



An Investigation of Student Satisfaction Factors

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ABSTRACT:- Any company with goals and objectives wants to achieve their targets must be focused customer satisfaction, to satisfy the customers should be one of the most important aims. Around the world generally successful companies' main priority is to meet any need which are customers demand regarding their satisfaction points. This study's main aim is to investigate the factors which affect students' satisfaction or dissatisfaction based on earlier work. It may be suggested that university management can develop new methods utilizing earlier work results to improve the level of student satisfaction.

KEYWORDS:- Satisfaction, University, Student, Customer

I. INTRODUCTION

Satisfaction; is a feeling of happiness or pleasure because you have achieved something or got what you wanted. (Longman Dictionary of Contemporary English), the good feeling that you have when you have achieved sth or when sth that you wanted to happen; sth that gives you this feeling. (Oxford Advanced Learner's Dictionary).

Customer satisfaction is a measure of how an organization's total product performs in relation to set of customer's expectations. (Hill, Nigel, Alexander, Jim, 1996, p: 18)

Customer satisfaction depends on on the product's perceived performance relative to a buyer's expectations. If the product's performance falls short of expectations, the customer is dissatisfied. If performance matches expectations, the customer is satisfied. If performance exceeds expectations, the customer is highly satisfied and delighted. (Amstrong/Kotler 2005, p:17)

Most of the schools which make a giant mistake face a lot of difficulties because they don't pay enough attention to their customer satisfaction. The best competitive advantage against competitors is to keep customer satisfied.

The marketing and consumer behavior literature has traditionally suggested that customer satisfaction is a relative concept, and is always judged in relation to a standard (Olander, 1977). Consequently, in the course of its development, a number of different competing theories based on various standards have been postulated for explaining customer satisfaction. The theories include the Expectancy-Disconfirmation Paradigm (EDP), Value-Precept Theory, the Equity Theory, the Comparison Level Theory, the Evaluation Congruity Theory, the Person-Situation-Fit model, the Performance-Importance model, the Dissonance, and the Contrast Theory (Yuksel and Yuksel, 2001).

This study wants to identify students' overall satisfaction with the key features with their universities; student perceptions, teaching quality, enrolment, learning environment, learning systems, hostel facilities, online tools and offer some solutions.

Wilkins and Stehens Balkrishnan (2013) said that little research has been conducted into student experiences in transnational higher education, their paper aimed to identify the determinants of student satisfaction at international branch campuses in the United Arab Emirates (UAE).

They used quantitative methods for their study involving 247 undergraduate and postgraduate. According to their research, they said student satisfaction at UAE branch campuses were generally high. The factors that were quality of lecturers, quality and availability of resources, and effective use of technology most influential in determining whether or not a student at a UAE branch campus was satisfied.

They said that their results of this study were not generalisable across all international branch campuses globally because of their different cultures, customs, traditions and social contexts. Their findings indicated that there remains scope for UAE branch campuses to further increase levels of student satisfaction. Their research has proved the potential usefulness of logistic regression as a predictive and descriptive tool in education management.

Rogar and Smith's (2010) paper's purpose was to identify the best forecasters of student satisfaction with teaching. In their study they compared student satisfaction differences concerning age, gender and enrolment characteristics as well as they analyzed the relationship between overall satisfaction and other quality teaching indicators. They concluded their paper by saying that the best joint predictors of overall satisfaction were real interest in the individual's learning needs and progress, development of understanding of concepts and principles, clear expectations, genuine interest of staff in teaching and realistic job. In their research there was little response rate for the survey (7.56 percent).

Douglas, Douglas and Barnes' (2006) paper aimed to report on the design and use of a questionnaire to measure student satisfaction at Liverpool John Moores University's Faculty of Business and Law.

In their paper they used the concept of the service-product bundle to plan the survey questionnaire and then utilized SPSS and Quadrant Analysis to examine the results to establish which aspects of the University's services were most significant and the degree to which they satisfied the students. They found the most important aspects which were associated with teaching and learning, while the least important associated with the physical facilities.

MohdNajib, Yusof and ZainulAbidin's (2011) paper aimed to investigate the degree of student satisfaction with campus student housing facilities (SHF) at Malaysian research universities (RUs) and the relationship between satisfaction and loyalty factor. In their study they proposed students for residential satisfaction (SRS) framework to examine residential satisfaction from the students' point of view. They gave out questionnaires to respondents in three RUs. They analysed the data using descriptive statistics. Their result confirmed that students are satisfied with the provided SHF with the SRS index of 2.96 or 74 per cent satisfaction level and there is an important relationship between overall satisfaction and loyalty behavior as well as the proposed model is an sufficient instrument to measure SRS. Their paper introduced a practical model of SRS to be applied to universities in other countries with similar climate and culture.

