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THE ANALYSIS OF THE RELATIONSHIP BETWEEN INTERNATIONALLY ACCREDITED EDUCATIONAL QUALITY AND THE QUALITY PERCEPTION OF THE STUDENTS STUDYING AT AN ENGLISH PREPARATORY SCHOOL OF A FOUNDATION UNIVERSITY

Abstract:

In today's world, all the higher education institutions across the world are trying to keep and improve their educational standards in order to respond to the ever-changing needs and expectations of all their stakeholders and to survive under great environmental pressure resulting from the stiff global and local competition. To this end, they need to plan, control and improve their own educational quality on a regular and continuous basis. However, if there is a considerable gap between the internationally agreed-upon quality standards and the quality offered within the institutional framework, it will be very difficult to claim objectively that the educational services provided are of the highest achievable quality. Thus, obtaining international quality accreditation is of crucial importance both in proving the educational quality offered institutionally and persuading all the stakeholders that the education provided is planned, monitored, evaluated and improved in line with the predefined and preset international quality standards. On the other hand, having an international quality accreditation as a higher education institution might not always guarantee a positive quality perception on the students' part, who are the actual consumers of the quality. The main purpose of this study is to analyze the relationship between the internationally accredited educational quality and the quality perception of the students studying at an English preparatory school of a foundation university in Turkey.

Keywords:

Quality, quality assurance, higher education, international accreditation