A Theoretical Discourse on Quality Education

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Abstract

The theoretical and empirical dimensions and understandings of quality in education are explored in this study using secondary research techniques based on a literature review and content analysis. It reviews several studies and includes recommendations for top-notch instruction. While the quality of education is a current global problem, Nepal's education is seen as being of poor quality. In order to guarantee quality education, numerous international conferences have been held. In Nepal, getting a good education is difficult and seen as a piecemeal process. Review shows that there are number of ways to ensure quality education. However, efficiency, effectiveness, equity, relevancy and sustainability are considered the basic measures for a quality education. Similarly, quality environment, quality inputs, quality contents, quality process, quality outputs, quality outcomes, and quality impacts are considered the basic imperatives of quality education. The main methods for achieving quality in diverse sectors include quality assurance, contract compliance, customer-driven, ISO 9000:2000, and self-assessment though the education experts and practitioners perceive quality education as an intangible and elusive notion.

Keywords: *Education, Discourse, Equality, Quality*

Introduction

The world's most contentious and elusive ideas are probably the ideals of educational excellence and equality. A number of international conferences on universal basic education were organized after the UN proclaimed it to be a human right in 1948. Rights, access, opportunities, and equality in education were emphasized at the Karachi Conference (1959–1960), the UNO's Delhi Conference (1993), the Jomtien Conference (1990), the Amman Conference (1996), the Salamanca Conference (1994), the Dakar Conference (2000), the MDGs (2000), the SDGs conference (2015), and the Incheon Conference (2018). Among these initiatives, the conferences in Dakar in 2000 and Jomtien in 1990 both brought up the subject of educational quality instantly. In addition, Saillis (1993) contends that quality is rightfully a top priority and has almost become the center of the education debate. Similar to this, according to UNESCO (2016), high-quality education promotes creativity and knowledge while guaranteeing the acquisition of fundamental skills like literacy and numeracy as well as analytical and problem-solving abilities as well as other advanced

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cognitive, interpersonal, and social abilities. The problem here is how well the Nepali educational system is understood in connection to educational quality.

However, no country has been able to define these terminologies in real sense. I think practically, these things are very hard to enhance though a number of countries and international agencies have been attempting to ensure these things. Mainly, the Organization for Economic Cooperation and Development (OECD) countries[**] have been working on achieving quality education and UN has been working on ensuring equality in education protecting the rights. The World Education Forum (WEF) has also set out some goals to acquire these things through organizing the different world conferences. Among them, the Dakar conference on EFA is the major one. The second, fifth and sixth objectives of Dakar conference on EFA 2000 are related to quality education (UNESCO, 2005) whereas the first, third, fourth and fifth objectives are related to equality of education. Though the international conferences and organizations stressed quality in education genuinely, there are not clear bench marks and indicators for assessing the quality and equality. The UNESCO (2005) further attempted to define quality as:

> In 1990, the World Declaration on Education for All noted that the generally poor quality of education needed to be improved and recommended that education be made both universally available and more relevant. The Declaration also identified quality as a prerequisite for achieving the fundamental goal of equity. While the notion of quality was not fully developed, it was recognized that expanding access alone would be insufficient for education to contribute fully to the development of the individual and society. Emphasis was accordingly placed on assuring an increase in children's cognitive development by improving the quality of their education. (p.29)

The Dakar Framework for Action listed access to high-quality education as one of its primary goals ten years later. The Dakar conference characterized quality as healthy and motivated students as inputs, good pedagogies as process, relevant curricula as content, strong governance, and equitable resource allocation as system. The UNESCO (2005) had also taken "quality education" as the center of the educational system.

Similarly, the sustainable development goal (SDG) - 2015 also stressed on quality education. There are altogether 17 goals where the goal number four is related to quality education. In this context, NPC (2017) states SDG as:

[**]   OECD comprises the countries with greater socio-economic development. There are about 34 OECD countries. The head office of OECD is located in Paris, France. OECD primarily works for quality education.

