LECTURER SATISFACTION SURVEY 2022

FEB-UNESA

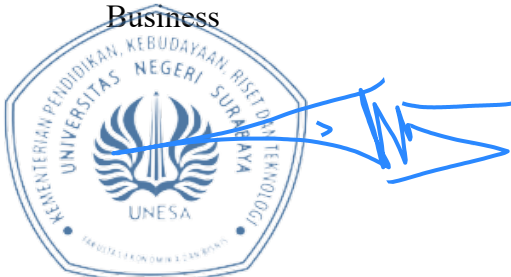# LECTURER SATISFACTION SURVEY REPORT

DATA AND SURVEY DIVISION

QUALITY ASSURANCE GROUP

FACULTY OF ECONOMICS AND BUSINESS

SURABAYA STATE UNIVERSITY 2022

ENDORSEMENT PAGE

States that the Lecturer Satisfaction Survey Report at the Faculty of Economics and Business, Surabaya State University was made truthfully

Know,
Dean of the Faculty of Economics and Business

Prof. Dr. Anang Kistyanto, S.Sos., M.Si
NIP. 197112092005011001

Surabaya, March 31 2023 Data and Survey Division

Zainur Rahman, SE, M.Sc
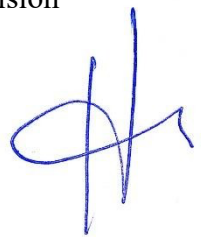NIP. 199103222018031001

FOREWORD

All praise is due to Allah SWT, because thanks to the abundance of His grace, the Lecturer Satisfaction Survey Report of the Faculty of Economics and Business, Surabaya State University has been carried out well. We would like to thank all parties who have helped in carrying out this activity, so that the satisfaction survey report for the 2022/2023 Academic Year can be documented.

The preparation of this report is inseparable from the parties who have contributed to the implementation of this report. Therefore, on this occasion, please allow us to express our thanks to various parties, especially:

1. The Chancellor and his staff have made a full contribution to the Quality Assurance Institute of Surabaya State University

2. The respondents, namely lecturers at FEB, Surabaya State University, took their time to fill out the satisfaction questionnaire instrument which was completed online.

The preparation of this report certainly still has shortcomings and weaknesses. Therefore, we hope for input and suggestions from the entire Surabaya State University academic community as study material to make improvements in implementing satisfaction surveys and preparing reports in the future.

Surabaya, 12 April 2023
Data and Survey
Division

Zainur Rahman, SE, M.Sc
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CHAPTER I
INTRODUCTION

1.1. Background

Continuous improvement (continued improvement) is the most important part in achieving better performance. Of course, stakeholder expectations and desires are increasing and it is necessary to fulfill these needs so that the organization is always fit with the environment. Therefore, the Data and Survey Center at the Surabaya State University Quality Assurance Institute (LPM) is one of the institutions tasked with assisting the implementation of quality assurance using the Quality Planning, Quality Implementation, Quality Evaluation, Quality Control, Quality Improvement (PPEPP) model. Through this Data and Survey Center, the implementation of Customer Service Satisfaction surveys, which is currently a necessity and a demand for Study Program Accreditation and Higher Education Accreditation, absolutely must be carried out. The form of survey that has been carried out is in the form of a satisfaction survey for all activities carried out by LPM so that the quality at the Faculty of Economics and Business (FEB), Surabaya State University can be evaluated periodically. To assess the satisfaction felt by stakeholders, a service survey was prepared which was distributed online.

The data that has been obtained through the satisfaction survey is then processed using several software and calculation formulas to make data processing easier. In an effort to obtain optimal results, the way the software is operated and the terms and conditions for calculating formulas can certainly influence the results of data processing which consists of sample adequacy tests, normality tests, Wilcoxon tests, Gap analysis and level of conformity, and quadrant matrices. The analysis in this report will be more comprehensive because it uses several tools that are considered powerful in revealing and presenting the data that has been collected.

The purpose of this survey is so that LPM can find out what variables need to be improved and maintained in quality, so that the welfare of the community surrounding the Faculty of Economics and Business, Surabaya State University, starting from students, lecturers and educational staff can continue to improve. This satisfaction survey uses a Likert scale. Objective

A satisfaction survey was held to analyze service quality and its impact on stakeholder satisfaction at Surabaya State University in 2022.