In Wang, Taplin and M. Brown's (2011) paper they said that building upon McLeod and Wainwright's model for exact scientific evaluation of study abroad programs, their paper aimed to utilize social learning theory to evaluate mainland Chinese students' satisfaction of the Chinese Curtin Student Accounting Academic Programme.

They invited a sample of mainland Chinese students joined Curtin units to complete a short survey on their viewpoints of the study abroad programme.

Their results proposed that preparation for study in Australia as well as differences between Australia and China regarding culture and technical teaching, is important for a mainland Chinese student to succeed in the programme.

In their paper they said that McLeod and Wainwright's social learning theory suggests that behaviour is predicted by the expectancy that if a person acts in a definite way that person will be rewarded by the degree that the person values the reward.

Their paper can be a very good guide for managers and administrators who want to continue the study abroad programmes.

Fernandes, Ross and Meraj's (2012) paper aimed to confirm and estimate the impact of the backgrounds of Programme satisfaction and to search its link with student loyalty in the higher education (HE) sector in the United Arab Emirates (UAE).

They developed a Programme Experience Questionnaire (PEQ), based on the National Student Survey (NSS), which surveyed 187 graduates at a British university based in the UAE. They carried out Cronbach alpha tests to test the dependability of the variables. They utilized correlation and regression analysis to estimate the relationship and importance of factors. In their study they found that the most important impacts on student satisfaction are teaching quality and variables directly associated with the students' programme of study. The link between Programme satisfaction and satisfaction with non-academic services and facilities had a positive impact on student loyalty.

When the results of the PEQ across a number of years and across other universities were compared within the UAE they confirmed the results got from their paper. To improve student satisfaction the results might clear understandings for universities in developing suitable strategies.

Insch and Sun's (2013) study's purpose was to identify which features of the host university city are important to students, to evaluate students' satisfaction with the key features of their host university city, and to establish the drivers of students' overall satisfaction with their host university city. In their paper they selected a two stage, mixed methods research design for this study. They focused on two groups the first group and a survey of 159 full time university students attending the university of Otago in Dunedin, New Zealand, the second group. Their survey results show that students at the university of Otago perceive accommodation, socialising and sense of community, safety and cultural scene as the most important features of their host university city and shopping and dining, appeal and vibrancy, public transport were the key drivers of their overall satisfaction with the city. They said that students' overall satisfaction with the city is relatively positive and they are most satisfied with socializing and sense of community, community assets, and the city's natural environment. Nevertheless, their satisfaction with accommodation, the attribute that the most important thing for them was unmet. This shortfall has some negative impacts on the university's image and encourage students to transfer somewhere else for further study. The consequences of their inattention to students' needs could be harmful in the long-term

Shah, Said Nadir and Bennet's (2011) paper aimed to make a contribution to the current lack of literature in the Australian context by revising qualitative feedback collected from students in five private higher education institutions. In particular, their paper sought to examine factors influencing student choice to study at private higher education institutions and student perceptions of such institutions. The data were got from five different private for-profit higher education institutions in Australia. The feedback from 120 students was included undertaking higher education courses in different discipline areas at different stages of study. They selected students according to the representation of different characteristics of student such as: male/female, domestic/international, and discipline areas. Their study strengthens that student perception of the private for-profit higher education institutions is an important factor in influencing student choice to study at the institution. They said that there has not been qualitative research done in Australian private higher education on factors influencing student choice to study with private institutions.

Toyin Sawyerr and Yusof's (2013) paper aimed to establish the sufficiency of the facilities provided in the students' hostels and to also research the level of satisfaction of the students to the available facilities. They used 250 questionnaires to be answered by the respondents. They utilized a cluster sampling method in the data collection, attempted to get a fair representation on each floor of the hostel blocks. The data were analysed using descriptive statistics such as the mean score and standard deviation. Their result showed that students were generally dissatisfied with the hostel facilities with a average score of 2.42 on a five-point scale which represents 66.6 percent dissatisfaction level as well as not all the necessary facilities as noted by other researchers were provided for the student in the hostel. In the hostel accommodation to meet the minimum standard as got in other higher institution as this will always improve the image of the institution and make it a top institution of choice to prospective students'. Their paper provided the students viewpoint of the housing facilities thus giving room for continuous improvement in student housing.

Small, Dowell and Simons' (2012) paper aimed to measure students' expectations and perceived importance of, and satisfaction with, a range of tools available in a virtual learning environment. They said that teachers have access to online tools to support course delivery. Expectations and satisfaction are important constructs in the delivery of a service product, such as education where the student can also take on the role of the customer is unknown. Their study focuses on the student perspective of online tools. They conducted a quantitative survey (n=396) and produced descriptive measures and statistical analysis. Their results showed that the tools that enable instructors to communicate with students and vice versa are more important to students and more satisfying to them than tools that enable students to interact with each other, but business students desired communications tools.

