Investigation of Factors Affecting Satisfaction Level of Students Studying in University Sub-Campuses: (A Special Case of University of Sargodha)

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Abstract:

This study aim is to scrutinize the University of Sargodha in terms of student's satisfaction having study experiences in university sub- campuses. In this competitive educational environment satisfaction level of students is more important because students act as advocates of university. To meet the needs of Students University of Sargodha open many sub campuses through private partnerships. This study examines the six factors to investigate the student's satisfaction level. A well designed questionnaire is used containing 31 items. Satisfaction level of students is checked on six factors as academic staff, teaching level, relationship, technology, administration and campus facilities. Data is collected from students of Mianwali and Lahore campuses.

This study reveals that these six factors can enhance student's satisfaction level if effectively delivered as it is proved through hypothesis. A major result regarding both campuses shows that students are satisfied with UOS. The study results can be under consideration while making strategies to enhance academic performance. This study can be helpful in enhancing service quality of various educational institutions.

Keywords: Satisfaction Level of Students, University Sub-Campuses, University of Sargodha, educational environment satisfaction, satisfaction level, academic staff, teaching level, relationship, technology, administration, campus facilities

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Introduction:

Education plays a vital role in development of any country. In recent years distance education and online education are glooming. Due to technological development online education alternate the way of traditional education and act as supplement (Waits & Lewis, 2004). In higher education universities now provide opportunities for students through online classes such as Allama Iqbal Open University and Virtual university of Pakistan. Perhaps, this is the better way of providing opportunities full time and part time to those students which have limited access (Bartley &Gloek, 2004). But the recent trend of opening sub-campuses through private partnership is another issue of quality education. This flexible educational program raises the demand of consumer satisfaction about quality instruction, better educational consequences and finally learning satisfaction (Debourg, 1999).The satisfaction of students can be determined form their intensity of contentment and along with efficacy of education that students experience from their institutions (Wang, 2003 & Allen.et al

2002). Distance education occurs when student and teacher does not interrelate physically in a specific place (Conrad, 2006). The purpose of this study is to investigate the factors that affect the satisfaction level of students studying in universities sub-campuses as people perceive that the quality of education is poor in campuses. Many entrepreneurs' and civil society in Pakistan have the perception of low quality education in sub-campuses. But the fact is that the rate of campuses increases with the passage of time as private partnership concept is on the way. The on hand study deals with several factors that affect satisfaction level of students that have learning experiences in universities sub-campuses. In this regard, academic staff, teaching level, student and teacher relationship, availability of technology, administration and campuses facilities are considered as basic parameters for measuring satisfaction level of students in universities sub-campuses. After this part, the study will discuss six satisfaction factors about the quality of education in competitive environment. The last part of the study contains study result and conclusion.

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2.0 Literature review:

The rapid change in educational market place expands the trend of opening sub-campuses by the higher educational institutions in Pakistan. Universities constantly involved in opening their campuses to reach far away students through private partnerships. But the satisfaction of students is more important. Technological developments such as internet and web sources have altered the way of education and have tremendous impact on quality of education and teach (Kramer, 2000). Satisfaction of students is a dominant topic because it helps universities and colleges to explore whether they achieved their mission or not and to make their curriculum more effective in dynamic educational environment (Tessema et. al, 2012). (Jamelske, 2009; & Borden, 1995) highlights the importance of satisfaction among students as satisfied students are more likely to attend their classes as compared to dis satisfied students. Satisfied students are more committed towards their studies as compared to dis satisfied students (Bryant, 2006). (Austin, 1993) states that in