1.2. Legal basis

1. Law Number 20 of 2003 concerning the National Education System.

2. Minister of National Education Regulation Number 7 of 2007 concerning the Organization and Work Procedures of Education Quality Assurance Institutions.

3. Law Number 12 of 2012 concerning Higher Education.

4. Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education Institutions.

5. Regulation of the Minister of Education and Culture Number 50 of the Year concerning the Quality Assurance System for Higher Education.

6. Minister of Education and Culture Regulation Number 87 of 2014 concerning Accreditation of Study Programs and Higher Education.

7. Regulation of the Minister of Research, Technology and Higher Education Number 13 of 2015 concerning the Strategic Plan of the Ministry of Research, Technology and Higher Education for 2015-2019.

8. Regulation of the Minister of Research, Technology,and Higher Education Number 44 of 2015 concerning National Higher Education Standards.

1.1. Problem

1. Are FEB UNESA lecturers satisfied with the service as indicated by the conformity between expectations and reality tested statistically?

2. What are the results of the comparison between expectations and reality of FEB UNESA lecturer satisfaction in 2022 using Gap analysis?

3. How to analyze the comparison between expectations and reality of FEB UNESA lecturer satisfaction (2022 UNESA lecturer survey) using the Importance-Performance Analysis (IPA) method approach.

1.2. Objective

The survey test aims to analyze the quality of satisfaction of FEB UNESA lecturers in 2022 based on statistical analysis of different tests, gap analysis and science analysis. Apart from that, it is hoped that this report can be used as material for consideration and evaluation to improve the quality of lecturer satisfaction in the next period.

1.3. Report Systematics

The systematics of the satisfaction survey report for Lecturers at the Faculty of Economics and Business, Surabaya State University, consists of four chapters, namely as follows:

1. CHAPTER I INTRODUCTION

    The first chapter contains the background to preparing the report, the legal basis, problems that must be disclosed, the purpose of preparing the report, and the systematics of the report.

2. CHAPTER II SURVEY METHODS

    The second chapter discusses the types and design of conducting satisfaction surveys, operational definitions, survey instruments, survey implementation methods, and survey data processing which consists of explanations regarding Gap analysis and level of conformity (Tki), normality test, Wilcoxon test, and Cartesian diagrams.

3. CHAPTER III RESULTS AND DISCUSSION

    The third chapter describes the results along with discussion of statistical analysis, Gap analysis and level of conformity, and quadrant analysis using the Importance-Performance Analysis (IPA) method.

4. CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

    The fourth chapter contains conclusions related to the satisfaction survey report of Surabaya State University FEB Lecturers and suggestions for implementing measurements and evaluations in the coming period.

CHAPTER II SURVEY METHODS

2.1. Types and Design of Survey Implementation

This research is a quantitative descriptive research with a survey method. The survey method was chosen because it can provide a description or overview of quantitative trends, attitudes and opinions of the population towards variables by studying samples (Jr et al., 2008; Rosen et al., 2015).

This research uses a cross sectional design which is used to study the relationship between independent variables and dependent variables by taking measurements at the same time (point time approach). The same time means that each subject is only observed once and the subject variable is carried out at the time of observation. The method used in collecting data was a questionnaire. The data analysis technique uses statistical tests with the help of SPSS software.

2.2. Operational Definition of Variables

Some operational definitions are as follows:

- Consumers are all FEB lecturers who receive services at UNESA in 2022.
- Consumer expectations are the service standards expected by FEB lecturers who receive services at UNESA in 2022.
- Consumer satisfaction is consumer recognition regarding services at UNESA in 2022.
- The quality of service that will be studied is consumers' expectations and reality regarding reliability, responsiveness, assurance, empathy and tangible.

2.3. Survey Instrument

The instrument used was a questionnaire. Questionnaires are used to collect data by providing written questions about consumer expectations and realities to be answered. The questionnaire instrument consists of 5 main aspects, namely reliability, responsiveness, assurance, empathy and tangible.

2.4. Method

The method used is the Servqual Service Quality Method (Parasuraman et al., 1985), the characteristic dimensions of service quality are:

1. *Tangibles*(Real), which includes physical appearance, equipment, employees, and communication facilities.

2. *Reliability*(Reliability) is the ability to provide promised services promptly, accurately and satisfactorily.

3. *Responsiveness*(Responsiveness) is the staff's desire to shape customers and provide responsive service.