The targets under SDG 4 include ensuring, by 2030, (i) that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes, (ii) that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education, (iii) equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university, (iv) that a larger percent the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship, and (v) elimination of gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, among others. (pp. 28-29)

Likewise, the Inchon Declaration (May 19 to 22, 2015) by WEF held in Incheon, South Korea, also talks about future quality education. The forum was convened by the UNESCO and attended by over 1,600 participants, including government ministers, education experts, representatives, and international organizations (UNESCO, 2016). The Inchon Declaration on education is a comprehensive and forward-looking document for the next 15 years. It identifies 10 key goals for education, which are aligned with the SDGs. The goals are related to:

1. Ensure inclusive and equitable **quality** education and promote lifelong learning.
2. Create safe and enabling environments for learning.
3. Provide comprehensive early childhood education.
4. Ensure children's, especially girls' free, equitable, and **quality** school education.
5. Ensure equitable access to relevant and high-**quality** education, skills and training to all youth and adults.
6. Ensure knowledge and skills to promote sustainable development.
7. Ensure well-managed, well-equipped, and resourced system to provide **quality** education.
8. Strengthen links of education with other sectors.
9. Ensure that education is more responsive to global challenges and opportunities.
10. Increase the accountability of education systems and actors to deliver quality education.

Here, the goal number 1, 4, 5, and 7 are directly related to quality education. The Inchon Declaration was a significant milestone in the global effort to advance education, human right and sustainable development. Mainly, it provided a framework for countries and stakeholders to shape their education policies and programs against future challenges.

In brief, since more than 50 years ago, the aforementioned institution and conferences at the international level have emphasized the importance of quality education. However, the

quality movement has not stopped; rather, it has evolved to take on new meanings as time goes on, indicating that quality's definition is also evolving. The scope and complexity of its meaning are currently expanding. As a result, ensuring quality in education nowadays is more difficult.

Statement of problem

The most contentious issue at present in the entire globe is the quality in education. The quality of education in Nepal needs to improve (Action Aid, 2017). Though the quality definition has not fixed definition, it is considered as excellence. The phrase "excellent education" has several different connotations. It is related to context or environment, learner, content, procedure, and outcomes, as well as job possibilities, according to the reviewed literature. Also, some literature places an emphasis on the nation's socio-economic progress and its contribution to the community in which we live. Private schools with English medium in Nepal are perceived by parents as a ticket to better education (Action Aid, 2017). Yet, there is a misconception in Nepal that English-medium instruction is the only sign of a high-quality education. However, the analyzed studies do not support this claim. This study has prompted the inquiry, "What would be the closest definition of quality education for Nepal?" In order to provide a more accurate benchmark for quality education, this research attempted to explore a wider variety of meanings of quality education as well as ways for assessing it.

Methods

Secondary research techniques are the foundation of this work. It requires a variety of high-quality educational books that are distributed globally. The procedure of gathering and studying data that has previously been obtained by another person is referred to as secondary research. It entails utilizing already available knowledge sources, including publications like books, papers, reports, databases, and other resources that are openly accessible. There are several methods of conducting secondary research, including:

1. Literature review: A literature review involves searching for and analyzing existing literature on a specific topic. This method is often used in academic research.
2. Desk research: Desk research involves gathering information from existing sources such as databases, reports, and other online resources.
3. Data analysis: Data analysis involves analyzing existing data sets to uncover patterns and trends that may be relevant to a research question.
4. Meta-analysis: Meta-analysis involves analyzing the results of multiple studies on a specific topic to draw broader conclusions.
5. Content analysis: Content analysis involves analyzing written or visual material to identify patterns or themes. This method is often used in marketing research.

As a result, secondary sources are a worthwhile and accessible method for obtaining data in a research endeavor. To make sure the sources are trustworthy and current, nevertheless, is crucial. In this regard, of the aforementioned approaches, it adheres to literature review and content analysis methods where it evaluates, contrasts, and compares the contents quality side of education.

Results and discussion

This section presents discussion of the study through different topics. Quality issue in our educational context is assessed through comparing and contrasting with the international standard and norms.

