

STUDY REGARDING THE STUDENTS' OPINION CONCERNING THE QUALITY ASSURANCE SYSTEM OF EDUCATION FROM "ALMA MATER" UNIVERSITY OF SIBIU

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ABSTRACT

This research initiative proposes to conduct a study on students' opinion regarding the education quality assurance system at the "Alma Mater" University of Sibiu, a private higher education institution. Through this study we will attempt to identify students' perceptions and their implications on the management of quality assurance in private organizations providing education at university level. Through the objectives set out it seeks how people (students) perceive the quality of educational services offered by the "Alma Mater" University of Sibiu, and the impact of its actions on the qualitative level. The research purpose is to highlight the weaknesses of the university, if they exist, and these to be improved in future, but also to show that a private university can be as performant as a state university.

KEYWORDS: *quality, education, private, perceptions, student.*

JEL CLASSIFICATION: *I20, I21, I23*

1. INTRODUCTION

Customer satisfaction by improving the quality of products and services becomes increasingly complex problem with increasing degree of civilization which increases their demands (Maxim, 2007)

Motivation for correlating quality means meeting the needs and interests of clients with the objectives and tasks for the manufacturer / provider in quality (Paraschivescu, 2008).

Starting from the most important quality problem, namely customer satisfaction for a private university, this becomes a very important indicator. The mission of a prestigious university is to *exceed the expectations* of their students, of their own teachers, and of the social partners. An interesting conception which follows this direction sees as necessary the comply with certain parameters, so that all the processes that happen in the university to be documented as conforming with certain regulations, with decisions of the governing bodies etc. (Pânzaru, 2005)

Education, to order to become effective, must initiate serious reforms. The first who are called in the reform are the managers, that must have leadership qualities far more than before. (Papuc et al., 2011)

The contribution of this research is that it was done at a private university level, in order to highlight that private universities satisfy the implicit and explicit needs of students. The novelty of this paper consists in to show that a private university can be as performant as a state university.

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2. METHODOLOGICAL CONSIDERATIONS REGARDING THE QUANTITATIVE RESEARCH

A quantitative research must be reported correctly and consistently to the realities of population and of the domain that it is wished to investigate. In this sense is required, since the beginning, the clear establishment of the objectives of the research. The following steps have in view to formulate hypotheses, define the researched population, the choosing of the sampling method, the preparation of the questionnaire, data collection and validation of the sample.

This present qualitative research aims to identify the perceptions of students compared with the concepts of quality in private higher education. Thus, management and marketing research tools will be used for extracting relevant information from relevant persons for the research purpose.

2.1. Quantitative research objectives

The objective of quantitative research is to quantify the data and generalize the results to the target population (Cătoiu et al., 2002).

The objectives of this research aimed to identify students' perceptions and management implications of these perceptions on quality assurance management in a private organization providing education at university level. The quantitative research objectives on "*Opinions of students of private universities regarding the education quality assurance system*" are:

1. The analysis of perceptions regarding the quality in the higher education institution where they learn.
2. The determination of how the university management processes influence the quality of education.
3. Identification of perceptions concerning the impact of the activity of teachers on quality educational services.
4. Determining the impact of different factors of university management and teachers on the perceived quality.
5. Analysis of the role and interest in the different activities of teaching and examination ones.
6. Measurement of perceptions related to competencies that a higher education institution develops.

These objectives follow how the population studied, the students perceive the quality of educational services provided by the higher education institution investigated and the impact of its actions on the qualitative level.

2.2. The quantitative research hypotheses

For the research can be able to achieve their objectives, this must be implemented in analysis tools able to collect relevant data. Since this research is based on a questionnaire that will be applied to a certain sample, it is necessary to identify the main assumptions underlying the implementation of this research. These assumptions will draw the boundaries between the research will be conducted and allow a clear understanding of the context in which data are collected. The quantitative research hypotheses on "*Private university students' opinions regarding the education quality assurance system*" are:

1. Students are interested in the quality level of services offered by the universities they are attending.
2. The researched population has specific expectations from the higher education institution.
3. Students are able to analyze, from their own perspective the quality assurance management in the particular organization providing education.
4. Students have contact directly or indirectly with different people and activities with impact on the quality of educational processes.

5. Researched population understands the concept of quality of educational services in a wider perspective than just the simple teaching activity.