relation with curriculum, a variety of academic experiences, and the institutions play a vital role in satisfaction of students. (Cooper, 2007), view students as buyers and institutions as sellers so it is important for educational institutions to provide significant facilities to students. (Cunningham, 2007) suggests six factors for investigation of student's satisfaction level as teaching staff, relationship, campus administration, and level of teaching, campuses facilities and the technology. The higher recital of educational institutions can assemble the needs of students, their parents, university management, administration and alumni (Cheng et.al, 2002). (Munawar et.al, 2011) explore that if higher the satisfaction level in students the higher the quality of students and satisfaction level have significant impact on performance of students. In academic, student and teacher interaction is very important and authors believe that it is a basic need for successful learning (Picciano, 2002& Garrison, 1995). In addition, the interaction between student and staff act as a driving force for enhancing motivation and positive consequences of student learning (Havard, & Li, 2005; Lam, Cheng, &McNaught, 2005, Sargeant, Curran, Allen, & Ho, 2006;). Some researchers highlight the importance of course

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evaluation as important factor for student's satisfaction. In this regards, students interaction through course discussion tend to increase students satisfaction especially in distance learning (Pickett, Pelz, & Maher, 2000; Swan, Shea, Frederickson). This study also highlights the teaching level as important factor for satisfaction. According to Yang and Cornelius (2004), frustration in students occurs when teachers do not respond their questions in shorter period or teacher participation is less and curriculum are not designed within the needs of students. The above literature shows the importance of student's satisfaction and related factors are also discussed in brief. But the loyalty of students towards university campus can be increased by six factors highlighted by Cunningham in 2007. If these factors are delivered effectively by universities in their campuses the satisfaction level of students will increase. So, the administration of universities should focus on quality of service to enhance satisfaction (Munawar, et al., 2011) by delivering these factors effectively.

3.0 Research Framework:

This study investigates the factors that affect student's satisfaction level studying in universities sub-campuses. Every country has private higher educational institutions and that institution tries to improve their service quality to attract more students because the marketplace is more competitive in this sector (Coskun, 2014). A sound theoretical framework is necessary for a good research as theories always forecast future happening and provide insight about functions happening under a specific study (Kaye, 2000). Thus, the on hand study framework based on the research agenda provided by Cunningham in 2007 and "*Maslow's need base theory*".
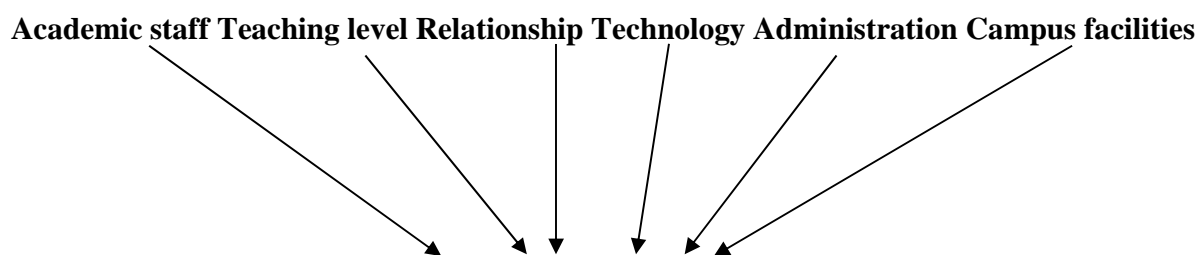
3.1 Maslow's need based theory:

Maslow's hierarchy of need based theory is used in this study especially in terms of student's satisfaction and motivation towards higher education. The elements of Maslow's theory are used in questionnaire in a variety of forms. The relationship of Maslow's theory and study framework is shown in table below.

Table no.1: Relationship of Maslow's theory and study framework

Maslow's Theory	Study framework
Self actualization	Academic staff
Self esteem	Administration

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Social need	Relationship
Safety need	Campus facilities
Physiological need	Campus facilities

According to Maslow's the first need of human being is physiological need and the fulfillment of this need is the first goal of every person. This need is fulfilled through university campus environment such as basic facilities (Canteen, building). Second need is safety need which is also important for satisfaction and can attain through campus facilities. Third need is social need which is belongingness and love and it can be achieved through strong relationship between teachers and students. Fourth need is esteem need which is required for achievement and confidence and this can be achieved through good teaching and administration. Fifth need is self-actualization and it involves creativity, problem solving and morality. This can be achieved through competent staff and teachers excellent abilities. Maslow's theory highlights the possibility of how student's satisfaction level is increased through a humanistic view.