The quality education in School

School education, more specifically the basic education is considered as the human rights all over the world. The objectives set by the aforementioned conferences also justify this statement. A quality education is a system concept as it orderly based on school environment; academic emphasis, with high expectations for student learning; instructional leadership, i.e. the qualities of the head teacher and acquisition, distribution and use of material inputs (Lockheed & Verspoor, 1996 as cited in EdQual, 2006). The quality of school education is also related to all-round development of a child. Mainly, it enhances knowledge, skills and attitudes. Similarly, school quality is conceptualised as having three levels: the quality classroom to get knowledge, skill and attitude; achieve economic goals of the community and the quality judged other social criteria (Beeby, 1966 as cited in EdQual, 2006). Overall, quality based school education is firmly related to enhance knowledge, skills and attitudes systematically.

Parameters of quality education

The quality education can be assessed and ensured through different parameters. The quality movement has emerged in response to economic crisis in the 1970s, spawning management approaches such as Total Quality Management (Sayed, 1997, as cited in EdQual, 2006). TQM is the well-known management theory for some decades. TQM talks about three types of qualities (quality assurance, contract conformance & customer driven) as mentioned in the quality frame of appendix one. UNESCO released The Delors Report in 1996 to describe the four pillars of education. EdQual (2006) describe these four pillars as:

Learning to know: this is concerned with acquiring a sufficiently broad general knowledge and mastering the tools of knowledge and understanding. As a means, knowledge enables people to develop occupational, critical thinking, and communication skills; to understand

their environment and be able to lead their lives with dignity. As an end, it satisfies intellectual curiosity.

Learning to do: developing the competence to deal with different situations and form the aptitude for teamwork. This pillar is closely associated with vocational training and implies a shift from certified skills to technical/vocational skills; communication/interpersonal social skills.

Learning to live together: refers to family and community as well as the global context. It addresses the skills for understanding self and others; taking responsibility for participating in and contributing to society; collaborating for the common good and learning to manage conflicts.

Learning to be: refers to the development of individual potential. Education must take into account all aspects of a person's potential, memory, reasoning, aesthetic sense, physical capacities and communication skills. This pillar is concerned with uncovering hidden talents - "the treasure within". (p. 6)

Describing the pillar concept and the Dakar framework, EdQual (2006) states, more on quality than any other internationally ratified text had in the past by calling for equity and inclusion both in terms of access and achievement, which encompass different pillars as mentioned in the Delors report.

UNESCO (2005) describes the education quality from humanist, behaviourist, critical approaches, indigenous, and adult education approaches. Similarly, quality is the standard of something when it is compared to other things like it, how good or bad something is (Thangeda, Bakisanani, & Mompati, 2016). Educational quality is the multifaceted phenomenon, which comprises of efficiency, effectiveness, equality, relevancy, and sustainability.

The term internal efficiency in an education system refers to the ratio of non-monetary outputs to monetary inputs and the external efficiency refers to the degree to which the education system meets the needs of individuals and society as a whole (EdQual, 2006). The external efficiency is also known as effectiveness related to the educational process and outcome in the system. The educational effectiveness can be improved through improving the process of teaching and learning. Similarly, the technical efficiency, on the other hand, refers to the organization of available resources in such a way that maximum feasible output is produced (Windham, 1988, as cited in as cited in EdQual, 2006). In school, the students' promotion rate, repetition rate and dropout rate are considered the major indicators to major internal efficiency and the socio-economic return gained by an individual and society from investment in education is considered as external efficiency.

Likewise, equality, relevancy and sustainability are also considered as the major components of quality education. The educational quality commonly arises from a position that takes a "quality education" as a human right (Sayed, 1997, as cited in EdQual, 2006). This in turn builds on the relationship of education to development models based on human development and poverty reduction, social cohesion, social diversity, peace, etc. (Michaelowa, 2001 as cited in EdQual, 2006). The equality in education denotes the quality of human development, management of social diversities and keeping social harmony intact, for example, gender parity, equal access and opportunities. Another key element in the discussion of equality in education is relevance. The relevance of education is making education as need based means. Relevance of the education connects education with development and concerned with the central purpose of education. Likewise, sustainability is also considered an indicator of quality measurement. It essentially implies that all of our concerns in relation to the other elements must bring in thoughts not just of the present but of the future (EdQual, 2006).

