

# Learners' Perception of an Institution's Reputation: Quantitative Evidence from the OUM 2014 Tracer Study

Mohamad Afzhan Khan Mohamad Khalil  
Open University Malaysia ◆ Malaysia ◆ afzhankhan@oum.edu.my

Latifah Abdol Latiff  
Open University Malaysia ◆ Malaysia ◆ latifah@oum.edu.my

Ramli Bahroom  
Open University Malaysia ◆ Malaysia ◆ ramli@oum.edu.my

---

## ABSTRACT

*The objective of this paper is to examine the relationship between curriculum, assessment system, teaching staff, facilities, knowledge and skills, effectiveness of study programmes against the learners' perception of the institution's reputation at Open University Malaysia (OUM). The data was derived from an online tracer study conducted by the Ministry of Education (MOE), Malaysia via a set of standard questionnaire, which in part, evaluates the responses from Malaysian graduates on the reputation of their alma maters. This paper presents the results of the study conducted on a total of 1,273 respondents of the 2014 batch of OUM graduates. A total of 933 usable data from the online survey was used for analysis. Focus group discussion was undertaken to provide justification for the content validity of the instrument. A regression analysis was conducted and the result shows that assessment system, teaching staff, and effectiveness of study programmes have a significant effect on learners' perception of the institution's reputation.*

## INTRODUCTION

The market for online and distance learning (ODL) has grown extensively in the last three decades and many institutions have been offering programmes beyond physical space. In this highly competitive market, and the fact that ODL education uses the service industry approach, the necessity of assessing the effectiveness of programmes and services offered becomes critical. Consistent with the reasoning provided by Obando & Shisanya (2013), a tracer study could help contribute to an education institution by a) disseminating the results to stakeholders of an institution for constructive feedback; b) using the quantitative evidence for enhancing quality of the education in the institution and c) providing adequate time for planning purposes.

Higher education is the essential engine of socio-economic, cultural and environmental change that a society needs for sustainable development of individuals, communities and countries. This formidable task of higher education has landed itself with many challenges. The greatest of these challenges is to effectively prepare its graduates to contribute to the needs of society. Fortunately, in the twenty-first century, information and communication technologies (ICT) can effectively assist higher education to improve the ways in which knowledge can be produced, managed, disseminated, accessed and controlled.

A higher education institution (HEI) in this era needs to be cognizant of these developments and rise to the challenges. To do that, it needs the necessary and reliable information on its performance. This can be garnered from its learners and graduates, two groups of its stakeholders who are and had been receiving the services rendered by the institution. It is customary to have learners complete an evaluation of the course or programme of study. Course evaluation usually focuses on issues such as content, instructional materials, use of ICT, course tutors/facilitators and others. The feedback gathered from this type of evaluation is used to identify institutional strengths, which can be used for marketing and weaknesses for institutional improvement. The tracer study survey used by the HEI's in Malaysia also allows an institution to learn about its graduate's perception of the institution's reputation based on their evaluation of the programmes and services.

### **OBJECTIVE OF STUDY**

The objective of this study is to examine the relationship between curriculum, assessment system, teaching staff, facilities, knowledge and skills, effectiveness of study programmes and learners' perception of the institution's reputation at Open University Malaysia (OUM).

An institution's reputation is a very important factor in a learners' choice of his/her place of study. An understanding of the factors affecting an institution's reputation is very useful in formulating the right strategy to influence potential learners to enroll in the institution. Thus, this study is of great importance to OUM and offers some useful insights to the other ODL institutions that are of similar setup.

### **OPEN UNIVERSITY MALAYSIA (OUM)**

The university was established in 2000 as the seventh private university of Malaysia. It is the first single-mode open and distance learning (ODL) university in the country. Unlike its predecessors in the like of conventional and public higher education institutions, OUM provides opportunities primarily to working adults to continue their education. A major responsibility of OUM is to provide a conducive and engaging learning environment to enable learners achieve their short and long-term career goals and attain better workplace skills. In this context, the Tracer Study conducted by MOE has provided OUM with its much-needed feedback on the success of its educational process from the perspective of its graduates.