Based on these assumptions, research objectives can be transposed into the form and content of an questionnaire. For this questionnaire to be correctly adapted to the researched the population it requires that the population be defined.

2.3. Defining the research population

Researched population considered for the quantitative research is composed by students enrolled at the "Alma Mate" University of Sibiu. The selected population covers only the students enrolled at the specializations of Faculty of Economics. Thus, the situation at this faculty is as follows:

Table 1. The grouping of students by the specialization they are following

No.	Specialization	Number of students
1	The economy of trade, tourism, services and quality management	228
2	Management	134
3	International business	98
4	Marketing	66
	TOTAL	526

Source: authors

Table 2. The grouping of students by the year of study

No.	Year of study	Number of students
1	I	165
2	II	177
3	III	184
	TOTAL	526

Source: authors

2.4. Description of the questionnaire

According to the research objectives, with its assumptions and the specific of the researched population was prepared the questionnaire. It appeals to marketing and management tools to collect information from the respondents. Thus the questionnaire includes 33 questions, of which 23 directly aimed achieve the objectives and 10 considering the characterization of the population, they following to play an important role in determining of different patterns of perceptions and attitudes in relation to the topic under review. The 33 questions use the following scales: nominal scale: questions 1, 3, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 32; dichotomous nominal scale: questions 2, 10, 13, 24, 29, 30, 31, 33; scale range: questions 4, 5, 6, 7, 8, 9, 11, 12.

According to the information that were intended to be collected were used either open questions (3 questions), closed questions (24 questions), or semi-open questions (4 questions). It was used one of the most popular systems used in marketing research, and is SPSS (Statistical Package for Social Sciences) (Constantin, 2012). In SPSS these questions have generated a number of 88 variables.

2.5. Sampling

One of the great responsibility for operations research is to establish sample to be subjected to investigation. It refers to determining sample size and structure, in order to meet a basic requirement: representativeness in relation to overall corporate studied (Balaure et al., 2003).

Choosing a correct sampling method ensures the representativity of the sample to the entire population, allowing its validation and the achievement of statistical inference. A representative sample allows the extrapolation of the results of the quantitative research to the entire population.

In this sense, the sampling method was chosen a random method, able to provide a representative sample structure. According with the researched population and the available resources was chosen group sampling. This offers the advantage of folding on structure of the student population. Group sampling allows random selection of the specializations and years of study from which data will be collected. Considering that nature of education activity enables simultaneous collection of data across an entire group, random sampling group emerged as the most suitable method that can ensure the representativeness of the collected data. Data were collected from the following specializations and years:

Table 3. Situation of the completed questionnaires

No.	Specialization	Year of study	Number of students
1	The economy of trade, tourism, services and quality management	I	81
		II	43
		II	37
2	Management	I	13
		II	64
		II	41
3	International business	III	4
4	Marketing	III	12
	TOTAL		295

Source: authors

2.6. The validation of the sample

As mentioned earlier, the research conclusions are intended to be generalized to the entire population of students. In this sense the sample was validated in relation to the year of study of the surveyed students. The statistical assumptions for validation based of this feature are:

$H_0: \pi = p$ (No significant differences between the percentage of the population, π and the percentage of the sample, p).

$H_1: \pi \neq p$ (There are significant differences between the percentage of the population and the percentage of the sample). To verify these assumptions, will be calculated the following critical report:

$$z_{calculated} = \frac{|\pi - p|}{\sqrt{\frac{p(100 - p)}{n}}}$$

where:

- π - represents the percentage of a year of study in relation to the entire population;
- p - represents the percentage of a year of study in relation to the sample extract;
- n - represents the sample size.

The result will be compared with the value of 1.96, corresponding to a probability of 95% results guarantee. A lower value of 1.96 will lead to acceptance of the null hypothesis, validating the sample.

Table 4. The percentages at the population level, sample and critical report

Year of study	π	p	$z_{calculated}$
I	31.4%	32.2%	0.31
II	33.7%	36.6%	1.07
III	35.0%	34.9%	1.35

Source: authors

As can be seen from the above table all values $z_{calculated}$ are smaller than the reference value. Under these conditions we can say that the sample extract is valid in relation to the structure of students after years of study. The results of analysis of the responses can be generalized to the entire population of students of the Faculty of Economic Sciences of the „Alma Mater” University of Sibiu.

