opportunity to go for a field survey, respectively which shows the lack of purposeful access to provided resources at the campus.

3.3.4. Teacher efforts for epistemological access (TEEA). There were high percentages of students (53.1 %, 60.9%, and 40.3%) who were not provided with the opportunity to access teachers beyond classrooms, to redo assignments if they were unoriginal, and to work with teachers on important research projects, respectively which shows the lack of effective teaching efforts.

3.3.5. Customer satisfaction (CS). There were high percentages of students (32.3%, 28.3%, and 34.0%) who were not ready to spend most of their time in the university, to choose this university again for further study, and to have a feeling of being valued by the university, respectively which shows the lack of customer satisfaction with academic experiences at the campus.

3.4. Factor Analysis and Reliability Analysis

Different items included in the questionnaire measuring various aspects of student satisfaction and epistemological access was factorized using common factor analysis. Principal axis factoring followed by varimax rotation identified high factor loadings (approximately 0.6 or more) for all the factors while also identifying common factors. All factors were found to be fulfilling the minimum identification criteria of at least three items per factor (Altbach, 2015). Screen plot identified four factors (Table 2) to be extracted, explaining 42.96% of the total variance. KMO and Bartlett's Sphericity test (KMO =0.718, χ^2 = 8464.542, $p < 0.000$) showed that the items included in the common factors fit well making exploratory factor analysis worthwhile. See Appendix A for details

Internal consistency of each subscale (factor) was measured by using Cronbach's Alpha which was found to be more than 0.7 for all factors meeting the minimum cut point. Cronbach's coefficient for student willingness was 0.818, for management efforts 0.656, and for teacher efforts 0.763. The reliability of customer satisfaction was 0.768. The overall reliab-

-ility was found to be 0.783.

3.5. Correlation Analysis

Pearson correlation test was performed to check association between all factors. The results are presented below in Table 2.

Table 2
Correlation Matrix between Indicators of Epistemological Access, Student Willingness and Student Satisfaction

	SW	TEEA	MEEA	SS
Student Willingness	1	.864**	.519**	.126*
Teacher Efforts		1	.401**	.188**
Management Efforts			1	.775**
Student Satisfaction				1

Table 2 shows a significant and positive correlation exists between all research variables. Student willingness is significantly and positively correlated with teacher efforts (r= .864; p=.000), and management efforts (r=0.77; p=.000). Management efforts and teacher efforts also had a significant positive correlation (r=0.401; p=.000); management efforts and student satisfaction and teachers' efforts (r=0.188; p=.000). However, management efforts have strongest correlation with student satisfaction (r= .77; p=.000).

3.6. Multiple Linear Regression

Multiple linear regression technique was applied using step-wise method to assess the predictability of variance caused by the independent variables, management efforts for epistemological access, teachers' efforts for epistemological access and student willingness in student satisfaction behavior acting as the dependent variable. Student willingness was not found to be predictor of student satisfaction. Two models were consequently generated, which are explained below.

Model 1 describes that management efforts for epistemological access (MEEA) are responsible for 56% of the variance in student satisfaction (MEEA: r=.567, P=.000). Teachers' efforts for epistemological access (TEEA) may cause 22% of the variance in student satisfaction (TEEA

(r=.226, P=.000), whereas, personal willingness has minimal influence on student satisfaction, only 13% (SW: r=.132, P=.000).

Table 3
Step-wise Regression with Student Satisfaction as Dependent Variable

Model	β	t- value	P-value
(Constant)		5.928	.000
SW	.132	3.366	.001
TEEA	.226	6.784	.000
MEEA	.567	22.856	.000

3.7. Mediation Analysis

3.7.1. SW as a mediator between UEEA and SS. Three variables were positively and significantly correlated with each other (see Table 2). Linear regression was conducted to find un-standardized beta scores and standard error.

