

The impact of the field of study on students' perceived quality in a Higher Education Institution certified by ISO 9001

Renata Freitas [8060085@estgf.ipp.pt]

*Polytechnic Institute of Porto, School of Technology and Management of Felgueiras,
CIICESI*

Vanda Lima [vlima@estgf.ipp.pt]

*Polytechnic Institute of Porto, School of Technology and Management of Felgueiras,
CIICESI*

Abstract

Purpose – The main objective of this paper is to investigate the students' perceived quality in a Higher Education Institution certified by ISO 9001, using six dimensions: Teachers performance; Top management performance; Staff performance; Structures and physical resources; Information and communication; and Support services. Additionally, this research intends to verify if the field of study (Engineering and Social Sciences) has a significant impact on students' perceived quality.

Design/methodology/approach – The research used a quantitative approach. The data were collected through a survey to 109 higher education students: 76 students from social sciences courses and 33 students from engineering courses.

Findings – The results show that the students evaluate the quality of the Higher Education Institution certified by ISO 9001 positively, in the six dimensions considered in this research. Through the operationalization of a multivariate analysis of variance, we find that the field of study does not influence the students' perceived quality. Students of engineering courses have levels of satisfaction similar to those of social sciences courses.

Research limitations/implications – This research was applied to a specific context of the Higher Education: polytechnic education and two fields of study (engineering and social sciences).

Originality/value – This paper explores new dimensions to evaluate the quality of Higher Education Institutions in the student's perception. Additionally, this paper uses the field of study as a predictor variable of students' perceived quality.

Keywords: Students' perceived quality, Field of study, Engineering, Social Sciences, Higher Education.