3. SYNTHESIS OF THE RESEARCH RESULTS

For the coherence of analysis, research results can be approached from the perspective of the six goals that the research intended to achieve. Each of the above objectives generated questions included in the questionnaire. The analysis of these questions and the interaction between them is shown below, grouping the results by the six goals.

Objective 1: Analysis of the perceptions regarding the quality in the higher education institution where they learn.

At the question number 5. "How would you rate the quality level of university in which you are a student?" Most respondents said that it is high or very high. Table 5 summarizes these responses, and Figure 1 compare their distribution with a normal distribution.

Table 5. Students' perception regarding the quality level of "Alma Mater" University of Sibiu

Answers	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	0	0.0%	0.0%	0.0%
Low	1	0.3%	0.3%	0.3%
Neither/neither	28	9.6%	9.6%	9.9%
High	143	49.0%	49.0%	58.9%
Very high	120	41.1%	41.1%	100.0%
Total	292	100.0%	100.0%	

Source: authors

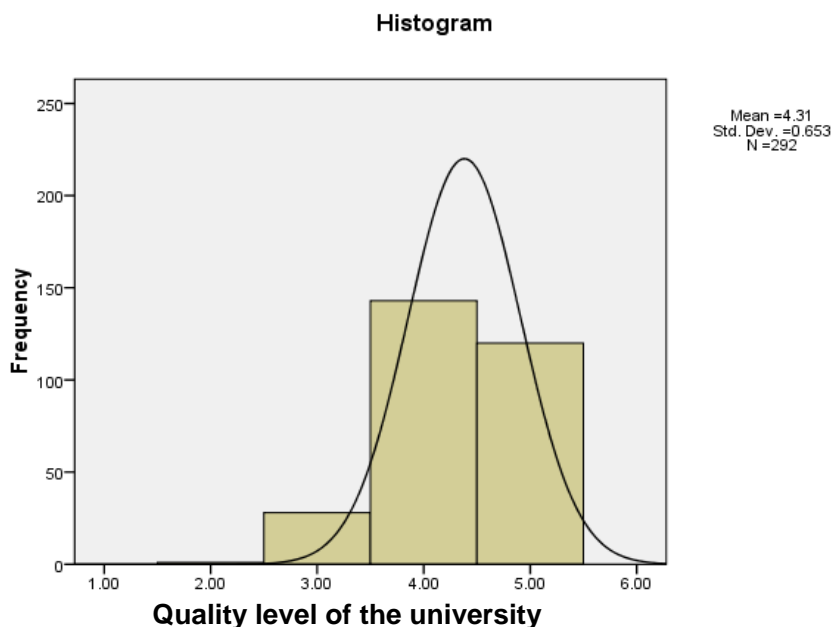


Figure 1. Representation of the views of students regarding the quality level of "Alma Mater" University of Sibiu compared to a normal distribution curve

Source: authors

It can be seen that 90.1% of the responses are positive and there is one negative answer, provided that the all 292 students that were interviewed answered to this question.

In Figure 1. are represented the students' opinions regarding the quality of the Alma Mater University of Sibiu compared to a normal distribution curve. Histogram was constructed and selected by using the software package SPSS (Stoica & Alexa, 2010).

Both visually and as a result of comparison with Kolmogorov-Smirnov (Table 6), we can conclude that the distribution of responses to this question is normal. This feature will allow us to correlate the distribution of responses to other variables.

Table 6. Applying the Kolmogorov-Smirnov test

		The quality level of the university
N		292
Normal Parameters ^{a,b}	Mean	4.3082
	Std. Deviation	0.65346
Most Extreme Differences	Absolute	0.270
	Positive	0.270
	Negative	-.266
Kolmogorov-Smirnov Z		4.622
Asymp. Sig. (2-tailed)		.000

a. Test distribution is Normal.

b. Calculated from data.

Source: authors

The students' perceptions regarding the quality level of a university can be based on many factors. Question number 4 watched how some of these factors are quantified by students. The scale used was one to 5 (strongly agree) to 1 (strongly disagree). From the summarized results in the Table 7 we can notice that the majority of responses are positive.

