

Students' Expectation, Perception and Personal Development on Their University Education

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Abstract: Universities have offered the best platforms and learning ecosystem to enrich students' characters development. However, how students in the new generation perceives the total experience they get from the university is yet to be examined. This research examines the impact of university education on the personal and social development of these students in Malaysia by focusing on their expectation and perception of university education, and their evaluation of their university experience. The data were derived from a survey of a stratified sample population of graduating students from a higher education institution in Malaysia. Based on the simple frequency counts and confirmation factor analysis, the findings indicate that university education, although marginally, has met the students' expectation of university education towards enriching their social and personal experiences. The students believed that university education has mostly molded them with personal development such as Developing Integrity and Developing Purpose. The understanding of the students' expectations, perceptions and evaluation of their university education and its impact on their personal development can assist universities to improve which aspects of education system that can support students to develop their motivation, behaviour and achievement.

Keywords: Expectation, Perception, Personal Development, University Education

1. Introduction

The university is seen as a major agent of development which should fulfil national needs and the human aspirations of the country, and produce graduates who possess relevant skills to participate in the technological and economic development in the country. It should play a significant role in assisting the achievement of a higher rate of economic growth and the training of efficient and dedicated executives.

True education is to inculcate into the students' knowledge and behavioural values that are conducive towards national development, and to draw these potentialities that enable them to become responsible citizens within the society. Even the early report of university education in Malaysia (The Carr-Saunders Commission, 1961), put forward that, while the proper function of universities shall be

the preparation of students for entry into the higher professions, it should also enlarge the sphere of interest, sharpen sensibility, quicken perceptivity and deepen sympathy. This sentiment was then shared by Tun Abdul Razak and Royal Professor Ungku Aziz who stated that ‘the duty of a university is to teach wisdom, not just trade, to mold character and not merely teach technicalities’ and students should not only to be taught useful, knowledgeable and practical intellectual skills, but provided with ‘rich opportunities for relevant, cultural, social, political and physical experiences that will prepare them for the destined tasks as workers in national development’.

Insofar, university administrations in Malaysia have responded to the national development goals and pledged to create a society that is analytic, informative and skillful, enhance dexterities and professionalism through trainings provided and revised teaching methods (Altbach, 1991; Azis, 2001; Yorke, 1999). Thus, with aims of achieving academic and non-academic excellence, universities have created conditions that are conducive to develop the academic and intellectual potential of the students. Universities are also to provide facilities with quality assurance in nine areas of human capital objectives and aim, academic programme curriculum, teaching and learning activities, appraisal mechanisms, learning materials, teachers’ resources, supporting system, programme development and quality of programme. In the human development, universities pledge to provide support under human capital objectives and aims which are: possess continual interest, possess a wide area of general knowledge, sensitive towards current issues, appreciate art, culture and sport, skillful in problem solving, creative and innovative, critical thinking skills, adaptable, highly morale, show concern and care, skillful in communication, efficient in relaying information, easily amenable, socialize well, exude professionalism, endeavor self-improvement, possess personal strength, aspiring to be leader, and able to work in a team (Ismail and Kanesan, 2011).

However, the newest generation, is dubbed as the most diverse generation that is very much different from the values uphold by generations that preceded them. They are known as technologically competent (Holt, Marques & Wray, 2012; Howe & Strauss, 2007), yet, lack of professional boundaries influenced by socialization (Monaco & Martin, 2007). The 21st century skills needed might differ from what universities have to offer as perceived by our students. Although universities have offered the best platforms and future-proof learning ecosystem to enrich students’ character development, how these students perceive the total experience they get from the university is yet to be examined. Concerns have been raised as to whether the knowledge or skills acquired can be guaranteed to meet the needs of the students’ lifelong learning, satisfaction, happiness, well-being, opportunity and contribution to humanity. Does the university education received able to enrich their social and personal experiences? This current study is, thus, an attempt to assess the impact of university education on the personal and social development of the students in Malaysia by examining their expectation and evaluation on their university education