In Finney and Finney's (2013) study, the aim was to empirically analyze the relationship between students' perceptions of themselves as customers of their university and their educational attitudes and behaviors as well as it sought to investigate the extent to which students' characteristics predict their involvement with education.

The data was got by surveying 1,025 students from a medium-sized university in the southern United States.

In their paper they said that satisfaction with their university, but not their perceptions of themselves as

university customers, predicted educational involvement. Generally, heavily involved students in their education tended to be older, have higher grade point averages, and attend class more often. Nevertheless, these students also felt more entitled to outcomes, though they had no idea about their perceptions of being customers of the university.

They claimed that students who see themselves as customers probably hold attitudes and engage in behaviors that are not conducive to success.

M. Ayoubi and Ustwani's (2014) paper's main purpose was to find whether a correlation exists between students' natural preferences or what is known as psychological type as determined by the Myers-Briggs Type Indicator (MBTI); the extent of their enthusiasm measured by their level of "like" to the subject, and students' grade point average (GPA).

They collected data from 89 students who took the MBTI inventory in five selected faculties at Damascus University in Syria. They asked students to fill a form in order to classify the subjects' like or dislike level as well as the students' GPAs were also included in the analysis. Having used paired sample *t*-test, their results showed a statistically important correlation between type of student and his/her faculty of study, type of student and overall study subject like, and type of student and his/her GPA. The most critical conclusion from the study was that Sensing-Intuition dichotomy of the MBTI inventory has the strongest correlation to distribution of students among faculties, the subject's like or dislike, and the GPA. In addition, the higher the level of like for a subject, the higher the GPA is.

Their study results were based on a sample of students from a specific subject area of study. The usefulness of MBTI inventory has not been evaluated in the Arab countries before, so this study is considered as one of the initial studies in this field.

Teo, Segnal, Morgan, Kandlbinder, Wang and Hingorani's (2012) study aimed to analyze variables explaining students' positive and negative experiences of group-work and connect country of residence with the perception of generic skills progress and self-reported satisfaction with group-work. In addition, regarding Australian and Non-Australian permanent residency Business students' viewpoint, they analyzed the effect of previous training in groups

They conducted a survey of 389 undergraduate and postgraduate Business students at an Australian metropolitan university. They developed a path model developed and analyzed using partial least squares modeling.

In their article they said that students' country of residence had an important influence on reporting of generic skill development and experience of group -work.

They limited findings by using data collected from students registered for one undergraduate and one postgraduate subject at the conclusion of a group assignment from one university.

Zabed Ahmed's paper (2013) aimed to define two factors which are the model of electronic information resources use and satisfaction with university-paid resources by the faculty members in eight public universities in Bangladesh.

He used an online questionnaire to evaluate the modern use of, and satisfaction with, university subscribed electronic resources by the faculty members. They faced main restraints in accessing online resources were also identified. He carried Mann-Whitney and Kruskal-Wallis tests out to analyze the influence of demographic characteristics on overall satisfaction with e-resources as well as using chi-square tests he tested faculty members who faced the restraints in relation to their opinions on overall satisfaction.

His findings showed that regarding limited number of titles, limited access to back issues, difficulty in finding information, inability to access from home, limited access to computers and slow download speed as major constraints faculty members are generally dissatisfied with the current level of university subscribed e-resources

His study could be used to evaluate student satisfaction for electronic resources which may also lead to a more dynamic interaction with such resources in any university.

The purpose of Eon's paper (2012) was to empirically test the effects of e-learning management systems (LMS), self-efficacy and self-regulated learning on learner satisfaction and system effectiveness. In his paper he said that the two research streams were focused on by majority of e-learning empirical research studies: one of them is studies analyzing potential forecasters of e-learning success and another one is outcome comparison studies with classroom-based learning. He tested the research model using the structural equation modelling-based Partial Least Squares (PLS) methodology. His results claimed that use of e-LMS is not positively related to systems quality, information quality, self-managed learning, and user satisfaction as well as the findings strongly support the previous works of Rai, et al., Livari, and Freeze, et al. In their studies they have especially focused more on the causes of student satisfaction (customer satisfaction) so they have done some researches on the students about education quality in education used methods, educational tools, student perceptions, enrolment, hostel facilities, online tools, teaching quality etc which are very important for student satisfactions. Their studies will be the reference point for the future work about student satisfactions.

II. CONCLUSION

The main purpose of this study is to understand the causes of student satisfactions and dissatisfactions based on the previous studies. The student satisfactions or dissatisfactions arise regarding these facilities and activities in universities; service quality indicators (teaching, management, leadership, campus life, academic services and infrastructure), physical facilities, city, public transports, student perception which must be studied carefully, developed and increased quality/quantity according to their importance by universities.

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