As an ODL university, it provides ample opportunity to anyone who wishes to continue their studies. But among those who are keen to learn, picking the right university for

their chosen degree could be one of the most difficult decisions they will make in their life. For example, the kind of a university experience; the type of learning environment that the university offers which will most likely help them to excel; the online or blended mode of learning verses on-campus learning; the degree options available; the faculties' excellence in producing the right graduates and the staff who are caring and concerned of their learners, etc. There are many factors to consider when evaluating their university options.

Learners need to know that an education from OUM is worth the investment. Making the strengths, features and benefits, and outcomes of its academic offerings clear will go a long way towards helping prospective learners decide to enroll with the university, as well as convincing current learners to persist and graduate. Thus, OUM needs to take stock of the factors that have an influence on learners' perception of the institution's reputation, as these will be the factors that will influence learners to enroll at this institution.

## LITERATURE REVIEW

There have been quite a number of studies on the factors determining a student's decision to enroll in a higher education institution. A frequently cited factor of importance is the perception of the reputation of the institution. Analyzing the factors influencing the choice of an MBA program offered by institutions in the Indian state of Gujerat, Patel and Patel (2012) found that a host of factors, such as, placement activities done by the institute, computer lab facility, suggestions from friends and family, career goals of the students, positive word of mouth, experience of the faculty, guidance from the counselor, specialization offered and course provided by the institute, brand name of the institute and geographic location were considered by students in selecting their institutions to enroll in an MBA program.

In a study of the Technical College Students in Taiwan, Shiao-Chuan Kung (2002) examined the factors affecting their decision to take a distance-learning course. He found that different segments of the students gave different degrees of importance to different factors. For example, to the female students, cost, reputation of the school and time flexibility are the most important factors. Older students placed greater importance to perceived reputation of the school while working adults regarded the reputation of the school and the instructor as the most important factors.

Using the data from a sample of first year undergraduate students enrolled in various courses at the University of Malaya and using coherence analysis and logistic regression, Munisamy, et.al (2014) investigated the reasons for pursuing higher education and the key factors influencing their decision to study at university. Specifically, the authors examined whether the lower fees structure of a public university combined with a reputation of being a premier university is adequate to attract the best students to the university. The main finding of the paper is that while the reputation of the University of Malaya as a premier university is extremely important, the lower fee structure also plays an important role in university choice. The authors also summarized the results of empirical research on the factors influencing students' choices of a university in a number of different countries and this is reproduced in Table 1.

**Table 1:** Summary of a Sample of Empirical Research on Student Decision Making

Reference	Country	Factors Influencing Choice
Al Jamil et al. ( 2012)	Bangladesh	<ul style="list-style-type: none"> <li>• education quality</li> <li>• cost of the study</li> <li>• student politics</li> </ul>
An (2009)	USA	<ul style="list-style-type: none"> <li>• family background</li> <li>• social background</li> <li>• parental investments</li> <li>• parental education</li> </ul>
Fernandez (2010)	Malaysia	<ul style="list-style-type: none"> <li>• strong business links</li> <li>• good reputation</li> <li>• adequate facilities</li> <li>• availability of programmes</li> <li>• courses that suit the students'needs</li> </ul>
James et al. (1999)	Australia	<ul style="list-style-type: none"> <li>• availability of field of study preferences</li> <li>• course and institutional</li> <li>• reputation and quality</li> <li>• career opportunities</li> <li>• approaches to teaching and learning</li> <li>• graduate satisfaction</li> <li>• quality of teaching</li> </ul>
Joseph et al. (2012)	USA	<ul style="list-style-type: none"> <li>• reputation</li> <li>• selectivity</li> <li>• personal interaction</li> <li>• facilities</li> <li>• cost</li> </ul>
Kusumawati et al. (2010)	Indonesia	<ul style="list-style-type: none"> <li>• cost</li> <li>• reputation</li> <li>• proximity to home</li> <li>• job prospect</li> <li>• influence of parents</li> </ul>
Mohar Yusof et al. (2008)	Malaysia	<ul style="list-style-type: none"> <li>• availability of programmed interested in</li> <li>• finance</li> <li>• industry expectation</li> <li>• location</li> </ul>
Norbahiah Misran et al. (2012)	Malaysia	<ul style="list-style-type: none"> <li>• social economic status (parents' education, occupation and income)</li> </ul>
Paik & Shim (2012)	Korea	<ul style="list-style-type: none"> <li>• gender,</li> <li>• parental education</li> <li>• subject matter preferences</li> <li>• school size</li> </ul>