2. Literature Review

2.1 Higher Education Institutions in Malaysia

Universities have been conventionally known as a platform for the discovery and transmitting information that give benefits, not just to individuals, but, society and the entire nation (Altbach, 1991, Marimuthu, 1984). These institutions produce knowledgeable, highly skilled and multi-skills workforces that function in companies, public sectors and as entrepreneurs, thus, encouraging development, diminishing poverty and boosting shared prosperity. Almost certainly, universities contribute towards development process in holistic way which incorporates the economic, political, social and specialized advancement (Puteh, Johari & Meerah, 2014, Ismail and Kanesan, 2011). Considering many roles universities have to deliver, the upmost function is to educate and developing

student character as the future workforce and functional individual in society (Kerr, 2001). This character building can be done through the exchange of information, learning experience and internalizing moral values in order to become skillful graduates.

The development of Malaysia's universities has a close attachment towards governmental socioeconomic policy and national requirement (Ismail and Kanasan, 2011; Malakolunthu and Rengasamy, 2012; Singh et al., 2010), and current improvement considers feedbacks and references from employers and industry players. Researchers Mohd Zain, Aspah Mohmud, Abdullah and Ebrahimi (2017) explained that the evolution of higher education institutions (HEIs) in Malaysia is geared to suit the national agenda and global needs. In the early years of their conceptions, i.e during the 1970s, most HEIs in this country functioned as supporting training centers to produce skilled and educated specialists. Under the Ninth Malaysian Plan (2006-2010) the function shifted towards producing first class human capital, equipped with the elements of creativity, innovation and soft skills. This was realized by boosting the HEIs ecosystem, exploiting globalization and changing HEIs leadership (Abdullah, Cheng & Alsagoff, 2014; Zain, et al., 2017). The transformation was motivated by feedbacks from industries that required graduates to be excellent in academic qualifications and possess abilities and competence.

The Malaysian Higher Education Blueprint (2015–2025) (MHEB) aims at positioning Malaysia's higher education system at par with the world's HEI providers to ensure Malaysian graduates are competitive in the worldwide economy. The MHEB stresses on ensuring students to become holistic, entrepreneurial and balanced graduates, talented excellence and a nation of lifelong learners, consequently, internalizing shared values and common aspirations. Due to this, university administrations in Malaysia have responded to the national development goals and pledged to create a society that is analytic, informative and skillful, enhance dexterities and professionalism through trainings provided, revise teaching methods, increase the opportunities to access into higher education, promote the nation as a center of academic excellence, while taking the lead in creating new fields of knowledge through research activities (Altbach, 1991; Azis, 2001; Yorke, 1999). In addition, universities are also to provide facilities with quality assurance in nine areas of human capital objectives and aim, academic programme curriculum, teaching and learning activities, appraisal mechanisms, learning materials, teachers' resources, supporting system, programme development and quality of programme. In the human development, universities pledge to provide support under human capital objectives and aims which are possess continual interest, possess a wide area of general knowledge, sensitive towards current issues, appreciate art, culture and sport, skillful in problem solving, creative and innovative, clinical thinking skills, adaptable, highly morale, show concern and care, skillful in communication, efficient in relaying information, easily amenable, socialize well, exude professionalism, endeavor self-improvement, possess personal strength, aspiring to be leader, and able to work in a team (Ismail and Kanasan, 2011). However, with all of this quality assurance, current social and moral issues among youths, questions have been raised regarding the effectiveness of university education on the students' personal development.

Referring to psychological gaps among students, universities and employers, Mourshed, Farrell & Barton (2012) summarized the situation as living in parallel universe due to a lack of shared expectations. The same risks are expected in universities in ensuring this generation opts for furthering their study at the tertiary level of education, maintains the study until graduation and considers for post graduate studies. This is the topmost challenge faced by HEIs in this new era of education provision. Unglesbee (2019) reported rivalry over contracting pools of potential students, slowed growth in international student enrollment and a requirement from industries for proof workforce-prepared graduates were some of the issues that universities need to deal with.