3.2 Cunningham Model:

Cunningham, (2007) recommended a framework to explore the factors that affect student's satisfaction level having study experience in university sub-campus. Cunningham, 2007 use six factors for prioritization of factors affecting student's satisfaction level and these six factors are also used for this study. In this research, academic staff, teaching level, relationship between students and teachers, availability of technology, good administration and campus facilities are used as independent variables while student satisfaction level is used as dependent variable. (Cunningham, 2007) states that one is satisfied with an activity if his specific need is met through this activity and Maslow's need based hierarchy provide a good foundation in this regard.

Academic staff Teaching level Relationship Technology Administration Campus facilities

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Student satisfaction level

Fig: Research framework

Academic staff plays a vital role in satisfaction of students. Students tend to agree with one another when rating teacher performance and the results are at least less moderate valid and students rating of curriculum quality is significantly correlated with other measure of teaching effectiveness (Stukalina, 2012). Teaching level is another important factor it creates creativity and problem solving abilities in students if the teacher is competent. To develop a convenient and pleasant environment students interaction with the staff is important. Positive relationship between staff and students can explore learning conditions and other inner conditions (Audhesh et.al, 2009). Availability of technology can increase student's satisfaction level. If there is less access to technology or students face difficulties in experiencing technology, satisfaction level of students' decreases (Doris et. al, 2009). Good administration is essential because it is necessary for maintenance and supervision in higher educational institutions. To ensure effective open communication in institutions, administration must know where they operate by collecting data

(Stukalina, 2012). The last factor availability of necessary facilities in campuses is necessary to decrease student's retention. (Cuseo, 2011) explore in his study that students are more enthusiastic if they are satisfied and they socially involved in campus as feeling part of this community and stay studying graduation.

4.0 Methodology:

Methodology refers as reasoned array through which researcher execute its plan. From academic prospective methodology refer as a logical arrangement of techniques, process and components (cited at: www.blurtit.com). Survey method is used to depict information from target respondents concerning this study. Survey is a qualitative approach in which researcher ask systematically same questions and then record and analyze the respondents answers (Neuman, 2007). The units of analysis for this study are the students of UOS Mianwali and Lahore Campuses. (Babbie, 1992) says, unit of analysis are those people or things whose parameters are going to be observed by researcher. The populations of this study are the students of UOS. According to

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Reinard, (1994) the extensive universe from which sample is drawn is called population. The sample consists of 300 students from different departments studying in sub-campuses. The slant of data gathering consists of primary and secondary data. Secondary data is worn for conceptualization and literature. Primary data is composed through well designed questionnaire to draw results.

5.0 Research hypothesis:

H1: Competent staff has positive impact r on student's satisfaction level.

H2: Teaching quality level strongly affects student's satisfaction level.

H3: Positive relationship between students and staff strongly affects student's satisfaction level.

H4: Availability of technology increases student's satisfaction level.

H5: Administration of campus strongly affects student's satisfaction level.

H6: There is significant relationship between campus facilities and student satisfaction level.

6.0 Analysis & discussion:

SPSS version twenty is used for statistical analysis. It is worn for the investigation of behavioral & quantitative data.

6.1 Factor analysis:

Factor analysis is worn to rationalize the data collected from respondents and to reduce the replication among the variables of interest (Haider, 2014). Before approaching to the core analysis this is completed for configuration of the variables that affect student's satisfaction level. Varimax rotation method is used to squeeze down the multicolinearity and to augment the reliability of collected data.

Table no. 2: KMO & Bartlett's test

KMO & Bartlett's test		
Kaiser Meyer Olkin Measure of sampling Adequacy		0.791
Bartlett's test of sphericity	Approx. Chi-square	573.40
	Df.	120
	Sig.	0.