Poo et al. (2012)	Malaysia	<ul style="list-style-type: none"> <li>• financial aid</li> <li>• safety of the campus</li> <li>• academic reputation</li> <li>• university image</li> <li>• accommodation</li> </ul>
Raposo & Alves (2007)	Portugal	<ul style="list-style-type: none"> <li>• personal factors</li> <li>• influence of others</li> </ul>
Samsinar Md. Sidin et al. (2003)	Malaysia	<ul style="list-style-type: none"> <li>• academic quality</li> <li>• facilities</li> <li>• campus surroundings</li> <li>• personal characteristics</li> <li>• income</li> <li>• procedures and policies</li> <li>• entry requirements</li> </ul>
Soutar & Turner (2002)	Australia	<ul style="list-style-type: none"> <li>• course suitability</li> <li>• academic reputation</li> <li>• job prospects</li> <li>• teaching quality</li> </ul>
Veloutsou et al. (2004)	England, Scotland & Northern Ireland	<ul style="list-style-type: none"> <li>• local infrastructure</li> <li>• local social life</li> <li>• career prospects</li> <li>• university's infrastructure</li> <li>• university's social life</li> <li>• business contacts</li> <li>• university's reputation</li> <li>• course studied</li> <li>• campus</li> </ul>
Wagner & Fard (2009)	Malaysia	<ul style="list-style-type: none"> <li>• cost of education</li> <li>• degree (content and structure)</li> <li>• physical aspect and facilities</li> <li>• value of education</li> <li>• institutional information</li> <li>• influences from family's,</li> <li>• friends', peers' influence</li> </ul>

**Source:** Munisamy, S., Noor Ismawati M. J. & Nagaraj, S. (2014)

As can be seen from the table, there are a multitude of factors that exert an influence of students' choice of a particular institution and they vary from country to country as well from one study to another.

## RESEARCH METHODOLOGY

### The Tracer Study Instrument

The online questionnaire of the Tracer Study was posted in the Ministry of Education (MOE) website (SKPG Online: <http://graduat.mohe.gov.my>) and was linked to OUM's portal, under a special Convocation section in its Learning Management System or MyVLE. OUM graduates were given 3-4 weeks to complete the online questionnaire before they collect their graduation gowns. Upon submission of the fully completed questionnaire, graduates were asked to print out the receipt verifying that they have submitted their survey forms. OUM's primary role was to monitor the progress of the online survey, and to carry out the required analysis of the raw data provided by the MOE.

The questionnaire consists of seven constructs, namely (a) curriculum, (b) assessment system, (c) teaching staff, facilities, (d) knowledge and skills, (e) effectiveness of study programme and (f) perception on reputation and these are some of the key constructs that support the mission of OUM in providing quality education for all.

In the survey, respondents were requested to rate their responses to the four constructs (a-d) based on the Likert-type scale of 1 to 5; with 1 (very dissatisfied), 2 (not satisfied), 3 (moderately satisfied), 4 (satisfied) and 5 (very satisfied).

On the effectiveness of study programmes (e), respondents were asked to rate on a scale of 1 to 5; with 1 (very non-influential); 2 (non-influential); 3 (moderately influential); 4 (influential); and 5 (very influential) on 12 items.

On the perception on reputation (f), respondents were asked to rate 5 statements related to their perception of OUM's reputation according to the scale of 1 to 5; with 1 (very non reputable); 2 (non reputable); 3 (moderately reputable); 4 (reputable); and 5 (very reputable).

### Validity and Reliability of the Items used in this Study

The research instrument is designed by the Ministry of Education (MOE) and used by all HEI's annually. Thus, it can be assumed that issues on reliability and validity of this instrument have been resolved. Nevertheless, we have performed several statistical procedures to improve the normality and validity of the items for the purpose of this study. According to Schostak (2005, pg. 146), qualitative methods can assist researchers to achieve internal validity through interview and focus group discussion techniques. Based on the above, firstly, a focus group discussion was held to validate the content of the research instrument before performing the regression analysis. The focus group consisted of a professor, two lecturers and two administrators. Secondly, before conducting the regression analysis, normality tests were performed on the constructs of this study.