This realization is important as the change of era has given different psychological state of students. As mentioned earlier, 21st century skills needed might differ from what universities are offering to the students. The relevant traditional works forces might not increase in demand as the technology can replace some of the jobs due to advancement in artificial technology, big data and industrial revolution 4.0. Universities might not be relevant due to skills set required by industries, the intensive used of technology and social media culture. The students may perceive that universities may limit their potential, or the platforms are insufficient for them to express themselves, the facilities provided are not up-to-date, and the emergence of micro-credential platform from public, private and industries that ensure job placement. These concerns are relevant considering the issue of higher education models that need to mirror the interest for lifelong learning in order to adapt to the changes brought by the Fourth Industrial Revolution where skills are given more emphasis compared to the academic degree in the future. Even the new business models and start-ups are disrupting conventional the HEIs and operating models (Ostergaard and Nordlund, 2019).

To date, the literature on Malaysia university education has mainly focused on the development of the university education itself. Research on students' development on their education experience, has been very scanty. Thus, the findings of this present study may contribute to the body of knowledge for the future development of university education

2.2 Student Development

Student development theories can be divided into four broad categories (Long, 2012): 1) psychosocial theories that focus on the self-reflective and interpersonal dimensions of students' lives, describing how students perceive their identity and society evolve through the conflicts they experience; 2) cognitive-structural theories that explain how students think, reason, organize and make meaning of their experiences; 3) person-environment theories that focus on how students' behaviour and growth are affected by the educational environment; and 4) humanistic-existential theories that describe how students make decisions that affect themselves and other people.

The most widely applied theory of student development is Chickering's (1969) theory of identity development. The theory establishes seven vectors, or tasks that deal with the psychological development of the student. The theory puts forward the seven stages or phases that students have to go through in developing their identity. The first vector is developing competence. At this stage, students develop intellectual competence (the ability to understand, analyse and synthesize), manual competence (the ability to physically accomplish tasks), and interpersonal competence (working and establishing relationships with others). The second vector deals with the ability to manage emotions. At this stage students develop the ability to control and express their emotions according and appropriately in different contexts. The third vector is moving towards autonomy and interdependence, the stage at which students learn to solve problems on their own, recognize their goals and achieve them independently, take responsibility for themselves, as well as respecting others. The fourth vector is the stage where students develop mature interpersonal relationships. Here, students develop tolerance and acceptance of differences and uniqueness of people in contact, and establish relationships that are close and meaningful. The fifth vector is the stage where students establish their identity by constructing a secure and comfortable sense of identity with regards to appearance, gender and other aspects. The sixth vector is the phase of developing purpose in which students establish a set of clear career goals, aspirations and commitments. The last vector is the development of integrity. This is where students practice the values that are consistent with their own beliefs.

2.3 The Study

This study examined the impact of university education on the personal and social development of the graduating group of students in Malaysia by focusing on their expectation and perception of university education, and their evaluation of their university experience. Thus, the research questions formulated for this study are as follows:

- a. What are students' expectations of university education?
- b. What is students' evaluation of their university experience on their personal development?

3. Methods

This was a descriptive study, along the quantitative framework, using the survey method as the data collection. The survey questionnaire adapted from 1) Chickering's (1969) seven vectors on student development: competence, emotions, interdependence and maturity, interpersonal relationship, self-identity, purpose and integrity; and 2) Marimuthu's (1984) student development related to ability, aspiration, expectation and experiences, was used as an instrument for collecting the data. The questionnaire was piloted prior to the main data collection, and the score 0.95 indicated the validity and reliability of the instrument using Cronbach's Alpha.