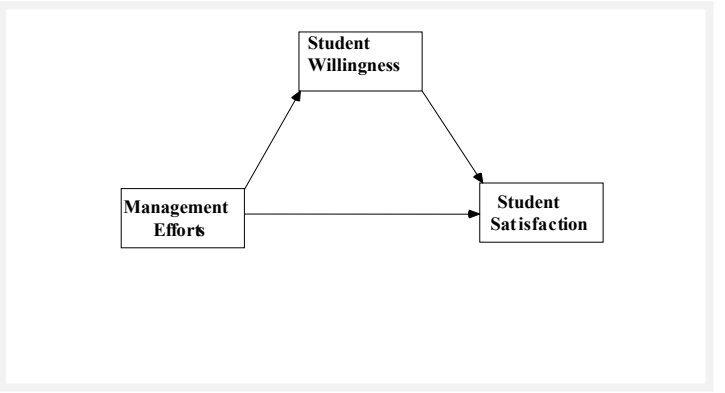

Figure 1. SW as the mediator between MEEA and SS

Following values were extracted, a = raw (un-standardized) regression coefficient for the association between UEEA and SW, .563; b = raw coefficient for the association between the SW and the SS (when the IV is also a predictor of the DV), .163; s_a = standard error of a, .050 and s_b, the standard error of b, .069, and computed to conduct Sobel Test.

Table 3
Mediation Analysis

Input	Values	Tests	Test Statistic	SE	P-value
a	.591	Sobel Test	2.31198576	0.03969272	0.02077847
b	.163	Arorian Test	2.30330176	0.03984237	0.02126187
S_a	.050	Goodman Test	2.32076872	0.0395425	0.02029933
S_b	.069				

The values for all tests run are significant at .002, therefore SW is declared as a significant mediator between UEEA and SS. The results show that UEEA significantly affects SW (p-value =.000), that is, the independent variable a significant predictor of the mediator. The coefficient value .563 shows that one unit increase in UEEA correspondingly increases SW by .563 units. The second output of the results shows that the model is significant as p-value = .018. The coefficient value .163 shows that when SW increases by one unit then SS is increased by .163 units, thus SW significantly affects (p-value=.018) SS.

4. Conclusion

It is concluded that management efforts for epistemological access are most conducive for student satisfaction. The teachers' efforts for epistemological access are impactful for enhancing student willingness but have a small effect on student satisfaction. According to the results student willingness may predict student satisfaction both directly and indirectly as it mediates between university efforts for epistemological access and student satisfaction.

5. Discussion

In response to the three research questions following conclusions were drawn from the statistical analysis of the study. While looking at the conceptual framework of the study, it seems that the theoretical underpinning of epistemological access in relation to student willingness was only partly true in the context of Pakistan. Findings on mediation analysis were unique; SW did not mediater (p-value= 0.6170) between TEEA and SS, but it worked as a mediator (p-value= 0.02) between MEEA

and SS; in contrast to the literature which accentuates role of willingness to learn on epistemological access to higher education (Archer & Scevak, 1998; Barnet, 2007; Morrow, 2009; Driscoll, 2014; Leberman & McDonald, 2016).

The SW has poor correlation with TEEA, because Students expressed little interest in academic activities, for example students were not ready to use plagiarism software; few students chose to opt for original creative writing; instead they seem comfortable with the copy and paste culture prevalent in the university, since teachers accept and credit all assignments without distinguishing original and creative work.

Many students did not appear to use university academic facilities keenly, such as the library and digital services to reach the 'higher' level accepting mediocrity as their fate; the further detailed probe is needed to explore the fatalism obvious in the responses of the data. Hence, the findings indicate that students' lack of willingness is the most dominant factor acting as a barrier in reaching quality academic culture vital for creating epistemological access. The findings are in line with other researches (Altbach, 2015; Brandenburg & De Wit, 2015; Killick, 2016), i.e., internationalization of higher education as a commodity, in the form of skills, to be purchased by a student has led to the mere increase in number of 'degree mills' which offer products to be bought or sold in the market place. Furthermore, education as a selling product has negatively affected the student willingness to work on self-competency which resulted in dissatisfaction of students with academic experiences at the campus.

