

AN EMPIRICAL ANALYSIS OF STUDENT SATISFACTION INFLUENTIAL FACTORS ON ROYAL INTERNATIONAL UNIVERSITY IN MONGOLIA

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Abstract

The purpose of this study is to investigate the five factors on student satisfaction. In this paper, we tried the factors which influence student satisfaction in higher education, as well as the consequences of it. It collected and analyzed data from descriptive research can help understand factors on student satisfaction. The data were collected from 45 participants who study in Royal International University. This study discussed the effects of above mentioned results, the implications for theory and practice along with the limitations. We used two types of models in this study. Using empirical data and a conceptual model, the results of this study indicate that students' satisfaction. It is accepted that educational institutions have many customers: students, staff, faculty, alumni, donors, and others. Using this study, we collected students who are studying academic year 2018-2019. Finally, were analyzed and estimated by SPSS 21 and Smart PLS 3.0 statistic programs.

Key words: Royal International University, student satisfaction, teachers' skill, teachers' attitude and training environment

Introduction

A training activity of students has been always an important activity for the higher educational institutions. However, the rapid expansion of colleges and universities, significant increases in college education costs combined with demographic shifts in the population may force colleges to think differently about the role of student satisfaction for their survival (Kotler and Fox, 1995). There are many scholars studied about students' satisfaction. Some of them are more clarified and defined positive results on students' satisfaction. On the other hands, there are lots of studies examined that the dissatisfaction of students, on the contrary, could have ominous consequences for both the university and the student, namely unsuccessful students. There are some researchers argued that quality assurance is more importance in the higher education sector.

Conceptual framework and hypothesis

1. Student satisfaction

Students will often choose their university or specific academic department based on its reputation, and universities and even the same school academic departments will often compete in attracting the best students. In our research team members argued that satisfaction would be the only method for judging a school's quality. This measure can greatly impact external perceptions of a university who are interested in statistics like student retention (Athiyaman 1997). We made for hypotheses two different conceptual models in this study.

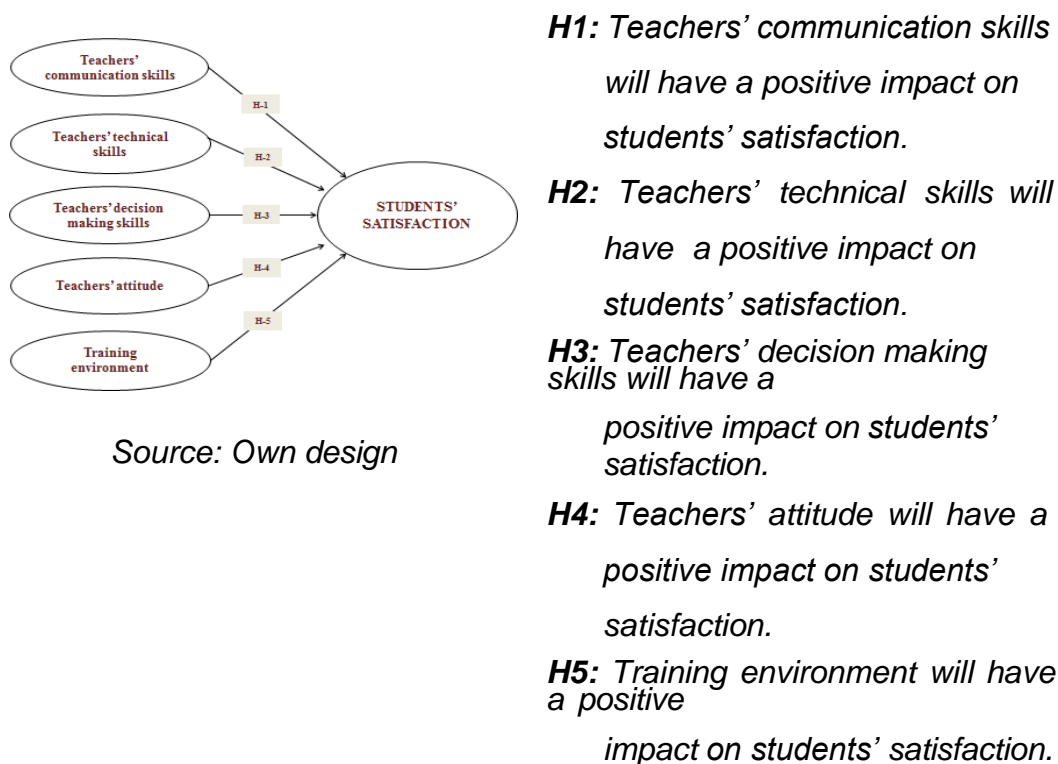
The conceptual model explains how teachers' communication skills, teachers' technical skills, teachers' decision making skills, teachers' attitude and training environment are influential on student satisfaction. The conceptual model of factors on student satisfaction is drawn in Figure 2.1.