To further strengthen the elimination of bias, this study offers Kolmogorov-Smirnov Z analysis on the respective constructs. The sample was divided into two parts (people who are born in January and people who are born in December) when examining the differences between the two groups. Before the test was conducted, the mean value for all the variables were computed and used as a basis to compute this test.

## Regression Analysis

To investigate the proposed hypotheses in this study, a multiple regression model is presented. In order to test for model validity, analysis of variance (ANOVA) is reported to justify the model validity whereas the Durbin-Watson index is used as evidence for independence of errors.

There are six independent variables, namely curriculum, assessment system, teaching staff, facilities, knowledge/skills and effectiveness of study programme. The dependent variable is the graduates' perception on institutional reputation.

R-square values for latent variables are assessed based on three categories (substantial = 0.67; moderate = 0.33; weak 0.19).

## Hypotheses Statements

The analysis aims to test the following hypotheses:

- H1: There is a relationship between curriculum and graduate's perception of institutional reputation
- H2: There is a relationship between assessment system and graduate's perception of institutional reputation
- H3: There is a relationship between teaching staff and graduate's perception of institutional reputation
- H4: There is a relationship between facilities and graduate's perception of institutional reputation
- H5: There is a relationship between knowledge/skills and graduate's perception of institutional reputation
- H6: There is a relationship between effectiveness of study programme and graduate's perception of institutional reputation

## The Sample

Out of the total 1,273 respondents of the 2014 batch of OUM graduates, 933 usable data were used for analysis purposes. According to Krejcie & Morgan (1970), sample size of 384 is sufficient to represent a population of more than 100,000 people.

# RESULTS

## Descriptive Statistics

Some sample characteristics are noteworthy because the demographic profile of OUM learners can affect the findings of this study. The average age is 36, indicating that the learners of OUM are mostly in their prime age. From the sample collected (n = 933), more females (66%) have provided their opinion in this research as compared to males (34%).

The average income of the learners ranges between RM3001 to RM5000 which measures the social status of the learners. All of the respondents are graduates of the 2014 cohort and have been studying on a part time mode. A majority of 71% are employees in the government sector and most of them are from the social science (46%) field of study. In terms of academic profile, the average CGPA of the respondents is 2.84.

### Validity and Normality of the Items

Kurtosis and skewness values are presented in Table 2. Kurtosis should be between 0 to 3.8 (Lei & Lomax, 2005) whereas the value of Skewness should be between -2 to +2 as recommended by Weinberg & Abramowitz (2002, pg. 278). Table 2 shows that the Skewness and Kurtosis indices are within the recommended ranges. Therefore, it can be concluded that the distributions of items in this study are normal.

**Table 2:** Normality Assessment

Measurement of the Constructs	Skewness	Kurtosis
<b>Curriculum:</b> <ul style="list-style-type: none"> <li>• Suitability of the Study Programme</li> <li>• Balance between theoretical and practical/application component</li> <li>• Industrial attachment programme/practicum (if applicable)</li> <li>• Compulsory subjects (required by your institution/university)</li> <li>• Prepare learners for working world</li> <li>• Industrial training programme has benefited me in obtaining suitable employment</li> </ul>	-.205	-.367
<b>Assessment System:</b> <ul style="list-style-type: none"> <li>• Transparent, fair and easily understood</li> <li>• Marking schemes for assignments/test/practical etc.</li> <li>• Marking schemes for examinations</li> </ul>	-.447	.918
<b>Teaching Staff:</b> <ul style="list-style-type: none"> <li>• Balance in both practical and theoretical knowledge</li> <li>• Interaction with learners</li> <li>• Ability to be innovative/creative in teaching/supervising</li> <li>• Ability to relate teaching and current practices in the industry</li> <li>• Ability to expose/update learners on current knowledge in the field of study</li> <li>• Delivery skills and teaching quality</li> <li>• Provide online interaction with learners</li> <li>• Possess adequate qualifications for teaching/supervising</li> <li>• Communication skills in Malay language</li> <li>• Communication skills in English language</li> <li>• Quality of academic advising</li> <li>• Lecturers are normally available for consultation outside formal interaction time</li> <li>• Academic advisors were helpful, approachable and concerned</li> </ul>	-.064	.867