4. *Assurance*(Guarantee) Includes the knowledge, ability, politeness and trustworthiness of staff free from danger, risk or doubt.

5. *Empathy*(Empathy) Includes ease in relationships, good communication, personal attention, and understanding customer needs.

The next stage is to use the Importance-Performance Analysis (IPA) method which was first introduced by (Martilla & James, 1977) with the aim of measuring the relationship between consumer/customer perceptions and priorities for improving product/service quality, also known as Quadrant Analysis.

2.5. Data processing

a. Gap Analysis and Conformity Level (Tki)

Consumer satisfaction is analyzed using gap analysis (Gap). This analysis compares the mean between expectations and reality received by consumers from the service dimensions, namely reliability, responsiveness, assurance, empathy and tangible. The highest satisfaction occurs when reality exceeds expectations, namely when the service provided is maximum (4) while minimum expectations are (1). The formula for calculating the Gap is as follows.

Gap = Reality - Expectations

Then, the formula for the level of conformity (Tki) between expectations and reality can use the following formulation.

Tki = (Reality/Expectation) x 100%

Gap Score shows the gap between reality and expectations (Parasuraman et al., 1985). This shows that there is a mismatch problem between customer expectations and the reality they perceive. If the gap score is positive (+), it indicates that reality can meet customer expectations, whereas if the gap score is negative (-), it indicates that customer expectations have not been met (Parasuraman et al., 1988).

According to Wahyuni (2014), there are criteria for assessing customer suitability levels as follows.

1) Customer conformity level > 100%, meaning that the quality of the service provided has exceeded what is considered important by customers. The service is very satisfying

2) Customer suitability level = 100%, meaning that the quality of the service provided meets what customers consider important. The service is satisfactory

3) Conformity level < 100% means that the quality of the service provided is lacking/does not meet what is considered important by customers. The service is not satisfactory.

b. Normality test

The data normality test was carried out using statistical analysis. This test is carried out by entering the average reality and expectations of each statement contained in the questionnaire. This test is carried out to determine whether the data used is normally distributed or not so that the next statistical test that will be used can be determined (Jr et al., 2008).

The test used to determine whether the data is normally distributed or not is by using Kolmogorov-Smirnov for large samples (more than 50 respondents) or Shapiro-Wilk for small samples (less than 50 respondents). With the basis of decision making as

following:

1) If the significance value is > 0.05 then the data is normally distributed (parametric data) and can be analyzed using a paired t-test.

2) If the significance value is <0.05 then the data is not normally distributed (nonparametric data) and can be analyzed using the Wilcoxon test

c. **Wilcoxon test**

The Wilcoxon test is carried out to test and analyze differences that are significant or not from the reality and expectations studied so that the following criteria can be determined.

$H0$ is rejected or accepted. If there is a significant difference in the results obtained then $H0$ is rejected but if the difference is not significant then

$H0$ is accepted. The Paired T-Test is carried out if the two data being compared are normally distributed or the Wilcoxon test if at least one of the things being compared is not normally distributed depending on reality and expectations.

d. **DiagramCartesian**

The Cartesian diagram tests the level of statements into four parts, so with this diagram several factors can be determined that influence consumer satisfaction which can then be prioritized for the organization to improve further.

CHAPTER III RESULTS AND DISCUSSION

4.1 Statistic analysis

The survey was carried out by taking respondents who were lecturers at Surabaya State University and carried out randomly via Single Sign On (SSO). The data obtained was 125 respondents.

Next, a normality assumption test will be carried out as a prerequisite for carrying out a mean difference test between Expectations and Reality. The hypothesis is defined as follows:

H0: The data is declared a normal distribution

H1: Data is not normally distributed

One-Sample Kolmogorov-Smirnov Test

		Hope	Reality
N		125	125
Normal Parameters[a, b]	Mean	3.6903	3.4103
	Std. Deviation	.04484	.07920
Most Extreme Differences	Absolute	,219	,142
	Positive	.111	,092
	negative	-.219	-.142
Kolmogorov-Smirnov Z		1,003	,651
Asymp. Sig. (2-tailed)		,267	,790

a. Test distribution is Normal.

b. Calculated from data.

Figure 3.1. Data Normality Test
Results

By using a significance value of 5%, from Figure 3.1 it can be seen that the asymptotic or p-value is less than 0.05, so it can be concluded that the hypothesis testing result is Reject *H0* which means the data does not follow a Normal distribution.