Dependent variables: *teachers' communication skills, teachers' technical skills, teachers' decision making skills, teachers' attitude and training environment*

Independent variables: *students' satisfaction.*

According to the literature review, in our study, it was hypothesized as below:

Figure 2.1.
Conceptual models of factors on students' satisfaction



Satisfaction would be the only method for judging a school's quality; this measure can greatly impact external perceptions of a university who are interested in statistics like student retention (Athiyaman 1997). Students will often choose their university or specific academic department based on its reputation, and universities and even the same school academic departments will often compete in attracting the best students. Unfortunately, many would argue that what pleases students is often not the most beneficial for their understanding of the different course's concepts (Winer 1999).

The researcher also notes the importance of student evaluation of professors as it can be an excellent way to assess the effectiveness of faculty's teaching. Research has even found a positive relationship between student assessments of faculty effectiveness and the self-assessments of professors themselves (Howard et al. 1985).

2. Teachers' communication skills

Many researchers agreed that effective communication skills greatly customers' satisfaction. In our study is the customers are students.

Communication is a process of transferring ideas or intonation from one person to another person (Megginson, 1983). The communication will be effective if the intonation is received accurately by the receiver, in tens of content and meaning as intended by the sender (Rouse and Rouse, 2002).

Effective communication is the key to organizational accomplishment. It is important for the creation of a successful company (Spaho, 2011). Therefore, communication should have been located by organizations in their strategic planning process (Hargie et al., .2002 and Azhar, 2006). If communication is good, organization's performance will also be good, however if communication is bad, organization is likely to have problems (Goldhaber, 1979).

As defined by Duncan and Moriarty (1998), communication is a human activity that links people together and create relationship. It is a process of transferring meaning in the form of ideas or information from one person to another (Megginson, 1983). According to Keyton (2011), there are two elements in communication; the sender and the receiver. The sender is the one who initiates the communication and the receiver is the individual to whom the message is sent. Any problems arises from these two elements can reduce communication effectiveness. Many problems in an organization occur due to inadequate and imperfect communication.

3. Teachers' technical skills

Technical skills are qualities acquired by using and gaining expertise in performing physical or digital tasks. There are many different kinds of technical skills. Traditionally, people working in mathematics, computer science, mechanics and information technology have used many technical skills. Today, however, many more industries rely on employees with technical knowledge (James Chen 2018). For example, retail and food service workers often need to know how to use point-of-sale (POS) software.

Technical skills are important because nearly every job relies on different tools, programs and processes. If you have sought-after technical knowledge and skills common in your industry, you'll be a more competitive candidate (Robert Half 2018).

Technical skill requirements exist in most career fields, with the highest concentrations being employment in areas involving higher levels of scientific, technological, engineering and mathematical capabilities. The acquisition of technical skills requires specific education or training, often with a hands-on learning component. Technical skill requirements exist in most career fields, with the highest concentrations being employment in areas involving higher levels of scientific, technological, engineering and mathematical capabilities (Allan Hoffman 2018).

4. Teachers' decision making skills

The field of educational research, decision-making strategies has only recently gained significant attention, with most of the studies related to science education (Patronis et. al., 1999; Kennett & Stedwill, 1996). Hunter (1979) proposed that teaching is the process of making decisions and executing approaches to improve learning possibilities before, during, and after teaching students. Decision-making is the process of selecting one course of action from several alternative actions. It involves using what you know (or can learn) to get what you want. To improve your decision-making skills, you need to know yourself, your values and your abilities.

Values are your opinions about what is "right" or "good" or "valuable." If you have only one possible alternative (or do not perceive more than one course of action),

you are not making a decision. However, even in this limited choice situation, if you have the choice of taking action or not taking action, decision-making is involved. Although many decisions are made largely by habit, others involve weighing two or more alternatives (A guide to managing resources 2018).

In our research team argued that decision making skills should accelerate gaining knowledge that will make our choices more effective. Given the thousands of decisions we make every day, all having consequences that can create positive or negative results, skills to improve this capability might be considered fundamental to a productive life. Learning decision skills provides the opportunity to increase positive outcomes while decreasing the consequences of failure that are part of the learning process. Decision making skills should accelerate gaining knowledge that will make our choices more effective (A Mettas 2011).

Davies (2004) argues that children's design decisions have an important role in understanding the relationship between technology and society. Coles & Norman (2005) suggests that values have an important role in design decision making.

5. Teachers' attitude

According to G.W. Allport, "Attitude is a mental and neutral state of readiness organized through experience, exerting a directive or dynamic influence upon individual's response to all objects and situations with which it is related.