The data were collected from a selected public comprehensive university in Malaysia. In this country, HEIs are categorized into three major groups: 1) research universities that focus on research and are characterised by competitive entries and academic orientation ; 2) comprehensive universities which offer various courses and different fields of study; and 3) focused universities which focus on specialised fields pertaining to their establishment, i.e technical, education, management and defence. The comprehensive university was chosen in this study as it might be able to provide information regarding the students' expectation, perception and development from a various fields of study. The target population was graduating students as they would be able to inform their whole university experience. Stratified sampling was, thus, used to select the respondents. Simple random sampling was, then, used to select potential respondents from the stratified groups. 102 students, 27 males and 65 females, were thus selected as the respondents of the study.

The data were analysed using the confirmation factor analysis (CFA), the paired t-test and the descriptive statistics using the Statistical Package for the Social Sciences (SPSS) version 23.0. The descriptive statistics involved was the mean and standard deviation to determine the effect of university culture on the development of students as to enrich their social and personal experiences.

4. Results and Discussions

4.1 Students' Expectations of University Education

The study discloses that the students' major expectation of their university education is in line with the central purpose of the university which is to educate and to develop an individual as fully as possible. The finding indicates that students expected the university to assist them in developing both their academic and social skills. Table 1 shows their expectation in these aspects in detail.

Table 1. Students' expectation of university education

No	Statement	Mean
1	The university will provide vocational training, develop skills and techniques which are directly applicable to the students' vocational career	3.36
2	The university will provide a place where students can enjoy themselves without the worries that will come later in life	3.09
3	The university will help develop the students' values, attitudes and moral standard	3.31
4	The university will develop the students' knowledge and interest in community, national and world problem	3.17
5	I would be able to attend talk, forums, seminars organized by clubs and societies during my university life	3.33
6	The university will provide adequate facilities and opportunities for personal and social development of the students	3.32
7	The university will provide extracurricular, social, athletic and fellowship activities	3.34

As can be seen from the data, there are marginal differences on the expectations of the academic and social skills that they would receive in the university. Expectation on the provision of vocational training tops the list with a mean score of 3.36 (CFA=0.91). This is not surprising since the university is seen as the ivory tower that can provide students with the skills and techniques that are directly applicable to their vocational career. This has been a common expectation of students prior to entering university that university education will enhance their academic and vocational skills, hence, broadening their career prospects. For example, Tomlinson (2008) found that the students expected the university to give them skills so that in the end of their education to find out how they understand their future work and employability. This is aligned with the study conducted by Money et al. (2017) that that students entered university with the view of having the chance of a new start and the opportunity to build skills and knowledge besides having good relationship with staff and each other.

While the respondents expected university education will enhance their academic skills, they also expected similar development to their personal and social skills. Thus, the findings indicate strong expectation of adequate facilities and activities that should be provided by the university to further the latter skills. For example, the mean score for the provision of extracurricular, social, athletic and fellowship activities is 3.34 (CFA=8.56), and the platform to attend talk, forums, seminars organized by clubs and societies during their university life is 3.33 (CFA=0.83). This is because entering university is likened to starting a new life, as they see it as stepping upward from the school level and opportunity to start new personal and social relationships. Similarly, Hughes and Smail (2014) also suggested that students are also concerned with the social side of their course, including professional relationship.

The analysis shows that at this initial level of entering the university, the students seemed to be more concerned about their own personal and social development rather than the community in general. This is proven by the higher scores in Statements 1, 7, 5, 6 and 3. Apparently, at this level, the students were less concerned about the community, national and world problem. This is shown by the lower mean score for Statement 4 of 3.17 (CFA=0.843).

Although Kandinko and Mawer's (2013) claim that besides academic matters, university should also provide opportunities to become independent and to enjoy themselves, the students had a conflicting view on this. While being independent was one of the goals of their university education, they did not quite agree on the university as a place to 'enjoy themselves without the worries that will come later in life'. The mean score for this expectation was the lowest among others, which was only 3.09 with the CFA of 0.709).