<p><b>Facilities:</b></p> <ul style="list-style-type: none"> <li>• Library facilities and services as a whole</li> <li>• Laboratory (computer, science), studio,kitchen,workshop, etc.</li> <li>• Lecture hall/tutorial room</li> <li>• Parking</li> <li>• Campus security</li> <li>• Online integrated learning system</li> <li>• Conducive study area ICT services and facilities in campus</li> </ul>	.718	2.332
<p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Proficiency in Malay language</li> <li>• Proficiency in English language</li> <li>• Proficiency of language other than Malay and English language</li> <li>• Interpersonal communication skills</li> <li>• Creative and critical thinking skills</li> <li>• Problem solving skills</li> <li>• Analytical skills</li> <li>• Ability for team work/group work</li> <li>• Inculcation and practicing of positive values</li> <li>• Exposure to general knowledge and current issues</li> </ul>	-.001	-.060
<p><b>Effectiveness of Study Programme:</b></p> <ul style="list-style-type: none"> <li>• Develop self confidence</li> <li>• Enhance self maturity</li> <li>• Develop self resiliency</li> <li>• Become more knowledgeable</li> <li>• Enhance interest in learning</li> <li>• More sensitive towards current affairs</li> <li>• Ability to be independent/self reliance</li> <li>• Creative and critical thinking</li> <li>• Ready to face the working world and its challenges</li> <li>• Problems solving and decision making</li> <li>• Team work/group working</li> <li>• Be able to communicate more effectively</li> </ul>	-1.008	1.896
<p><b>Perception on Reputation:</b></p> <ul style="list-style-type: none"> <li>• Reputation as a renowned research institution</li> <li>• Reputation as a renowned and quality education provider</li> <li>• Reputation as an excellent academic institution</li> <li>• Reputation in the field of your study</li> <li>• General perception</li> </ul>	-.362	-.398

Kolmogorov Smirnov Z analysis reports indices for curriculum (p = 0.89), assessment system (p = 0.83), teaching staff (p = 0.38), facilities (p = 0.98), knowledge/skills (p = 0.89), effectiveness of study programme (p =0.99) and perception on reputation (p =

0.99). The p-values for all the constructs are not significant ( $p > 0.05$ ) indicating that bias did not exist in this study.

### Regression Analysis

The Durbin-Watson index is presented in Table 3. The index was found to be 2.026, which is good enough to emphasize on independence of errors within the regression model (Gholipour et al., 2012). The ANOVA significance value ( $p < 0.01$ ) as shown in Table 4 signifies that the result is a valid model according to Chin (1998). The reported R square value of 0.513 as presented in Table 3, indicates the goodness of fit of the regression model, which is closer to the substantial category.

**Table 3:** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.719a	.517	.513	.44946	2.026

**Table 4:** Anova

Model		Sum of Squares	df	Mean Square	F	Sig. (P value)
1	Regression	199.830	6	33.305	164.867	.000a
	Residual	187.062	926	.202		
	Total	386.892	932			

The results of the regression analysis are as shown in Table 5.

**Table 5:** Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.540	.130		4.154	.000
Curriculum	-.009	.015	-.016	-.603	.547
Assessment system	.146	.026	.172	5.601	.000
Teaching staff	.232	.031	.263	7.599	.000
Facilities	.019	.020	.028	.962	.336
Knowledge and skills	.013	.020	.016	.638	.523
Effectiveness of study programme	.447	.030	.414	15.035	.000

*Dependent: Perception on institutional reputation*

Table 6 shows the significance of the relationship between the 6 factors under investigation with the graduates' perception of institutional reputation.