Table 7. Indication of the degree of agreement or disagreement in connection with the following statements relating to the university

	N	Mean	Std. Deviation
The courses are well prepared and organized	290	4.5621	0.57449
Seminars are well prepared and organized	291	4.5189	0.63963
Teachers are interested in good teaching of the courses and seminars	291	4.6186	0.54031
Teachers are interested in students' needs	290	4.4897	0.65097
Courses correspond to the requirements of the labor market	291	4.3746	0.68524
Valid N (listwise)	289		

Source: authors

The most popular statements were those related to teachers interest for the good teaching of the courses and seminars (97.25% of valid responses were positive) and the preparation and organization of courses (97.24% of valid responses were positive). The lowest percentage of positive responses was recorded by the correlation between training and the market of labor, but also here the values were very high (93.13%).

The analysis revealed the existence of normal distributions the five variables, so that using a regression could be related the answers to this question with the ones of the previous question. The purpose of this step is to identify statistically the most relevant components that contribute to the perceptions regarding the quality level of a university in terms of students. Table 8 shows the ANOVA results and Table 8 highlights the most relevant factors of regression.

Table 8. ANOVA results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	43.337	5	8.667	30.564	.000 ^a
	Residual	80.254	283	0.284		
	Total	123.592	288			

a. Predictors: (Constant), Courses correspond to the requirements of the labor market., teachers are interested for the good teaching courses and seminars., Courses are well prepared and organized., Teachers are interested in students' needs., Seminars are well prepared and organized.

b. Dependent Variable: The quality level of the university

Source: authors

The Fisher's test and the level of significance show that five variables have a significant impact on the perceived quality.

Table 9. The coefficients resulting from the application of the linear regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.260	0.330		0.788	0.431
	The courses are well prepared and organized.	0.256	0.071	0.225	3.595	0.000
	Seminars are well prepared and organized	0.103	0.062	0.101	1.649	0.100
	Teachers are interested in good teaching of the courses and seminars	0.297	0.068	0.245	4.382	0.000
	Teachers are interested in students' needs	0.090	0.059	0.089	1.524	0.129
	Courses correspond to the requirements of the labor market	0.147	0.053	0.154	2.764	0.006

Source: authors

From the analysis of the coefficients appears that the most significant are those that relate to the interests of teachers to courses and seminars on the organization and preparation of courses and to the correlation between classes and the requirements of the labor market.

Under these circumstances we conclude that the students positively assess the quality of educational services offered by „Alma Mater” University of Sibiu, they particularly emphasize on courses that they follow courses that take into account their organization, how teachers hand them over and the extent they are correlated with labor market requirements.

Objective 2: Determine how university management influences the quality of education processes.

Question 6. “Do you think that the university managers (rector, vice-rectors, general administration, deans, department heads, etc..) are interested in the quality of educational processes and periodically take important actions to improve the quality of educational services?” directly measure students' perception in relation with the management staff from the university. The answers to this question, as detailed in Table 9, show the existence of some positive opinions. So nearly a third of those interviewed felt that managers are very much interested in the quality of educational processes, and 95.6% positively assess their interest.

Table 10. Interest of the university managers for quality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To a very small extent	3	1.0%	1.0%	1.0%
	To a small extent	0	0.0%	0.0%	1.0%
	Neither / neither	10	3.4%	3.4%	4.5%
	To a large extent	86	29.5%	29.5%	33.9%
	A very large extent	193	66.1%	66.1%	100.0%
	Total	292	100.0%	100.0%	

Source: authors

Moreover, the interest of managers for the quality of education is found to have a significant impact on the perceived quality. Table 11 presents the results the linear regression between the perceived quality (dependent variable) and the interest of managers (independent variable).

Table 11. The results of the linear regression

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	28.853	1	28.853	87.700	0.000 ^a
	Residual	95.408	290	0.329		
	Total	124.260	291			

Source: authors

Having an R factor of 0.232 a model which is based on involving university managers succeed in explaining 23.2% of the variability in the perceived quality of students.

Objective 3: Identification of the perceptions regarding the impact of the activity of teachers on educational services.

Third objective aims in a similar manner to the second objective, to correlate the quality level of the university with the teaching staff involvement in the process of ensuring quality educational services. As for the involvement of university management, the opinions are mostly positive. As shown in Table 12, only 13 respondents were divided on different opinions and the difference of 95.5% of respondents have a good opinion on the impact of the teachers' activity on the education services.