In conclusion, literatures show that the quality education has at least five components namely: effectiveness, efficiency, equity, relevance, and sustainability

Discussion on quality education

A quality education has different theoretical dimensions including access and outcomes too. UNESCO (2005) summarized three principles of debate at international debate. They are: the need for more relevance, for greater equity of access and outcome and for proper observance of individual rights. In addition to this, a quality education has humanitarian and socio-political dimensions too. In this context, referring Sayed, EdQual (2006) states, who argues that the concept "quality" in education is elusive and frequently used but never defined and goes on to discuss how its multiple meanings reflect different ideological, social and political values.

A quality education should be critical otherwise it will not provide new knowledge and idea. The cognitive psychologist, Piaget also argues that learners need to be faced with a conflict between the two; otherwise, knowledge is static and learning cannot take place (UNESCO, 2005). Hence, quality education needs to be critical and interactive to promote innovations in development.

On the other hand, Nepal still sees decent education as a fragmented process. Through an agreement, consensus, or transactional bargaining process, this style of education maintains the status quo and the transmission or reproduction of traditional education. It neither promotes transformation and innovations nor encourages learners to practice critical thinking during in-class education. It is believed that the classroom environment must be participatory in order for instruction to be effective. Classroom interaction is increased

through discussions, role plays, and project-based learning strategies, which guarantee two-way communication. Hence a participatory, critical, and innovative educational system is required.

Quality framework

There are mainly three ways of ensuring quality in different sectors (see appendix one). Mainly there are three techniques of ensuring quality (see the appendix one). The contract conformance is the quality set by service provider and service holder. The customer driven quality focuses on customer's needs and interests. The appendix one further analyses these quality measure techniques.

There are various measurements of quality as indicated in the table. The ISO 9000:2000 can also be used in education. Similarly, the Deming's quality circle, self-assessment process, grade system, and customer's satisfaction are also be used to measure the quality in education. Some of them are discussed here.

Applying ISO 9000:2000 to education

The word "ISO" stands for international orgaization for standardization (ISO). Functionally, ISO is like Nepal standards (NS) and Indian standards Institute (ISI) but ISO is related to international level quality. The ISO has set into different series to the different products. The ISO standards can also be applied in education sector. In this context Saillis (1993) states:

The ISO9000 series is the world's major quality standard with some350,000 users worldwide (Saillis,1993). The philosophy behind the ISO9000 series is that quality should be built into the systems and procedures of the organization, where the emphasis is on prevention rather than cure. The previous ISO9000 series gave problems to educational institutions because of the manufacturing origins of its language. It needed considerable translation for the educational context. It was based on the notion of conformity of product that was difficult to translate in an educational setting, especially if the product was defined as the student. However, ISO9000:2000 is now about process and is far more accessible to service organizations and to educational establishments. (pp. 53-54)

The ISO is the example of quality assurance as mentioned in the appendix one. Up to now, the ISO certified educational institutions are not reported in Nepal, rather there is QAA (Quality Accreditation & Assurance) certification system for higher education institutions. The ISO9000:2000 series is based on the eight principles namely: customer focus, leadership, involvement of people, process approach, systems approach to management, continuous improvement, factual approach to decision making, and mutually beneficial

supplier relationships (Saillis, 1993). The aforementioned ISO certification and eight principles can be replicated and used to assess quality in education of Nepal.

Applying self-assessment

Another important measurement of quality is self-assessment method. Using self-assessment, we can assess the quality standards of our educational institutions. It is a cost effective and an efficient tool to ensure quality. The self-assessment is an independent tool to evaluate and improve quality. Describing quality through self-assessment, Saillis (1993) states:

The use of self-assessment or quality audit is an excellent first diagnostic step on the path to total quality. Having a self-assessment checklist is a standard against which the institution can measure itself. It provides a framework for building up an understanding of quality. It allows the organization to discern its strengths and weaknesses and from such an analysis to decide how best to make improvements... In this self-assessment checklist there are 10 quality indicators. These have been weighted to show their relative importance in the quality process. The highest weighted areas are effective teaching and learning and leadership. The indicators for the self-assessment of institutional quality are: access (5%); services to customers (5%); leadership (15%); physical environment and resources (5%); effective learning and teaching (20%); students (15%); staff (15%); external relations (5%); organization (5%); standards (10%). (p.147)