**Table 6:** Hypotheses Statement

No	Hypotheses Statement	Results
H1	There is a relationship between curriculum and perception of reputation on	Not Significant
H2	There is a relationship between assessment system and perception of reputation	Significant
H3	There is a relationship between teaching staff and perception of reputation	Significant
H4	There is a relationship between facilities and perception of reputation	Not Significant
H5	There is a relationship between knowledge/skills and perception of reputation	Not Significant
H6	There is a relationship between effectiveness of study programme and perception of reputation	Significant

## DISCUSSION

Graduates' perception of reputation in this study refers to graduates' perception of OUM's reputation as an ODL higher education provider. The results indicate that *assessment system, teaching staff and effectiveness of study programme* are significant variables that influence the graduates' perception of the institution's reputation. The discussion of this paper will therefore focus on these three variables.

### Assessment system

Assessment is an integral part of a learning process and, ultimately, all institutions should aim to improve the quality of student learning. It is well recognised by educationists that learners are preoccupied with what constitutes the assessment in their chosen courses and programme, and whether we like it or not, we need to accept that assessment is the one that drives student learning. Assessment helps equip learners with a wide range of transferable skills and competencies. For example, a well-devised essay question is a good way to measure and assess learners' conceptual and analytical skills.

The two major components of assessment for the majority of the courses in OUM include assignment and final examination. A well-designed assessment system is one that can facilitate and encourage active learning, especially when the assessment is engaging. A good example would be by providing a good guide and constructive comments to learners' assignments in conjunction with the use of rubrics. The majority of learners in OUM are working adults and they are quite receptive to comments. Feedback encourages reflection and critical thinking, and it can eventually help change learners' behavior towards learning. This process of providing feedback to learners should be of mutual benefit to the institution, academics and learners and will create a conducive and a motivating learning environment. As articulated by Chaudary & Dey (2013), assessment in ODL is not only about grading learners, but it is also about monitoring the strategies used to accomplish an institution's goals. All of the above explanation does support the result

that there is a significant relationship between assessment system and perception on reputation of the institution.

### Teaching Staff

What teaching staff know and can do is the most important influence on what learners learn. Teaching staff who demonstrate effective strategies and techniques that actively engage learners in the learning process will win learners' attention. A majority of OUM's graduates are working adults and what is most important to them is to learn something that bears great relevance to what they do at their workplace. They are also concerned on whether the teaching staff are able to create a good balance between practical and theoretical knowledge. It goes without saying that academics must possess strong oral and written communication skills, so that they can deliver the courses in an effective manner, both in face-to-face and online sessions. Academic staff who dedicate extra time to instructional preparation and present content in a meaningful way will improve student learning. Consistent with the view provided by Latif et. al. (2009), the perception of learners on the institution being a quality education provider strongly depends on the way the academics build and maintain a community of learners by creating a relationship of trust, establishing consistent and reliable expectations and supporting and encouraging independence. Academics need to be available for consultation outside formal interaction time. Of course, having academics who are sincere, helpful, approachable and concerned will create a very positive impression to the learners.

### Effectiveness of Study Programme

In this study, there is a significant relationship between effectiveness of study programme and perception on institutional reputation and is consistent with the findings of Ramirez et al. (2014) who conducted a tracer study in Philippines. According to them, higher education institutions need to make curricular offerings more relevant to current jobs, by focusing specifically on communication, critical thinking, information technology, human relations, and problem-solving skills.

Learners will perceive excellence in an institution if the programmes offered can instill traits like self-confidence, maturity, self-reliance and critical thinking. Groups of individuals in ODL normally work in teams and create stimulating interaction of diverse ideas. Hence, the courses in the programmes assist them in making better quality decisions, which will help them perform better in their workplace.

## CONCLUSION

Based on the results of this study, what matters most to our graduates in terms of influencing their perception on the institution's reputation are: *the effectiveness of the study programme* (such as self-confidence, ability to be independent, team work, better communication, etc), *teaching staff* (good communication skills, competent and ability to relate teaching to industry practices, good online interaction, etc) and *assessment system* (fair and transparent and reliable marking schemes for assignment/examination). These factors contribute 51.7% of the variation in the graduates perception of OUM's reputation. Thus, greater efforts should be directed to these three factors in order to improve the graduates' perception on the institution's reputation which will have a positive impact on enrolment and learner retention.