Table 12. The involvement of teaching staff in providing the quality of educational services

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither / neither	13	4.5%	4.5%	4.5%
	Rather corresponding	113	38.7%	38.7%	43.2%
	Corresponding	166	56.8%	56.8%	100.0%
	Total	292	100.0%	100.0%	

Source: authors

It is important to note that the average of university management involvement is higher than the average of teaching staff involvement. This difference, although only 0.07192, is statistically significant as shown in Table 13.

Table 13. Comparison of media interest in the involvement of managers and teaching staff Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Are managers from the university interested in the quality of the processes, making action to improve quality? - How do you assess the involvement of of teaching staff to ensure quality education services?	0.07192	0.70220	0.04109	-0.00896	0.15280	1.750	291	0.081

Source: authors

Although teaching staff is perceived as less involved in providing educational services, it is a better predictor of perceived quality of education at the University "Alma Mater" Sibiu. When simple linear regression was used, the variability of responses related to the quality level of of the university is explained in a proportion of 26.3% of the commitment of teachers to ensure quality educational services (Table 14).

Table 14. Results of the application of the linear regression

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.692	1	32.692	103.539	.000 ^a
	Residual	91.568	290	.316		
	Total	124.260	291			

Source: authors

Objective 4: Determine the impact of different factors of university management and teaching staff on the perceived quality.

Other factors considered essential to the perceived quality of by the students were considered to be generated by processes such as college enrollment, issuance of documents, administrative matters related to classrooms and managing processes, informing of the students and the resolving of the complaints. Question 9 of the questionnaire aims to analyze these processes, from the perspective of student satisfaction. For college enrollment the situation is detailed in Table 15.

Table 15. Students' perception about the degree of satisfaction with college enrollment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very little	2	0.7%	0.7%	0.7%
	Neither/neither	8	2.7%	2.7%	3.4%
	High	112	38.4%	38.4%	41.8%
	Very high	170	58.2%	58.2%	100.0%
	Total	292	100.0%	100.0%	

Source: authors

It is noted that 96.6% of responses that positively assess college application process. Besides, enrolling in college enjoys the highest average responses, 4.53 (presented in Table 16). Another favorable aspect is appreciated as the document issue. From the table 16 it appears that 93.1% of the responses were positive.

Table 16. Students' perception on the degree of satisfaction with issuance of documents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither/neither	20	6.8%	6.9%	6.9%
	High	106	36.3%	36.4%	43.3%
	Very high	165	56.5%	56.7%	100.0%
	Total	291	99.7%	100.0%	
Missing	99.00	1	0.3%		
Total		292	100.0%		

Source: authors

All six trials surveyed received mostly positive feedback. Thus, outside the above, solving the questions was positively assessed by 92.1% of respondents, information of students was evaluated positively by 91.4% of respondents, solving classroom problems was positively assessed 82.2% of respondents, and the degree of satisfaction with the complaint notes recorded a rate of 74%.

By averaging the values obtained for each of these characteristics (Table 17) it can be seen that the highest scores, on average, obtained the enrollment in college, followed by informing of students, issuance of documents, solving the questions, solving problems arising by classrooms and their ability to contesting the notes.

Table 17. Average of the marks obtained by the analyzed products

Level of satisfaction regarding:	N	Minimum	Maximum	Mean	Std. Deviation
enrolling in college	292	1.00	5.00	4.5342	.62221
informing students	290	2.00	5.00	4.5000	.71198
issue of documents	291	3.00	5.00	4.4983	.62353
solving questions	291	1.00	5.00	4.3814	.67123
administrative issues related by classrooms	290	1.00	5.00	4.1552	.87648
challenging notes	288	1.00	5.00	3.9965	1.03425
Valid N (listwise)	286				

Source: authors

Once completed this analysis it can generate a linear regression that allows a better understanding of the factors which are influencing the quality level of the „Alma Mater” University of Sibiu. From the table 18 it can be seen that the only features of which the relevant level significantly improves the model are: well prepared and organized courses, interest of teachers for the proper teaching courses and seminars, managers' academic interest in quality assurance, teaching staff involvement in quality assurance processes and managing the challenging grades.