These 10 indicators can also help to measure the quality in education. These indicators are related to context, inputs, process, outputs and outcomes. The access and physical environment indicate the context. The environment, resources, students, teachers, and organization are the input indicators to measure quality. The standards (Both hard and soft) indicate the quality outputs of the system. The services provided to customers, leadership and the effective teaching learning indicates the outcome of the system. Similarly, the external relations indicators indicate the marketing and community school relationships. These indicators can also be interpreted as CIPOO (Context, Input, Process, Output and Outcome) analysis indicators. The CIPOO indicators can also be applied as the total quality indicator in education.

In this way, the quality education can be ensured through various ways. In recent years, quality education is also interpreted as inclusive education, and multicultural education. Multicultural education is a broad concept with several different and important dimensions. These dimensions are content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture and social structure (Banks & Banks, 2016). Teachers may achieve equality in their classrooms applying principles of multicultural

education, being committed to the ideal of equity, or being the same race and social class of the children they are teaching (Borman & Kimball, 2005).

The OECD studies the worldwide performance of students from quality perspective. It conducts research in various aspects of quality education. The OECD reports show that the Nordic countries, South Korea, Singapore, like countries occupied best positions in the quality teaching. Mainly, they are able to maintain good quality in Science and Mathematics education. The NOKIA Company of Finland and SAMSUNG and LG companies of South Korea are the leading companies from the point of view of quality production all over the world. I think it is because of the education system followed by these countries. In Finland, there is relatively flexible and loosely coupled education system whereas in South Korea, there is tight and hard education system at school level. The positions of other countries rest in between these two education systems. Both of these countries' education systems signify the quality education and most African countries and some south Asian countries' education system is considered as poor quality education.

Overall, OECD (2011) emphasized the importance of promoting STEM (Science, Technology, Engineering, and Math) curricula for students in rural schools, students in vocational and community schools, and students from underprivileged communities in order to raise the average performance of the nation. In Nepal, Educational Review Organization (ERO) conducts verities of activities including national achievement of students' achievement (NASA).

Quality as system techniques

Systematic techniques can be used to improve education quality. The quality of every component of the system, from context to impact, is emphasized by system approaches. The study shows that students are aware of the importance of quality in education as quality has an impact on their employment; students appreciate the effort of the entity in providing quality (Thangeda, Bakisanani, & Mompati, 2016). To understand quality education, UNICEF (2000) describes system concept of quality education as it includes:

Quality learners are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; **Quality environments** are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; **Quality content** is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; **quality processes** through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities; and **quality**

outcomes encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. (p. 4)

Similarly, EdQual, (2006) also identified the quality as effectiveness, efficiency, equality, relevance and sustainability. Overall, reviewed literatures mainly stress on system components i.e. environment as context, learner and contents as input, process and outcomes as well as impact.

Quality education in Nepal

Quality of education in Nepal needs to be improved. Only 11.5% of pupils starting in grade 1 continue in school until grade 12, and School Leaving Certificate (SLC) pass rates in public schools dropped from 46.6% in 2011 to 33.7% in 2015 (Action Aid, 2017). The figure shows that the survival and promotion rate in Nepal's school education is yet to be improved. Action Aid (2017) further elaborates the situation of Nepal as:

The right to free, quality education is established by the Universal Declaration of Human Rights, and reaffirmed with the SDGs. In Nepal, the right to education is enshrined in the constitution, and the government should ensure free education of good quality to all citizens. But a recent study by Action Aid shows that government does not live up to this, and leaves a large part of its responsibility to private sector. (p. 2)

Similarly, Beeby (1966) conceptualised quality as having three levels: classroom quality; community's economic growth, and the quality judged by social criteria. Thereafter, the quality movement emerged in response to economic crisis of 1970s, producing management approaches such as TQM (EdQual, 2006,). But in Nepal, the impact component has not yet taken as seriously and therefore students prefer to go abroad rather than serving community where they live.