4.2 Students' evaluation on their university education on their personal development

In general, the students perceived that their university education had helped develop their social and personal development in the seven vectors examined: developing competence, managing emotions, moving through autonomy towards interdependence, developing mature interpersonal relationships, establishing identity, developing purpose and developing integrity. Although there are marginal differences in the mean values among the vectors, the analysis shows improvement in all vectors after receiving university education as shown in Table 2.

Table 2. Students' Perception on Their University Education

Vector	Average Mean		Value Differences
	Before University Education	After University Education	
Developing Competence	2.79	3.18	0.39
Managing Emotions	2.87	3.18	0.31
Moving Through Autonomy towards Interdependence	2.61	2.87	0.26
Developing Mature Interpersonal Relationships	2.88	3.28	0.40
Establishing Identity	3.17	3.43	0.26
Developing Purpose	2.96	3.38	0.42
Developing Integrity	2.89	3.39	0.50

As can be seen from the data in Table 2, the Developing Integrity vector yielded the highest development (value difference 0.50) followed by the Developing Purpose (0.42), Developing Mature Interpersonal Relationship (0.40) and Developing Competence (0.39) vectors. Meanwhile, the other vectors scored lesser value difference in their average mean of before and after university education (Managing Emotions (0.31), Moving through Autonomy towards Interdependence (0.26) and Establishing Identity (0.26).

Meanwhile, Table 3 shows the detailed results of the students' social and personal development before and after receiving their university education.

Table 3. Students' Social and Personal Development Before and After University Education

Vector	Mean		Value Differences
	Before University Education	After University Education	
1. Developing Competence			
I have a very strong knowledge of the course materials	2.61± 0.0815	3.20±0.0586	+0.59
I have a very strong level of critical thinking and reasoning ability	2.70±0.0842	3.17±0.0631	+0.47
I am highly involved in athletic & recreational activities	2.67± 0.0913	2.91±0.0850	+0.24
I have a very high level of communication skills with persons of other races and cultures	2.87±0.0911	3.25±0.0690	+0.38
I work very effectively with other students both in and out of class	3.07±0.0755	3.33±0.0599	+0.26
I have a very high level of technology skills (email, LMS, web, etc)	2.81±0.0789	3.24±0.0712	+0.43
2. Managing Emotions			
I have a very high level of recognizing and controlling my own emotions in class	2.96±0.0766	3.34±0.0624	+0.38
I have a very high level of emotional control even when my roommates upset me	2.90±0.0776	3.29±0.0629	+0.39
I never become frustrated when internet and email services do not work properly and always look for viable solutions to solve the problem	2.52±0.0928	2.81±0.10	+0.29
I am very excited and eager to meet people from different cultures and races	2.98±0.0833	3.28±0.072	+0.30
I am very relaxed and calm before participating in group field trips and excursions	2.94±0.0890	3.23±0.0718	+0.29
I greatly enjoy participating in clubs & organizations that allow me to express my opinions	2.94±0.0839	3.12±0.0801	+0.18

3. Moving Through Autonomy Towards Interdependence

I am very self-directed in my academic pursuits	2.91±0.0716	3.22±0.0614	+0.31
I have a high level of problem-solving abilities	2.74±0.0721	3.17±0.0609	+0.43
I highly depend on my roommates for approval of personal and social activities	2.20±0.0972	2.33±0.1081	+0.13
I highly depend on my classmates for approval of class work or projects	2.36±0.0986	2.47±0.1059	+0.11
I highly use technology independently to structure my academic and non-academic activities	2.82±0.0848	3.14±0.0795	+0.32

4. Developing Mature Interpersonal Relationships

I have many friendships/relationships with persons of cultures other than my own	2.86±0.0778	3.32±0.0554	+0.46
I have many friendships/relationships with my roommates and/or classmates	3.01±0.0767	3.33±0.0529	+0.32
I have many friendships with people I have met through organizations and field trips	2.82±0.0903	3.22±0.076	+0.40
I have many friendships with other students throughout my academic program	2.91±0.0834	3.28±0.060	+0.37