Table 18. Results of linear regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.319	.354		-.902	.368
	The courses are well prepared and organized.	.140	.069	.123	2.028	.044
	Seminars are well prepared and organized	.074	.060	.072	1.225	.222
	Teachers are interested for the proper teaching of courses and seminars.	.165	.068	.136	2.430	.016
	Teachers are interested in the students' needs.	.015	.057	.015	.270	.788
	Courses correspond to the requirements of the labor market.	.063	.054	.065	1.179	.239
	Are managers from the university interested in the quality of the processes, making action to improve quality?	.215	.055	.217	3.887	.000
	How do you assess the involvement of teaching staff to ensure quality education services?	.269	.064	.236	4.191	.000
	Level of satisfaction regarding: college enrollment	.030	.053	.029	.568	.570
	Level of satisfaction regarding: issuance of documents	-.101	.060	-.097	-1.695	.091
	Level of satisfaction regarding: administrative matters related to classrooms	.055	.041	.074	1.351	.178
	Satisfaction in compared with the: inform of students	.094	.056	.102	1.670	.096
	Level of satisfaction regarding: solving the questions	-.057	.056	-.058	-1.015	.311
Level of satisfaction regarding: contest the notes	.065	.033	.102	1.984	.048	

Source: authors

Objective 5: Analysis of the role and interest in the different activities of teaching and examination ones.

Most students surveyed participated in activities other than teaching and examination ones. Of the 290 who responded to question 13, 55.2% said they had participated in other activities, and 44.8% had not taken part in activities other than teaching and examination ones.

The next question was intended to find the activities to which they relate. Responses are summarized in Table 19.

Table 19. Summary of activities carried out of students

Activities that you have participated		Responses		Percent of Cases
		N	Percent	
Activities	conferences	42	13.6%	26.3%
	symposiums	74	24.0%	46.3%
	scientific students associations	67	21.8%	41.9%
	sports competitions organized by the university	49	15.9%	30.6%
	events organization	71	23.1%	44.4%
	Activities that you have participated: others	5	1.6%	3.1%
Total		308	100.0%	192.5%

Source: authors

Being a multiple response question, it appears that the 160 respondents (55.2% of all respondents) were checked a total of 308 variants. Activity that generated the biggest number of students was participation in the symposiums; it represents 24% of the responses mentioned. A second activity mentioned refers to the organization of events (23.1%). Below are listed the scientific students associations (21.8%), sporting events (15.9%) and conferences (13.6%). At the Other category, the responses referred to the activities of networking and socialization.

Participation in such activities may be motivated by various advantages that the students perceive them. To identify these advantages question 15 gives students a chance to declare why they participated in such activities. Their responses are summarized in Table 20.

Table 20. Summary of motivational factors

Motivation		Responses		Percent of Cases
		N	Percent	
Motivation ^a	getting a good grade	53	16.0%	33.8%
	winning awards	20	6.0%	12.7%
	insistence of teachers	25	7.6%	15.9%
	interest in the field	107	32.3%	68.2%
	the desire to win	46	13.9%	29.3%
	fun	35	10.6%	22.3%
	the fact that other colleagues have participated	40	12.1%	25.5%
	something else	5	1.5%	3.2%
Total		331	100.0%	210.8%

Source: authors

The most powerful motivational factor for engage in activities other than teaching and examination ones proves the interest that the students have for that field. Almost a third of the responses mentioned this. With the percentages between 16% and 10% were mentioned motivational factors such as achieving good grades (16%), desire to win (13.9%), pressure of the group (12.1%) and entertainment (10.6 %). Less than 10% were recorded as options: the insistence of of teachers (7.6%), awards (6%) and other reasons (1.5%). The five responses the Other category were: accumulation of new information, gain experience and intellectual capacity testing.

It was also aimed to identify the main factors that led to participating in different events of teaching and examination. Question 16 aimed at this problem. The obtained responses are shown in Table 21.

Table 21. Summary of reasons for non-participation

The reason for non-participation		Responses	
		N	Percent
Non-participation ^a	I did not know of their existence	19	15.6%
	not interested	7	5.7%
	not having time	83	68.0%
	other reason	13	10.7%
Total		122	100.0%

Source: authors

It is proved that the main reason for non-participation in such activities is the lack of time needed (68% of responses). Insufficient information is the second reason for non-participation (15.6% of responses). Other reasons are listed in 10.7% of cases. These other reasons include the fact that many students working in production, and first year of studies students who are not yet familiar with student problems.

Objective 6: Measuring of perceptions related to competencies that develops a higher education institution.