The correlation values of SS with SW and TEEA were weak but high and positively significant with MEEA, indicating students seem to appreciate the management efforts to provide better learning spaces and opportunities to learn, yet, these efforts are insufficient to bring desired change in student attitudes. Teacher efforts though successfully enhance willingness but does not translate from willingness to satisfaction and engagement. This is highly alarming raising critical questions about university efforts for quality: whether efforts taken by the university are just managerial focused at the provision of better infrastructure and resources and not deeply focused on human development; whether there is no real time leadership support and action taking place to transform distracted students from diverse backgrounds into academically focused and engaged students. Students' personal characteristics may be the critical factor in this

regard needing further investigation in the follow-up research.

Moreover, the findings reflected that the cost of higher education is another factor disturbing student satisfaction. Students have perceived management not very cooperative and congenial in providing fee concessions and financial aids for the needy students; furthermore, lack of planning exists at the part of management/leadership to offer opportunities for fieldwork, collaborative research with industry and exchange programs with foreign universities. These findings correspond with the previous research (Arif, Ilyas & Hameed, 2013; 2017; Kok & McDonald, 2017).

Teacher efforts either seem not to work for any miracles; students are doing routine works; most of the assignments produced by the students were not original. Students seem to be shy or disinterested in availing extra time from teachers outside their classrooms. Moreover, the responses for MEEA and TEEA reflected that quality of infrastructure, laboratories; libraries, spacious classrooms, and comfortable physical environment inside and outside academic spaces is perceived of 'no' or 'low' value if not used purposefully for real learning.

In addition, this finding is further supported by previous research (Arif, 2012) that mere availability of resources does not ensure student satisfaction because most of the students did not associate themselves with the social environment which may be because of cultural difference of family and university environment that made it difficult for students, especially girls, to work with boys on academic projects. Similarly, most of the students were not hopeful to get a good job after the completion of their degree which not only widened the gap between academic and professional experiences but also created the culture of unwillingness to learn.

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most of the assignments produced by them were not original. Students seemed to be shy or disinterested in availing extra time from teachers outside their classrooms. Moreover, the responses for MEEA and TEEA reflect that the quality of infrastructure, laboratories, libraries, spacious classrooms, and comfortable physical environment inside and outside academic spaces is perceived as of 'no' or of 'low' value if not used purposefully for real learning.

The purpose of the current study is not to vilify private universities of Pakistan and the case under study is not an isolated case; rather, there is a wide range of similar cases with slightly different shades, both in public and private sectors, which are shaping the teaching practices that eventually do not provide epistemological access. The paper argues that epistemological access has implications for how teachers can avoid mix-teaching, under-teaching, and no-teaching (Lotz-Sisitka, 2009) and encourage authentic pedagogy, that is, faithful practice to meet the high intellectual standards (Cydis, 2015; Skourdoumbis, 2014), followed by authentic academic achievement of students for epistemic success. The study also implies that willingness to learn is a predictor of self-regulatory learning (Cleary & Zimmerman, 2012; Shaine, 2015) which in turn affects self-competency of students. So, there is a dire need to promote student engagement (Bryson, 2016; Gunuc & Kuzu, 2015; Pekrun & Linnenbrink, 2012) for the sake of transformative learning (Christie, Carey, Robertson, & Grainger, 2015; Taylor, 2017) by providing opportunities for real-life experiences.