5. Establishing Identity

I am very comfortable with my own gender, race, and cultural identity	3.41±0.0698	3.52±0.0666	+0.11
I highly value interacting with my peers and instructor in the classroom	3.19±0.0720	3.45±0.0624	+0.26
I greatly enjoy socializing with roommates/other students in my residence hall	3.18±0.0776	3.44±0.0601	+0.26
I am very comfortable in leading, organizing, & participating in organizations & field trips	3.03±0.0841	3.33±0.0680	+0.30
I highly value interacting with friends and family through	3.06±0.07811	3.42±0.0641	+0.36

email and technology applications

6. Developing Purpose

I have a high level of personal commitment to achieving my academic and/or athletic goals	2.95±0.0807	3.40±0.0616	+0.45
I make very important, independent decisions without relying on my roommates for help	3.02±0.0791	3.41±0.0618	+0.39
I have a very strong commitment to participating in classroom and group activities	2.88±0.0765	3.34±0.0618	+0.46
I have a very strong commitment of experiencing different cultural activities	2.94±0.0798	3.34±0.0664	+0.40
I am very deeply committed to exploring new areas and visiting new sites	3.02±0.0839	3.40±0.0677	+0.38

7. Developing Integrity

My attitude & behavior indicate that I highly value the importance of academic success	2.95±0.0807	3.44±0.0623	+0.49
My attitude & behavior indicate that I highly value the importance of cultural diversity	2.88±0.0765	3.39±0.0619	+0.51
My attitude & behavior indicate that I highly respect the beliefs/opinions of my classmates	2.86±0.0778	3.44±0.0582	+0.58
My attitude & behavior indicate that I highly respect the beliefs/opinions of my roommates	2.95±0.0807	3.42±0.0641	+0.47
My attitude & behavior indicate that I highly value participating in clubs and organizations	2.86±0.0778	3.33±0.0691	+0.47
My attitude & behavior indicate that I highly value participating in field trips and excursions	2.88±0.0765	3.33±0.0661	+0.45
My attitude & behavior indicate that I highly value the	2.86±0.0778	3.41±0.0618	+0.55

use of technology in
academic, social, and personal
endeavors

I have developed more intrinsic values and integrity by studying in the university	2.95±0.0807	3.44±0.0623	+0.49
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The Developing Competence components relate to the students' capability to balance between knowledge, lifestyle and interpersonal relationship. The data indicate that this vector obtained the highest value difference between before and after receiving university education. The respondents perceived that they were able to develop their competence in the field as they had strong knowledge of the course materials (value difference=0.59) with strong level of critical thinking and reasoning ability (value difference=0.47) after receiving the university education. This supported by Evan et al. (2020) that the intellectual and interpersonal competencies can be achieved through both the critical thinking and communication skills.

The Managing Emotion vector, on the other hand, relate to how the students are able to express and acknowledge their feeling/opinion accordingly. The findings indicate that the respondents believed that they had high level of emotion control after they received their university education compared to before their university life. For example, they managed to control their emotion when their roommates upset them (value difference=0.39) and they had high level of recognizing and controlling their emotions in class (value difference= 0.38). This is in line with Chickering and Reisser's (1993) proposal that knowing and becoming aware of these emotions at their minimum and maximum levels and finding out ways to cope with them are keys for the students to moving through this vector.

Moving through Autonomy towards Interdependence means that the students know what they need to do without depending on the others. The data show that the respondents believed they had high level of problem-solving abilities (value difference=0.43) and were able to competently use technology independently for their academic and non-academic activities (value difference=0.32). This concurs with Chickering and Reisser's (1993) claim that students will achieve their independence when they are able to organize and solve problems on their own.