From table no.2 it is experienced that KMO and Bartlett's test shows value (0.791) it means result is significant because it defeat the required value of (0.50). It means our data is (0.791 %) error free and remaining (0.209 %) data may contain error. Chi-

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square shows value (573.40) which is significant as mandatory value is (0.000). The results of this test show that researcher can move forward for core tests.

From table no.3 given below, it is observed that factor 1 has variance (5.083) which records 27.481 % of entire variance. Factor 2 records variance 1.832 which is 11.571 % of total variance. Factor 3 and 4 records variance of 1.832, 1.713 which is 9.832 % and 7.819 % of the total variance respectively. Factor 5 and factor 6 shows variance of 6.621 and 6. 401. These two factors records variance of 69.356 % and 75.757 % of the total variance. Maximum scores of variance on these 6 factors shows that all these 6 factors have strong relationship with one another. The total study variance is 75.757 which mean result is significant as mandatory value is 60 %. (See table no. 3).

Table no.3: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.083	27.481	27.481	4.094	25.589	25.589	3.287	25.544	25.544
2	1.832	11.571	39.052	1.851	11.571	37.160	1.843	14.514	40.058
3	1.713	9.823	48.875	1.412	8.828	45.988	1.816	11.348	51.406
4	1.372	7.819	56.694	1.219	7.618	53.605	1.395	10.720	62.126
5	1.081	6.621	69.356	1.092	6.823	60.429	1.328	7.230	69.356
6	1.032	6.401	75.757	1.062	4.321	64.750	1.202	6.401	75.757
7	.815	5.06 5.02	72.682						
8	.780	4.841	77.231						
9	.691	4.362	81.293						
10	.672	3.851	84.545						
11	.512	3.461	87.901						
12	.498	2.883	90.694						
13	.486	2.876	93.615						
14	.348	2.252	95.055						
15	.354	2.174	98.120						

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16	.301	1.880	100.000					

From table no. 4, it is observed that 5 items are loaded on factor 1. It means these items have strong relationship with one another and supports hypothesis (H1) as campus facilities have strong impact on student's satisfaction level. Four items are laden on factor 2 which means these four items have strong affiliation with one another and supports (H2) as teaching level strongly affects student's satisfaction level. Three items of questionnaire are loaded on factor 3. This support hypothesis (H3) as availability of technology has significant impact on student's satisfaction level. Only two items are laden on factor 4 and support hypothesis (H4). It means these two items of relationships have significant relationship with one another. Factor 5 has 3 items and support hypothesis (H5). It means academic staff strongly affects student's satisfaction level. Finally, two items of campus administration are laden on factor six. Thos means these items shows significant relationship with one another. This support hypothesis (H6) as campus administration has strong impact on student's satisfaction level. In this study, 31 items are used but only 19 items shows significant impact on student's satisfaction level. These factors are extracted by using principle extraction method. (See table no. 4 given below).

From table no. 4 it is also observed that these six factors are significantly delivered by University of Sargodha in both Mianwali and Lahore Campuses.

Table no. 4: Factor Loading

Sr. no	Questionnaire items	UOS, Mianwali and UOS, Lahore Campuses		
		Campuses has	Mean	St.dev
Factor 1	**Availability of Campus facilities**			
1	When I am in campus, I feel safe and secure	SA	4.77	.841
2	I am satisfied with campus facilities	SA	4.71	1.01
3	Parking facilities are spacious and secure	A	4.54	.757
4	Campus environment is important for students	SA	4.55	.432
5	Building and space of campus is satisfactory	A	3.45	.341
Factor 2	**Teaching Level**			
6	Curriculum and unit requirements must be flexible	A	3.47	.741
7	Projects and assignments are my first preferences	A	3.46	.646