The dissatisfaction of students with provided facilities at HEIs not only results in wastage of existing physical and intellectual resources (Arif & Ilyas, 2013; Karatzoglou, 2013; Livingstone, 2018) but also prohibits the willingness of students for purposeful access. The study implies that ME and TE will provide a 'potentiating learning environment' (Claxton & Carr, 2004) through effective teacher-student relationship (Aldrup, Klusmann, Lüdtke, Göllner & Trautwein, 2018; Hagenauer & Volet, 2014; Hagenauer, Hascher & Volet, 2015; Pennings, Brekelmans, Sadler, Claessens, van der Want & van Tartwijk, 2018) and academic advising (Finnie, Fricker, Bozkurt, Poirier, Pavlic, & Pratt, 2017; Vianden & Barlow, 2015) to stretch academic experiences into successful life-long learning experiences.

Moreover, justification and truth connection reveal the fact that lack of resources provides no 'practical justification' for the misuse of accessible resources; rather, we need to have 'epistemic justification' for maximizing

truth and minimizing falsity for an accurate perception of HEIs in Pakistan (Cullison, 2012). Therefore, in order to have epistemological access to higher education, we should make TE and ME purposeful for the sake of CS in order to translate students' academic experiences into meaningful opportunities in their professional field. Moreover, we need to develop a culture of willingness to learn among students, so that they can be self-directed and may work to improve their self-competency in order to access the provided resources meaningfully (Brophy, 2013; Gorges, Schwinger & Kandler, 2013).

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Appendix A: Factor Analysis

Student Willingness (SW)	Factor Loadings	.845
I take part in sports activities	.629	
I take part in debates	.748	
I take part in dramatics	.757	
I take part in quiz competitions	.639	
I take part in art exhibitions	.653	
I take part in cultural festivals	.662	
I take part in study or recreational tours	.698	
I take part in writing competitions	.579	
I avail access to free workshops and trainings for English language	.692	
I avail access to free workshops and trainings for Mathematics	.711	
I avail access to free workshops and trainings for Statistics	.562	
I avail access to free workshops and trainings for IT skills	.646	
I avail access to free workshops and trainings for communication skills	.743	
I avail access to free workshops and trainings for social skills	.764	
Management Efforts for Epistemological Access		.666
It is easier to get scholarships in this university.	.594	
It is easier to get fee concessions in this university.	.837	
University management kept its promise of providing financial aid.	.799	
University management regularly plans to facilitate students economically.	.892	
I have free WiFi access at the campus.	.845	
I have access to digital library.	.814	
I can work on my assignments in the university computer lab due to fast speed of the internet.	.796	
I am facilitated by management to get enrolled in the desired courses.	.849	
I get academic advising for continuous improvement in my academic performance.	.803	

The university management provides opportunity to go for a field survey at least once in a semester.	.743	
The university management keeps me updated about workshops held at other educational institutes	.827	
The university management creates opportunities for student exchanges with foreign universities of good repute.	.756	
The university management is creating new degree programs to prepare competent graduates for the market.	.830	
Teachers' Efforts for Epistemological Access		.800
I get comprehensive feedback by teachers on my performance for improvement in my learning.	.746	
I can access teachers beyond the classrooms to learn a content that was unclear in the class.	.861	
The teachers give assignments/ projects which bound me to explore sources beyond classroom.	.821	
Teachers do not accept assignments unless they are original.	.729	
I have improved in creative writing due to efforts of my teacher.	.801	
My teachers teach tough concepts with an ease due to professional knowledge & experience.	.862	
My teachers talk in easy and understandable language.	.852	
My teachers' style creates interest and involvement in the subject.	.881	
Student Satisfaction		.768
I can well associate myself with the social environment of campus.	.771	
I spend most of my time in the university because it gives me mental satisfaction.	.841	
I will choose this university again if I get enrolled in another program.	.809	
I suggest my friends to get admission in this university because it ensures my professional success.	.876	
I expect to get a good job after completion of my degree.	.859	
I feel I am heard and responded in the class.	.832	
I feel I am cared for and valued in this university.	.809	
Every day, I feel more motivated to come to this university.	.851	