The Wilcoxon test is an alternative method for testing two paired samples besides testing with the Paired-T Test. If the sample meets the normal distribution assumption, a parametric statistical test approach can be used with the Paired-T Test, whereas if the normality assumption is not met, the Wilcoxon Test can be used. From the results of the normality test, it was concluded that the survey data did not meet the normal distribution assumption, therefore the non-parametric Wilcoxon sign test approach was used.

Ranks

		N	Mean Rank	Sum of Ranks
Reality - Expectations	Negative Ranks	21[a]	11.00	231.00
	Positive Ranks	0[b]	.00	.00
	Ties	0[c]		
	Total	21		

a. Reality < Expectations

b. Reality > Expectations

c. Reality = Hope

Test Statistics[b]

	Reality - Expectations
Z	-4,017[a]
Asymp. Sig. (2-tailed)	,000

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

Figure 3.2. Wilcoxon Test Results

From the results of the Wilcoxon Test using SPSS for Windows 21, the results were obtained

$Asymp. Sig. (2 - tailed) < 0.05$. So you candeclared Reject H0 with the following hypothesis:

$H0$: There is no difference between Expectation and Reality values

$H1$: There is a difference between Expectation and Reality values

It can be concluded that there is a significant difference between expectations and reality in the satisfaction of FEB, UNESA lecturers.

4.2 Gap Analysis and Level of Conformity

The results of calculating the Reality, Expectations, Gap Analysis, and Quality of Satisfaction of FEB Unesa Lecturers in 2022 are explained in Table 3.1.

Table 3.1. Results of calculations of Reality, Expectations, Gap Analysis, and Quality of Unesa FEB Lecturer Satisfaction in 2022

Dimensions	Code	Statement	Reality	Hope	Gap	Migrant Workers (%)
Tangibles(Transparan)	P1	Ease of obtaining information to support Higher Education Tridharma activities	3.40	3.70	-.30	91.89
	P11	Adequate quantity and quality of facilities and infrastructure that support Tri Dharma activities (buildings, laboratories, classrooms, libraries, polyclinics, parking, etc.)	3.38	3.68	-.30	91.85
	P18	Accuracy of disbursement of fundsresearch and PKM	3.24	3.63	-.39	89.26
Mean			**3.34**	**3.67**	**-.33**	**91.00**
Assurance(Waitng Answer)	P4	Services of leaders and/or persons in charge who are authorized to support the implementation of the Tridharma of Higher Education	3.50	3.72	-.22	94.08
	P7	Clarity of the lecturer performance evaluation mechanism in accordance with the SOP	3.44	3.68	-.24	93.48
	P12	Clarity of financial guidelines in all types of salary deductions and remuneration	3.38	3.70	-.32	91.35

	P13	Accurate salary disbursement, lecturer certification and 30% remuneration every month	3.44	3.70	-.26	92.97
	P20	Accuracyresearch output and PKM are in accordance with the guidelines and SOP according to the scheme	3.34	3.70	-.36	90.27
Mean			**3.42**	**3.70**	**-.28**	**92.43**
Respond Venes s(Fair)	P3	Ease of management services in implementing the Tridharma of Higher Education	3.22	3.56	-.34	91.14
	P8	Accuracy in the promotion process, career development, and lecturer rights	3.46	3.77	-.31	94.93
	P16	The responsiveness of LPPM administrative services in handling research and PKM problems	3.38	3.64	-.26	94.07
Mean			**3.35**	**3.65**	**-.30**	**93.38**
Empathy (Accoun tability)	P5	Excellent management serviceat PT is carried out in accordance with procedures	3.55	3.74	-.19	95.51
	P9	Providing remuneration fairly and transparently	3.41	3.69	-.28	94.41
	P14	Involvement of lecturers in preparing the Business Budget Plan	3.48	3.68	-.20	95.24
	P17	Opennessresults of proposal assessment, implementation, up to the final research report and PKM	3.41	3.71	-.30	94.66
Mean			**3.46**	**3.71**	**-.24**	**94.96**

| Category	Code	Description				
Reliability y	P2	Service availabilityin supporting higher education tridharma activities,	3.40	3.74	-.34	92.92
(C redibi litas)		administration and services information needs on-line and offline with accurate and satisfactory				
	P6	Process suitability recruitment, selection, and dismissal of lecturers accordingly with planning requirements and SOPs applies	3.35	3.64	-.29	95.38
	P10	Deep accessibility access information systems via SSO	3.47	3.70	-.23	95.15
	P15	Suitability of proposed proposals with a research roadmap and PKM (study program, faculty, and universities)	3.39	3.68	-.29	94.57
	P19	Consistency of rules on implementation and activities research monev and PKM	3.48	3.71	-.23	94.71
	P21	Suitability of PKM output with needs public	3.49	3.72	-.23	96.12
Mean			3.43	3.70	-.27	94.81
Grand Mean			3.40	3.69	-.28	93.32