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8	I always need those courses which required in job	SA	4.41	.451
9	I get timely feedback from teachers regarding academics	A	3.48	.632
Factor 3	**Availability of technology**			
10	In campus internet and web resources should be available	SA	4.45	1.09
11	In campus lab, computers are always available	N	4.75	1.01
12	Campus must have technological facilities	SA	4.43	.891
Factor 4	**Relationship of students and teachers**			
13	In campus, I enjoy a social life	A	4.67	1.01
14	I should have opportunity to meet teachers	SA	4.43	.865
Factor 5	**Academic staff**			
15	In campus there should be availability of professional staff	SA	4.48	.761
16	Professors and lecturers should have sufficient knowledge	SA	3.41	.439
17	The teaching staff should be available in scheduled time	SA	4.45	.441
Factor 6	**Campus administration**			
18	I am satisfied with scheduling of teachers and lectures	N	4.44	.845
19	Administrative staff should be supportive with students	SA	4.21	1.01
Total No. of students participated =N =300 (UOS, Mianwali 150 and UOS Lahore 150)				
1-5" scale is used, SA(strongly agree), A(agree), N (Neutral), SD(strongly disagree),D(disagree)				
Adopted questionnaire from (Laurie et. al, 1994 and Coskun, 2014)				

6.2 Regression analysis:

(Haider, 2014) states that regression analysis is used to investigate the assumption of serial correlation among variables of interest. The depended variable of this study is student satisfaction level. Linear regression is drawn to prove concerning hypothesis.

Table no.5: Coefficient's

Model	Unstandardized Coefficients		Standardized coefficients	T	Sig
	B	Standard error	Beta		
(Constant)	2.821	.547		7.676	.000
Academic staff	.963	.096	.134	1.397	.001
Teaching level	.486	.093	.874	9.731	.000
Relationship	.354	.087	.467	5.801	.000
Technology	.341	.120	.208	2.761	.000
Administration	.259	.185	.216	2.566	.011
Campus facilities	.241	.101	.209	2.461	.000

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Dependent Variable: student's satisfaction level

From table no. 5, it is experienced that availability of competent staff in campus increases students satisfaction level as the value is .001 and it defeats the required value of .05. This significant result proves (H1). It was also proved by (Coskun, 2014) as academic staff plays a vital role in student's satisfaction level. Teaching level is another important factor and affects student's satisfaction level. This proves (H2) as the value is .000 which means result is significant. This was also proved by (Tang et.al, 2011) as quality of service is high in term of student's satisfaction level if institute focus on quality education and facilities to students and can enter in a virtual circle. The relationship between students and teachers has positive impact on satisfaction level. Audhesh K., et al, (2009) says that positive social relationship between staff and students can enhance student's satisfaction level. This is also proved in this study as relationship have positive influence on satisfaction level (H3) as the value is .000 which is significant. Availability of technology increases students satisfaction level (H4). This is proved as result is .000 which defeats the required

value of .05. A survey results conducted by Doris et.al, (2009) shows that if sufficient technology is not available students satisfaction level tend to decreased. The hypothesis (H5) also proved as result is .011 which is significant and support study hypothesis. A good administration can enhance student's satisfaction level. Stukalina, (2012) suggests that satisfied students are the key product of higher educational institutions. For this a good administration is necessary. Campus facilities have a positive impact on satisfaction level (H6). This is also proved in this study as value is .000 which means result is significant as it defeats the required value of below .05. (Munawar, et al., 2011) states that university administration should focus on quality service to increase students satisfaction level.

Conclusion:

This study examines how satisfaction of students is measured studying in university campuses. This study explores the factors that affects satisfaction level of students because satisfied students are the key output for every institution. The results of the study

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confirm the six factors that are important for student's satisfaction. The study also reveals that majority of students are satisfied with UOS campuses. The study results fully supports concerning hypothesis. The study results are important for decisions makers to provide quality education in universities sub-campuses.

In this study, it is observed that University of Sargodha is successful in delivering these factors effectively in both Campuses. The study results are helpful in understanding of factors that affect student's satisfaction level. Although, the study results are not widely generalized but this can be helpful in making future strategies regarding university. It can also be applicable in private colleges and universities to increase student's satisfaction level by taking into consideration the six factors mentioning in this study.

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