Factors Leading to Students' Satisfaction in the Higher Learning Institutions

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Abstract
There is an increasing need to understand factors that affect satisfaction of students with learning. This study will explore the relationship between student satisfaction and teacher-student relationship, teacher preparedness, campus support facilities and experiences provided by the institute to the students. Study is a necessary activity that most people must engage in for much of their lives to support themselves and their families; however, motivation and student satisfaction vary for students. Some students are motivated by a sense of accomplishment, some by helping others, and others by personal fulfillment. Some students get satisfied by personality grooming, personal values, and psychological needs fulfillment. The data was collected through questionnaire from the students of selected universities. This study focuses on factors that influence student satisfaction for the purpose of improving quality and thereby better performance.
Keywords: Student satisfaction, Student-teacher relationship, Faculty preparedness, Campus facilities, Higher education

1. Introduction

Post-Secondary Education has become a major topic in the country since the last decade. As expansion of enrollment and stretching of higher learning institutes are to be continued to increase, consequently, there is an increasing need to understand factors that affect satisfaction of students with learning. This study will explore the relationship between student satisfaction and teacher-student relationship, teacher preparedness, campus support facilities and experiences provided by the Institute to the students.

Study is a necessary activity most people must engage in for much of their lives to support themselves and their families; however, motivation and student satisfaction vary for students. Some students are motivated by a sense of accomplishment, some by helping others, and others by personal fulfillment. Moreover, some students get satisfied by personality grooming, personal values, and psychological needs fulfillment. This study focuses on factors that influence students' satisfaction for the purpose of improving quality and thereby better performance.

This research will probe an increase in the four elements that are considered to be primary in the determination of student satisfaction, namely: Student-teacher relationship, Experiences provided to the students, On Campus Student Support Services and Facilities and teacher preparedness. Therefore, there is an increasing need to understand factors that affect satisfaction of students with learning. The vastness of students to which the University caters serves as proof of the fact that the University should remain in an ever alive process of improvement of the facilities that it offers to its students if it is to maintain its reverence in the educational community.

Previous research on student satisfaction has focused on the characteristics of students and institutions that influence satisfaction (Knox, Lindsay, & Kolb, 1992; Thomas & Galambos, 2004), identified the campus services with which students are more and less satisfied (A. Astin, 1987),and examined how satisfaction is related to other outcomes such as academic achievement(A. W. Astin, 1993; Knox et al., 1992; Pike, 1991, 1993) and retention (Aitken, 1982; Hatcher, Kryter, Prus, & Fitzgerald, 1992). Student-development studies have also identified the effects on satisfaction of social factors such as peer relationships, student/faculty relationships, living arrangements, and students' self-evaluations (Bean & Bradley, 1986; Benjamin & Hollings, 1997; Endo & Harpel, 1982; Hearn, 1985; Pascarella, 1980; Pike, 1991).Student's different types of experiences and characteristics affect satisfaction level. Academic experiences and faculty preparedness affect directly campus services do not affect significantly (Thomas & Galambos, 2004). Students' experience of acceptance influences multiple dimensions of their behavior but that schools adopt organizational practices that neglect and may actually undermine students' experience of membership in a supportive community(Bernardini & Conati, 2010). It is often hard to identify actions or behaviors as correct or faulty, making it hard to provide an adaptive support to students who do not learn well with these environments (Gautschi III & Jones, 1998).

Student-teacher relation has undergone fundamental changes as according to needs of time Chinese students, like their Western counterparts, are able to distinguish separate dimensions of teaching quality(Howard & Schmeck, 1979).Measures social desirability bias by comparing level of discipline students acquire knowledge while freely experiencing the environment(Porter, 2006). Through the use of rating forms, academic control and professional authority are transferred from faculty to students, who as discriminating consumers, are granted the

power to further their own interests and, consequently, shape the nature and form of higher education that serves them(Titus, 2008). Determinate relationships among four categories of teacher characteristics: college ratings, test scores, degrees and coursework, and certification status(Wayne & Youngs, 2003). Salary and teacher tracking affect the performance of teachers and then ultimately on the satisfaction of students(Osterman, 2000).Student-teacher relationship building is very important to create good academic experiences and more satisfaction(Ting, 2000).Student kowledgeability class size and class level affect student satisfaction as most significantly(Feldman, 1977).The most important variable according to this study is motivation level all the variables studied in this study affect the satisfaction level of students directly(Kelly, 2004).

Methodology
Theoretical framework
Learning is an obligatory activity that most people must engross in for much of their lives to support themselves and their families; however, motivation and student satisfaction vary for students. Some students are motivated by a sense of accomplishment, some by helping others, and others by personal fulfillment. Nevertheless, some students get satisfied by personality tutoring, personal values, and inner needs fulfillment. This study focuses on factors that influence student satisfaction for the purpose of improving quality and thereby better performance investigated by: Emily et al,(2004); Karan (2000); Kwok (2000);(Kupermintz, 2003);Sean (2004);Rebecca (2005); Holly et al,(2005); Betty (1976); George et al,(1979);James et al,(1979);(Feldman, 1978).