Similarly, in Nepal school education is also unequal from the gender point of view. The women teacher at school education (1-10) is only 26%, 44% girls study at institutional (private) school, NER of 9-12 is just 47.6 (CEHRD, 2020). Similarly, at the higher education, the largest institution Tribhuvan University (TU) provides higher education for about 79% students in the country, where girls' proportion at bachelor, masters, MPhil, and Phd level are 54%, 47%, 17%, and 17% (CEHRD, 2020). At higher education level, TU could not deliver high-quality education due to its financial problem. In this regard, Mathema (2007) argues that, with the exception of a few technical institutes, TU does not provide quality education because of the decline in government funding and the institution's inability to mobilize its vast property and generate alternative sources of income so that its faculties and departments can increase their engagement in research, consulting, and other quality enhancement activities.

Conclusion

Overall, there is urgent need for improvement in the conceptual and behavioral meanings of quality in Nepali education system. The understood definition of quality education just revolves around promotion, certification or degrees it produces. Institutional schools' English-medium instruction is regarded as of high quality. The quality environment and results remain unchanged. Even for policymakers, the effects of the educational system are a largely invisible phenomenon. As a result, a bigger proportion of students who graduate from high school choose to pursue their studies and careers abroad. The number of female instructors in public schools is only 26%, which may be higher, and only 17% of girls are enrolled in MPhll and PhD programs. Yet, the statistics show that there has been significant progress in girls' education.

Upon reviewing the literature, the five elements: effectiveness, efficiency, equality, relevance, and sustainability were found emphasized as quality elements. Similar to this, quality in education refers to the environment, learners, contents, process, and outcomes. The educational system in Nepal is thought to be of low quality. This fact does not require justification because Nepal's use of human resources on the international market speaks for itself. The majority of Nepali laborers found working abroad are employed in low-paying blue-collar jobs. The issue of equality emerges as the main barrier to providing Nepal's education system with high-quality resources in this setting. In Nepal, the QA and CC types of quality can be used, and they can be evaluated and tracked using the self-assessment method and established indicators. Yet, the Nepalese government has prioritized the right-based approach over the quality-based approach in the growth of education. Furthermore, it appears that access and opportunity are prioritized over quality in political and social awareness. The Dakar Framework and Pledge, which placed an emphasis on both equity and the quality of education, have recently come under pressure to be implemented by the government of Nepal. In closing, would like to make a recommendation to all parties involved, including the government of Nepal, to adopt the humanistic quality education strategy by educating the important institutions, namely the parents, teachers, and students.

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Appendix One

Quality Framework

Quality Type	Definition	General Feature	Strength	Weakness	Applied Field	Measurement
Quality assurance (QA)	It refers to the determination of standards, appropriate methods and quality requirements by the experts' body, accompanied by a process of inspection that examines the extent to which practice meets these standards.	- QA standards are set externally by experts - QA standards are evaluated by some objective criteria - QA usually involves some formal evaluation or inspection.	- Experts set standards - objective criteria - Formal evaluation	- Local variation - Standards are set by external experts not by customers.	- Industry - Hospital - School (examination, certification, physical facilities) - check post, etc	- ISO 9000 - ISI - NS - ISBN
Contract Conformance (CC)	It refers to the quality standard which has been specified during the negotiation of forming a contract.	- Contracts are best negotiated. - Conformance expectations can be built into the account. - Conformance expectations can be built into the account. - Conformance can be mutually assessed by the parties to the contract. - Conformance is assessed on an ongoing basis rather than through inspection.	- Conformance can be mutually assessed by the parties to the contract.	- Conformance is assessed on an ongoing basis rather than through inspection	- Construction - Government - Government bodies - Social services	- Contractor's experiences - Contractor's grade
Customer Driven (CD)	It refers to a notion of quality in which those who are to receive a product or service make explicit their expectations for this product or service and quality is defined in terms of meeting or exceeding the expectations of customer.	- Customers can define their expectations clearly. - Customers' expectations and requirements sometimes differ from those assumed by the providers of services.	- Customers can define their expectations clearly	- Customers' expectations and requirements differ from those assessed by the providers of services.	- School - Hotel ` - Market - Cinema, etc	- 5-star - 3-star - Price - Time - Durability - Guarantee - Warrantee

Table source: Murgatroyd, Stephn and Morgan, Colin (1993)