The results of the Gap score calculation in Table 3.1 show that the five dimensions (items) have negative values, this shows that the performance of FEB Lecturers has not met user expectations. It is known that the largest negative gap value is found in the tangible aspect of variable P1. This tangible dimension is the ease of access to information in implementing the tridharma of higher education. This variable has a gap value of - 0.33. These results show that the level of respondents' expectations exceeds the level of performance/reality of the quality of services provided. According to respondents, the level of conformity with perceived expectations in the tangible aspect of variable P1 was 91.00%. Therefore, overall there is a total match between reality and expectations from the satisfaction survey is 93.32%.

4.3 Quadrant Analysis (IPA)

Quadrant analysis or Importance Performance Analysis (IPA) is a descriptive analysis technique used to identify important performance factors that must be demonstrated by an organization in meeting the satisfaction of their service users (consumers). In general, the quadrant diagram model can be shown in Figure 3.3.

Figure 3.3. Cartesian diagram
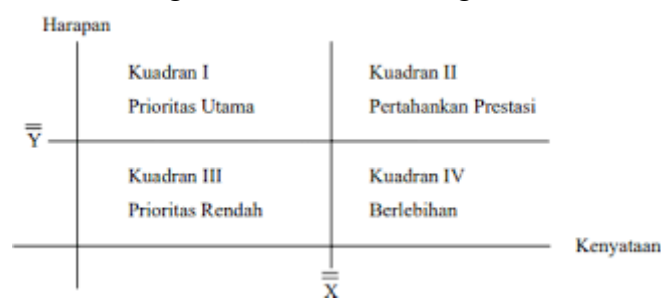
(Supranto, 2001)

The description of each quadrant in Figure 3.3 can be explained as follows.

a. Quadrant I (Top Priority), this quadrant shows factors that are considered to influence consumer satisfaction and includes service elements that are considered very important for consumers. However, service providers have not implemented it according to consumers' wishes, resulting in a feeling of dissatisfaction. Variables in this quadrant need serious attention.

b. Quadrant II (Maintain Achievement), this quadrant shows factors that are considered important by consumers and have been implemented well, so that they can satisfy customers, so the obligation of service providers must be to maintain their performance.

c. Quadrant III (Low Priority), this quadrant shows factors that are considered less important by customers and implementation by service providers is mediocre. Indicators included in this quadrant do not need to be taken seriously, even though they do not satisfy customers because customers do not consider them very important.

d. Quadrant IV (Excessive), this quadrant shows factors that considered less important by consumersbut it has been carried out very well by the service provider.