Student Teacher Relationship
Kwok (2000) studied student teacher relationship with personal qualities of teacher. Haggai (2003); studied the variable in union with faculty preparedness. Sean (2004); examined it with the variable of salary. (Ang, 2005); investigated student teacher relationship with academic experiences and teacher preparedness. George et al, (1979); studied student evaluation and motivation. James et al, (1979); examined student teacher relation with student evaluation, teacher performance, academic experiences.Good relationship maintenance with teachers on the part of students and as well as on the part of teachers greatly affect the satisfaction level of students. Better the relation more is the satisfaction level.

Faculty Preparedness
Emily et al, (2004); studied faculty preparedness with academic experiences and campus services and facilities. Haggai (2003); studied the variable in union with student-teacher relationship. Rebecca (2005); investigated faculty preparedness with academic experiences and student teacher relationship. Satisfaction level of students is also immensely affected by the attitude of teachers towards their job of teaching and how much they prepare before delivering lecture. More the teachers are serious towards delivering knowledge through the lectures more will be the satisfaction level of students.

Experiences
Emily et al, (2004) studied faculty academic experiences with student teacher relations and campus services and facilities. Osterman (2000) studied experiences in relation with psychological needs and social influence. Rebecca (2005); investigated academic experiences with faculty preparedness and student teacher relationship. Betty (1976) investigated academic experiences with class size and class level.

James et al, (1979) examined student teacher relation with student evaluation, teacher performance with academic experiences. (Porter, 2006) Studied experiences with peer ability, research orientation and institution intensity. The student community also measures the satisfaction level by the good and bad experiences extended towards them by the institute, teachers and friends. Better the experiences of the students better will be the satisfaction among them.

Campus Services and Facilities
Emily et al, (2004); studied faculty academic experiences and student teacher relations with campus services and facilities. Holly et al,(2005); studied campus services and facilities with absenteeism, small class rooms and grade consistency.

Campus and services and student support facilities are another important measure of satisfaction level. More the amount of these facilities and services more will the level of satisfaction and happier they will be.

On the basis of the above discussion it is hypothesized that Student teacher relationship, teacher preparedness, experiences, and campus services and facilities have a relationship with student satisfaction.

This research study focused on the sample size of 200 people from the population of university students in Pakistan n=200. From non-probability sampling designs convenience sampling was used for this research study. It is one of the non-probability designs. It is sampling method where items that are most conveniently available are selected as a part of sample.

Results and Discussion

Data collected from respondents was analyzed by using the SPSS software version 18. Interval scale was used as measurement scale in this research study. Numbers from 1 to 5 were given to respondents to circle on the number that best describes their feeling about the question. Number 1 showed very poor; on 2 it was poor, no 3 it was satisfactory, no 4 was good, number 5 showed very good.

Values of alpha should preferably lie above 0.7 or should be equal to 0.7. The alpha of student teacher relationship was 0.6 which lies in acceptable range of reliability. As the value of alpha for teacher preparedness was 0.6 so its reliability was less as compared to the other variables. The value of alpha was also .6 for student experiences hence it also has acceptable reliability. The value of alpha for campus services and facilities and student satisfaction (criterion variable) was also 0.7, so their reliability also lies in acceptable range.

The range of student teacher relationship lied between 5-3 on measuring scale which means that maximum number of responses from people fall between strongly satisfactory and very good. The range of opinions for teacher preparedness lied between 5-3 which means between very good and satisfactory. Views of respondents about student experiences also fall in rang 5-3 on the measurement scale which means very good to satisfactory. The range of data from respondents regarding campus services and facilities fell from 5-3 on measurement scale which exhibits very good to satisfactory. The array of data about student satisfaction also lied in between 5-3 which means that the maximum number of respondents had a consensus on very good to satisfactory good.

All variables showed a positive correlation with sales promotion. The variable having the highest value of correlation casts the maximum impact on sales promotion and the one having the lowest value effects the least. Campus services and facilities with highest value of correlation that is 0.631 cast the maximum effect on criterion variable and student experiences shed the least impact because of the least correlation value that is 0.392.

R-Square (R^2) is the proportion of variation in the dependent variable (Y) that can be explained by the predictors (X variables) in the regression model. According to the value of R square the relationship of variables of the model was 46.6% strong.

The model was best fitted at the significance of 0.00 and it is even proved by the value of F which is 42.5.