Another vector evaluated is Developing Mature Interpersonal Relationships where the students are able to choose whoever they want in order to achieve healthy social relationship. The finding indicates that the respondents managed to develop social relationship during their university life. The data show that they had many friendship/relationship with persons of cultures other than their own, with people they met through organisations and field trips, and with other students throughout their academic program (value difference=0.46, 0.40, 0.37 respectively). This is in line with Long's (2012) findings that students would develop an appreciation for others according to the qualities they possess, thus, able to develop tolerance differences and the capacity for intimacy.

The Establishing Identity vector evaluates the condition when the student feels comfortable with him/herself. The students may create a secure and comfortable of physical appearance, gender and race, thus, become comfortable in valuing the differences between their close friends and society (Cross and Vandiver, 2001). The respondents in this study claimed that they were able to established their identity during their university life as they were comfortable in leading, organizing, and participating in organizations and field trips (value difference=0.30). In addition they valued their interactions with friends and family through email and technology applications (value difference=0.36), indicating that they felt secure and comfortable communicating with the others.

Students attending the university may have different goals, aspirations and commitments. According to Chickering and Reisser (1993), students should learn making decisions that can balance their goals and purposes. The respondents in the present study claimed that the university had taught them how to balance their goals in life. Thus, most of the respondents established that they had high level of personal commitment to achieving their academic and/or athletic goals (value difference=0.46) and had very strong commitment to participating in classroom and group activities (value difference=0.45) after receiving the university education.

Developing Integrity is the students' thinking progression on the complex moral and ethical issues to acknowledge the validity of others' perspectives (Long, 2012). The findings indicate that university education has managed to develop integrity among the students. This is shown in the value difference in their attitude and behaviour towards other people's views after attending the university. For example, they highly respected the beliefs/opinions of their classmates (value difference=0.58) and they highly valued the use of technology in academic, social, and personal endeavors (value difference=0.55).

Having looked at the scores among the vectors, the Developing Integrity and Developing Purpose vectors scored the highest mean. This is in line with Chickering's (1969) claim that students' progress through the first four vectors during their first and second years of university and through the last three vectors during their third and fourth years of university.

Besides, the paired t-test was evaluated to determine the significant value between perceptions before and after the students entered the university. Most of the statements indicate significant values where $p < 0.05$ except for the statements 'I highly depend on my roommates for approval of personal and social activities' and 'I highly depend on my classmates for approval of class work or projects' (significant value = $p > 0.05$). These findings indicate that most of the statements having significant value between before and after receiving the university education.

5. Conclusion

University education is expected to create 'all round' individuals with a range of sensibility and responsibility. This study had examined the students' expectation and evaluation of their university education on their personal development based on Chickering's seven vectors of student development theory. Although the findings show marginal differences in the students' perception on the development before and after attending the university, the study indicate that the students evaluate the impact of their university education positively on their social and personal development.

The scores on each of the seven vectors can contribute towards the understanding of the students' expectations, perceptions and evaluation of their university education and its impact on their personal development. Such understanding will assist universities to improve which aspects of education system that can support students to further develop their motivation, behaviour and achievement. To support this, university management should enhance the positive learning environment for the students. This could be realized by building a dynamic and functional campus such as paying attention to student relations on campus and support their academic and non-academic experiences (Yusof et., 2020). In turn, this will not isolate the university in the midst of social change but become an important agent of change that can contribute directly to national development.

6. Suggestion for Future Research

The study will be expanded to the other groups of HEI such as Research University and Focused University in order to investigate there is any differences on the students' expectation and perception. Detail investigation on the students' economic background whether this factor influenced their expectation and perception.

7. Co-Author Contribution

Kamisah Ariffin is the principal author and contributed to the introduction and literature review and scope of study. Nur Asmaliza Mohd Noor is the corresponding author, who contributed data analysis and discussion. Asmidar Alias contributed to research methodology, data entry and conclusion of this paper.

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