Goal 6 is analyzed in terms of two dimensions: applying knowledge gained in future employment and developing relevant skills needed for scientific research. Question 18 is the extent to which the faculty application form the capability of learning. At this question, as shown in Table 22, students believe that the university succeeds to form this ability. 79.7% of valid responses believe that faculty largely succeeds. Also 5.1% say that they cannot appreciate it if faculty achieves this.

Table 22. Students perception on the ability of faculty to train skills to application of knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To a large extent	232	79.5	79.7	79.7
	To a small extent	42	14.4	14.4	94.2
	Not at all	2	.7	.7	94.8
	I cannot say	15	5.1	5.2	100.0
	Total	291	99.7	100.0	
Missing	99.00	1	.3		
Total		292	100.0		

Source: authors

Questions 19 and 20 refer to perception of scientific skills and student involvement in such activities. Table 23 presents the answers to both questions.

Table 23. Students' perception regarding the development of research capacity

		Involvement in research activities within the faculty			Total
		Yes, often	Yes, a few times	No	
The Faculty form the research skills required	Largely	69	49	72	190
	To a small extent	8	20	22	50
	Not at all	0	1	2	3
	I cannot say	3	8	31	42
Total		80	78	127	285

Source: authors

Most students (66.7%) believe that faculty form the research skills required. Also, more than half of the students (55.5%) participated in the research in the faculty. Thus largest number of students in the category of those who feel they have strong scientific skills that they often apply.

4. QUANTITATIVE RESEARCH LIMITS

Although the quantitative research has reached to its initial objectives, it is necessary to emphasize two limits inherent in this type of demarche. First of all, qualitative research has to quantify the exact answers of respondents, losing their opinion shades. The quantitative research is limited in size and needs to balance the space given to analyzed characteristics. Such topics those are most important for the interviewer may not be as relevant to the interviewed one. Secondly, due to the complexity of educational management concepts, some questions may be understood differently by the researcher and the interviewed one. The risk of such situations can be reduced by choosing a fine language close to that of those who are interviewed, but not all theoretical concepts can be transposed into this language.

However, these two limits are not insurmortabile to the objectives of the whole endeavor. Since were respected the requirements of a scientific analysis, the conclusions of this research can be the basis of further research.

5. CONCLUSIONS

From the perspective of the six targets, which research has sought to achieve, are discussed research results. For Private University "Alma Mater" from in Sibiu, the interpretation of results arising according to students on the results of the quality assurance system of education in private universities. It can therefore be stated that the majority of respondents Alma Mater University of Sibiu appreciated that the quality is high or very high. It was appreciated the interest of good teachers teaching courses and seminars, preparation and organization of existing courses and the correlation between classes and the labor market.

Also about a third of those surveyed considered that managers are very much interested in the quality of educational processes and appreciates their interest 95.6% and 95.5% of respondents have a good opinion on the impact of teacher education services.

Other essential factors for perceived quality of students were considered to be generated by processes, such as college enrollment, issue of documents, distribution and other issues arising from the classroom and the processes that drive and inform students of appeals. For example the percentage of 96.6% was observed responses college application process as positive. Students'

perception of the degree of satisfaction with the issue of documents received mostly positive feedback.

Important to note is the participation of students in activities other than teaching and examination. Examples are cited scientific students (21.8%), sporting events (15.9%) and conferences (13.6%). Participation in such activities may be motivated by various advantages that students perceive them. The percentages between 16% and 10% were mentioned motivational factors such as achieving good grades (16%), desire to win (13.9%), peer pressure (12.1%) and entertainment (10.6 %). Less than 10% were recorded as options: the insistence of teachers (7.6%), awards (6%) and other reasons (1.5%).

The main cause of non-participation in such activities is the lack of time needed (68% of responses). Insufficient information is the second reason for non-participation (15.6% of responses). Other reasons are listed in 10.7% of cases. These other reasons include service and year of study as main reasons for non-participation. Applying the knowledge gained to future employment and skills needed for scientific research, has been appreciated by 79.7% of students, and who believe that the university manages to build this capacity. Most students (66.7%) believe that faculty research skills required form.

In conclusion, we believe that private university makes a huge percentage to be efficient. As weaknesses consider being engaging students during college, and as a result, perhaps this is due to non-participation activities. As strength point by engaging students in college, it was realized a better correlation between theory with practice.

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