From the values of 't' it was evident that student experiences has the most impact on the dependent variable because it had the highest value of 't' that is 6.94 and the value of beta is also the highest which means it brings the most rapid change. Value of 't' of student teacher relationship is 3.624 which means that one time change in student teacher relationship brings about 3.98 times increase in student satisfaction and when decision is made then there are 0% chances of error in it. Value of 't' for after teacher preparedness was 1.809 which can be interpreted as bringing one time change in teacher preparedness 2 times increase in sales promotion and when decision is made then there are 4% chances of error in it. Student experiences have the highest value of 't' which can be interpreted as bringing one time change in student experiences brings 6.94 times increase in student satisfaction and there are 0% chances of error in decision making. Campus services and facilities has the lowest value 't' which is interpreted as satisfaction increase 2.0 times by bringing one time change in campus services and facilities there are 12% chances of error.

Conclusion

For this research study four predictor and one criterion variable was selected. For following the line of investigation the predictor variables were student-teacher relationship, teacher preparedness, student experiences, campus services and facilities and the criterion variable was student satisfaction. Many other renowned researchers have also considered these variables for study and research purposes. This research work focuses on sample of 200 people belonging to educational institutions. The data was analyzed by using descriptive analysis, regression and correlation analysis. The value R square confirms that there exists 47.7% strong relationship among variables.

The value of F was 44.4 which prove that this model is best fitted. The values of 't' also prove the fact that student teacher relationship, teacher preparedness, student experiences and campus services and facilities are radically related to student satisfaction.

Relationship of student teacher relationship with student satisfaction is notably strong and the reason could be that good affiliation maintenance with teachers on the part of learners and as well as on the part of teachers greatly affect the contentment level of students. Enhanced the relation more is the contentment level.

Association of teacher preparedness with student satisfaction is also fine and the cause could be satisfaction level of students is also immensely affected by the approach of teachers towards their profession of teaching and how much they get ready before conveying lecture. More the teachers are thoughtful towards delivering knowledge through the lectures more will be the satisfaction level of students.

The student community also measures the satisfaction level by the good and bad experiences extended towards them by the institute, teachers and friends.

Better the experiences of the students better will be the satisfaction among them. Relationship of student

experiences with student satisfaction is the outstandingly

significant and strong. Moreover, association of campus services and facilities and student satisfaction is fine enough and the reason could be that campus and services and student support facilities are another important measure of satisfaction level. More the amount of these facilities and services more will the level of satisfaction and happier they will be.

The research proved that student-teacher relationship, experiences provided to the students, on campus student support services and facilities and teacher preparedness contribute to the satisfaction of students in higher education. So, it is recommended to focus on above discussed factors so as to achieve students' attainment in higher learning institutions.

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Table 1. The capitals, assets and revenue in listed banks

Table-1   Data analysis

Variables	α	Mean	S.D	r	t	t-sig
Student-teacher relation	0.69	3.939	.566	0.506*	3.624	**0.00**
Teacher preparedness	0.67	3.936	.555	0.458*	1.809	**0.07**
Student experiences	0.68	3.971	.711	0.392*	1.454	**0.14**
Campus services and facilities	0.73	3.986	.622	0.631*	6.94	**0.00**
Student satisfaction	0.75	3.900	.691	-	-	**-**
R^2	.477					
F-value	44.49					
F-sig	**0.001**					

*Level of Significance ≤ 0.01
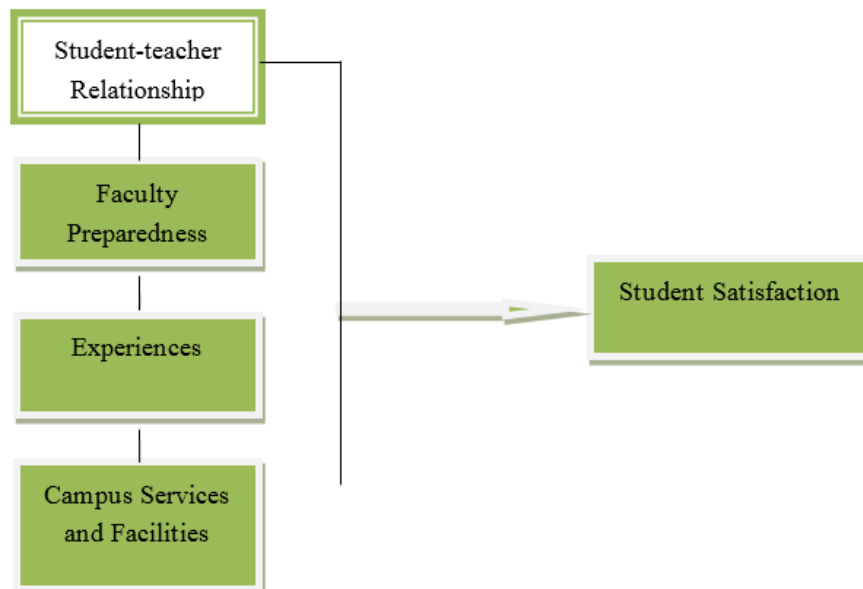
Fig 1 Model: Effect of Student-Teacher Relationship, Faculty Preparedness, Experiences and Campus Services and Facilities on Student Satisfaction