## REFERENCES

- Barrett, P. (2007). Structural equation modelling: Adjudging model fit. *Personality & Individual Difference*, Retrieved July 03, 2013, From [http://www.pbarrett.net/publications/Adjudging\\_Model\\_Fit\\_Barrett\\_2007.pdf](http://www.pbarrett.net/publications/Adjudging_Model_Fit_Barrett_2007.pdf)
- Chaudhary, S. V. S., & Dey, N. (2013). Assessment in Open and Distance Learning System ( ODL ): *A Challenge*, 5(3), pp 207–216.
- Chin, W.W. (1998b). Issues and opinion on structural equation modeling. *MIS Quarterly*, 22(1), pp 7-16.
- Collis, J. & Hussey, R. (2003) *Business Research: a practical guide for undergraduate and postgraduate learners*, second edition. Basingstoke: Palgrave Macmillan
- Gholipour, T. H., Nayeri, M. D., & Mehdi, M. (2012). Investigation of attitudes about corporate social responsibility: *Business learners in Iran*, 6(14), pp 5105–5113.
- Holden, M. T., & Lynch, P. (2004). Choosing the Appropriate Methodology: Understanding Research Philosophy. *The Marketing Review*, 4(4), pp 397-409
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, (30), pp 607-610.
- Latifah Abdol Latif, Sumalee Sungsurri & Ramli Bahroom (2009). Managing Retention in ODL Institutions : A Case Study on Open University Malaysia and Sukhothai Thammathirat Open University. *ASEAN Journal of Open and Distance Learning*, 1(1), pp 1–10.
- Lei, M., & Lomax, R.G. (2005). The effect of varying degrees of non-normality in structural equation modeling. *Structural Equation Modeling: A Multidisciplinary Journal*, 12(1), pp 1-27
- Munisamy, S., Noor Ismawati M. J. & Nagaraj, S. (2014). Does Reputation Matter? Case Study of Undergraduate Choice at a Premier University. *Asia-Pacific Education Researcher*, (2014) 23(3): 451-462. Published online 12 Sept 2013, DOI 10.1007/s40299-013-0120-y
- Ndudzo, D. (2013). Assessing Learner Support Services at the Zimbabwe Open University. *Asian Journal of Humanities and Social Sciences*, 1(2), pp 173-184
- Obando, J., & Shisanya, C. (2013, February). Institutionalizing Tracer Studies in Higher Education Institutions in Africa: The Experience of Kenyatta University. Paper presented at Joint Unitrace-lucea, Safari Park Hotel, Nairobi
- Oppenheim, A.M. (2003). Questionnaire design, interviewing and attitude measurement. Retrieved December 31, 2013, from [http://books.google.com.my/books?id=6V4GnZS7TO4C&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](http://books.google.com.my/books?id=6V4GnZS7TO4C&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)

- Patel, R. and Patel, M. (2012). A Study On Perception And Attitude Of Students Regarding Factors Which They Consider While Making Selection Of Institute In MBA Programme In Gujarat State, *Journal of Arts, Science & Commerce*, Vol.– III, Issue –1,Jan. 2012 [115].
- Ramirez, T.L., Cruz, L.T., & Alcantara, N.V. (2014). Tracer Study of RTU Graduates: An Analysis. *Journal of arts, science and Commerce*, 1(Jan), pp 66-76
- Schostak, J. F. (2014). *Interviewing and Representation in Qualitative Research Projects*. Berkshire, GBR: McGraw-Hill Education
- Schomburg, Harald (2003) *Handbook for Graduate Tracer Studies: Centre for Research on Higher Education and Work*, University of Kassel, Germany. Retrieved May 27, 2015 from: [http://www.qtafi.de/handbook\\_v2.pdf](http://www.qtafi.de/handbook_v2.pdf).
- Shiao-Chuan Kung (2002). *Factors that Affect Students' Decision to Take Distance Learning Courses: A Survey Study of Technical College Students in Taiwan*. Education Media International. ISSN 0952-3987 print/ISSN 1469-5790 online © 2002 International Council for Education Media. <http://www.tandf.co.uk/journals>
- Weinberg, S.L., & Abramowitz, S.K. (2002). *Data analysis for the behavioural sciences using SPSS*. Cambridge, U.K: Cambridge University Press.