Figure 3.4. IPA diagram

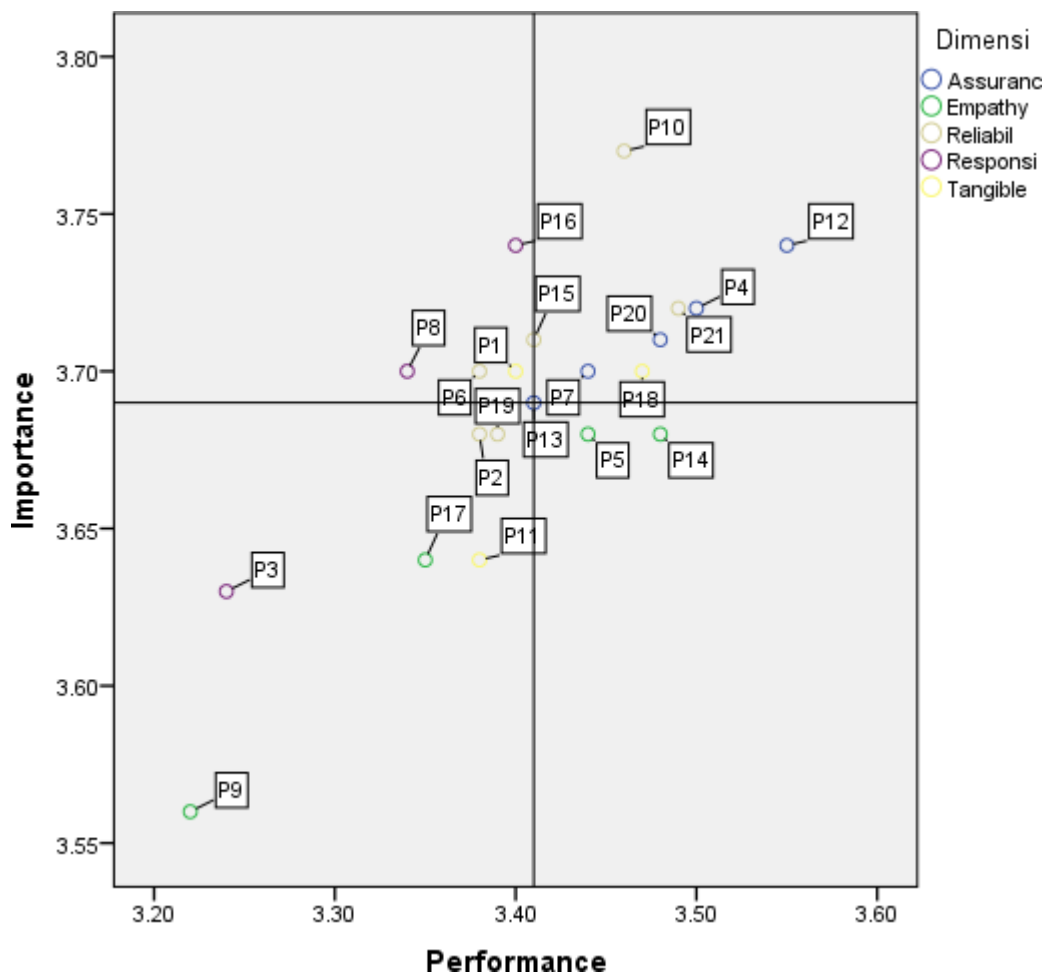Based on the interpretation of each quadrant, the results of the average Expectation and Reality calculation in table 3.1 are plotted in a Cartesian diagram as in figure 3.4.

Based on the Cartesian diagram in Figure 3.4, the following are the results of the analysis for each quadrant, namely as follows:

a. **Quadrant 1**

In quadrant I, one variable was found with codes P1, P6, and P8, meaning

ease of management services in implementing the Tridharma of Higher Education. Higher education management has not been implemented in accordance with consumer wishes, so creates a feeling of dissatisfaction. Therefore, variables in this quadrant need serious attention and services must be improved even better

- P1: Convenience   in obtaining information to support Higher Education Tridharma activities

- P6   : Conformitylecturer recruitment, selection and dismissal processes in accordance with applicable needs planning and SOPs

- P8: Accuracy in the promotion process, career development, and lecturer rights

b. **Quadrant II**

In quadrant II eleven variables were found, namely P4, P7, P10, P12, P15, P16, P18, P20, P21. These variables are factors that are considered important by users and have been implemented well so that they can satisfy consumers, so the obligation of higher education management is to maintain the performance that has been running so far. The aspects that include these variables are as follows.

- P4: Services of leaders and/or persons in charge who are authorized to support the implementation of the Tridharma of Higher Education
- P7: Clarity of the lecturer performance evaluation mechanism in accordance with the SOP
- P10: Accessibility in accessing information systems via SSO
- P12: Clarity of financial guidelines in all types of salary deductions and remuneration
- P15: Conformity of proposed proposals with research roadmaps and PKM (study programs, faculties and universities)
- P16: Responsiveness of LPPM administrative services in handling research and PKM problems
- P18: Accuracy of disbursement of research and PKM funds
- P20: Accuracy of research output and PKM in accordance with guidelines and SOPs according to the scheme
- P21: Suitability of PKM output with community needs

c. **quadrant III**

In quadrant III, nine variables were found, namely P2, P3, P9, P11, P13, P17, P19. These variables do not need to be questioned and are in line with consumer expectations so they are not too much of a focus of attention in subsequent improvements. The aspects that include these variables are:

- P2: Availability of services to support higher education tridharma activities, administration and services for on-line and offline information needs accurately and satisfactorily
- P9: Providing remuneration fairly and transparently
- P11: Adequate quantity and quality of facilities and infrastructure that support tri dharma activities (buildings, laboratories, classrooms, libraries, polyclinics, parking, etc.)
- P13: Accuracy of salary disbursement, lecturer certification and 30% remuneration every month
- P17: Openness of the results of the proposal assessment, implementation, up to the final research report and PKM
- P19: Consistency of rules for the implementation and activities of research monev and PKM

d. **Quadrant IV**

In quadrant IV, variables P5, P14 were found to be service variables which were considered unimportant by respondents, and Unesa management had been able to implement these service variables well, so that this quadrant could be ignored in processing lecturer satisfaction survey data.

- P5: Excellent management serviceat PT is carried out in accordance with procedures
- P14: Involvement of lecturers in preparing the Business Budget Plan

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Based on the test results and data analysis from the FEB Unesa Lecturer satisfaction survey, it can be concluded as follows.

a. There is a significant difference between Expectations and Reality based on the results of the Wilcoxon test with a significance value of <5% and concludes that Ho is rejected.

b. There is a significant difference based on gap analysis, it was found that there is a fairly large gap in the P1 variable of -0.33, namely the ease of service, the ease of obtaining information related to the implementation of the tridharma of higher education, has a level of conformity with lecturer expectations of 91.00%, so it is interpreted as not being able to fulfill satisfaction based on the lecturer's perspective. However, in general, the level of conformity between expectations and reality is 93.32%.

c. In Quadrant II, it was found that there were 9 indicators, this proves that there are many indicators that FEB lecturers feel satisfied with regarding the services provided by the organization, so that Quadrant II needs to be maintained so that lecturers feel satisfied with the services provided.

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ATTACHMENT

Code	Statement	Level of Importance				Existing reality			
		Very important	Important	Quite important	Not too important	Very good	Good	Pretty good	Not good
I. Instruments	**Management Service Satisfaction (Criterion 2)**								
P1	Ease of obtaining information to support Higher Education Tridharma activities (tangible)								
P2	Availability of services to support higher education tridharma activities, administration and information needs services on-line and offline accurately and satisfactorily (reliability)								
P3	Ease of management services in implementing the Tridharma of Higher Education (responsiveness)								

P4	Services of leaders and/or persons in charge who are authorized to support the implementation of the Tridharma of Higher Education (assurance)										
P5	Excellent management service at PT is carried out in accordance with procedures (empathy)										

II. InstrumentSatisfaction with HR Development Management Services (Criterion 4)

P6	Suitability of the recruitment, selection and dismissal process for lecturers in accordance with planning needs and applicable SOPs (reliability)										
P7	Clarity of the lecturer performance evaluation mechanism in accordance with SOP (assurance)										
P8	Accuracy in the promotion process, career development, and lecturer rights (responsiveness).										

P9	Providing remuneration fairly and transparently (empathy)									
III. Instrument for Satisfaction with Financial Management Services and Infrastructure (Criterion 5)										
P10	Accessibilityin accessing information systems via SSO (reliability)									
P11	Adequate quantity and quality of facilities and infrastructure that support Tri Dharma activities (buildings, laboratories, classrooms, libraries, polyclinics, parking, etc.) (tangibles)									
P12	Clarity of financial guidelines in all types of salary deductions and remuneration (assurance)									
P13	Accuracy of salary disbursement, lecturer certification and remuneration 30 % every month (assurance)									

P14	Involvementlecturer in preparing the Budget Business Plan (emphaty)										
IV. Instrument for Satisfaction with Research and PKM Process Implementation Services (Criteria 7 and 8)											
P15	Suitability of the proposed proposal with the research roadmap and PKM (study program, faculty and university) (reliability)										
P16	The responsiveness of LPPM administrative services in handling research and PKM (responsiveness) problems										
P17	Openness of the results of proposal assessment, implementation, until the final research report and PKM (empathy)										
P18	Accuracy of disbursement of research funds and PKM (tangibles)										
P19	Consistency of rules for implementation and research monitoring and evaluation activities and PKM (reliability)										

P20	Accuracy of research output and PKM in accordance with guidelines and SOPs according to the scheme (assurance)										
P21	Suitability of PKM output with community needs (reliability)										