According to Katz and Scotland, "Attitude is a tendency or predisposition to evaluate an object or symbol of that object in a certain way". In effect attitude is used in a generic sense, as to what people perceive, feel and express their views about a situation, object or other people. Attitude cannot be seen, but the behavior can be seen as an expression of attitude.

Learning and teaching skills are a complex construct that is difficult to define. Most definitions of learning describe it as a relatively permanent change in behavior or ability in response to practice or experience (Shuell, 1986). Learning outcomes show a significant relationship with success in the initial phase of graduates' careers (Vermeulen and Schmidt, 2008). Student feedback is increasingly being considered as an important indicator of the quality of education (Harvey, 2001). Student feedback such as performance, including academic performance and student satisfaction, is important in understanding the students' perspective on their learning experiences. However, it may not necessarily represent what students have learned (Sockalingam, 2013). Increasingly, student satisfaction is also becoming an important indicator of the quality of teaching. Several studies suggest that both student satisfaction and grades are important indicators of student retention (Aitken, 1982; Bean, 1980). These various study findings indicate that teachers' attitude can affect the impacts on student satisfaction.

6. Training environment

According to Salunke (2015), there are four main characteristics for work environment. Firstly, it is about the apparent and communication. In short, work environment addresses how the employees feel that they are suitable to the organization. It is necessary for the employees to understand the philosophy, mission and values of the organization. Secondly, work environment is about the stability of work and personal life. Ultimately, an organization with the culture that promotes

work-life balance will create a labor pool that is high satisfied with their job. Thirdly, work environment should be impartial. Literally, employees must be aware of the logic that they are being rewarded impartially in accordance to their performance. For the fourth characteristic, the work environment should promote consistency. Under a particular situation, employees usually make prediction on the response or reaction of their manager based on the manager's style of leadership.

In our study, student centered learning facilitated by the adoption of technology in the classroom has been identified as one of the key goals of the British Columbia education plan (Abbott, 2011). Teachers with high efficacy tend to experiment with methods of teaching to meet their students' needs, spend more time planning, persist longer with students who struggle, and promote achievement, efficacy, and motivation in their students (Henson, Kogan, 2001). Teacher self-efficacy varies in different contexts as teachers may exhibit different levels of efficacy depending on the subject, student population, or school environment (Tschannen-Moran and Woolfolk Hoy, 2001). These various study findings indicate that training environment can affect the impacts on student satisfaction.

Research methodology

1. Data collection and analysis of study

In our study, Likert scales were easy to use and understand. Zikmund (2003) identified that in some instances, the respondents need to select an appropriate answer from a list of specific answers or multiple choices in the closed-ended questions. Bass and O'Conner (1974) defined that although larger Likert scales make it possible to discriminate opinions more finely, they can also confuse the respondents. In general, seven-point scales

are found to reduce inaccuracy, whereas five-point scales restrict choice more (Tak, 2012). Therefore, five-point scales were used in this empirical study.

After the reliable questionnaires were identified and the data was entered, data analysis began. This section describes the demographic characteristics of the respondents. Of all the 45 respondents who are getting library service between September 25-September 28, 2018 and studying from first to third courses on ROYAL International Institute. There are 19 female, 26 male students participated in our study (Table 3.1).

We included a questionnaire to study the reasons why the participants did select and choose the Royal International Institute of the Students in the General Information section. The participants who are students gave many answers to these questions, and we summarized the answers to each answer. The conclusions of this conclusion were the advantages of providing us with the opportunity to offer feedback on our training activities and the future trends of student support. Respondents to the survey were given great significance to many options after merging answers to students (Table 3.1.).

№	The indicator of students' chosen	number	percent
1	Royal University incorporate of Twin program, scholarship program	10	22.22%
2	Training environment is very comfortable.	5	11.11%
3	Accredited by Mongolian National Council for Education Accreditation	7	15.56%
4	Foreign professors teach us	6	13.33%
5	We can get more information from advertisement	9	20.00%
6	Royal Institute support their students' skills	8	17.78%
Total		45	100%

№	The impacts	Cronbach's Alpha	Rho_A	Composite Reliability	AVE
1	Teachers' communication skills	0.792	0.818	0.865	0.619
2	Teachers' decision making	0.826	0.853	0.878	0.592
3	Techers' technical skills	0.786	0.791	0.854	0.54
4	Training environment	0.908	0.923	0.925	0.556
5	Teachers' attitude	0.941	0.946	0.950	0.654
6	Students'satisfaction	0.901	0.913	0.917	0.448

Table 3.1. The reason for study in Royal University

Table 3.2. List of Items for each Construct of Students

From the Cronbach's Alpha value:

Teachers' communication skills-0.792, Teachers' decision-making skills- 0.826, Teachers' technical skills-0.786, Teachers' attitudes-0.941, Training environment-0.908 and Student satisfaction- 0.901.

For the mean value of AVE:

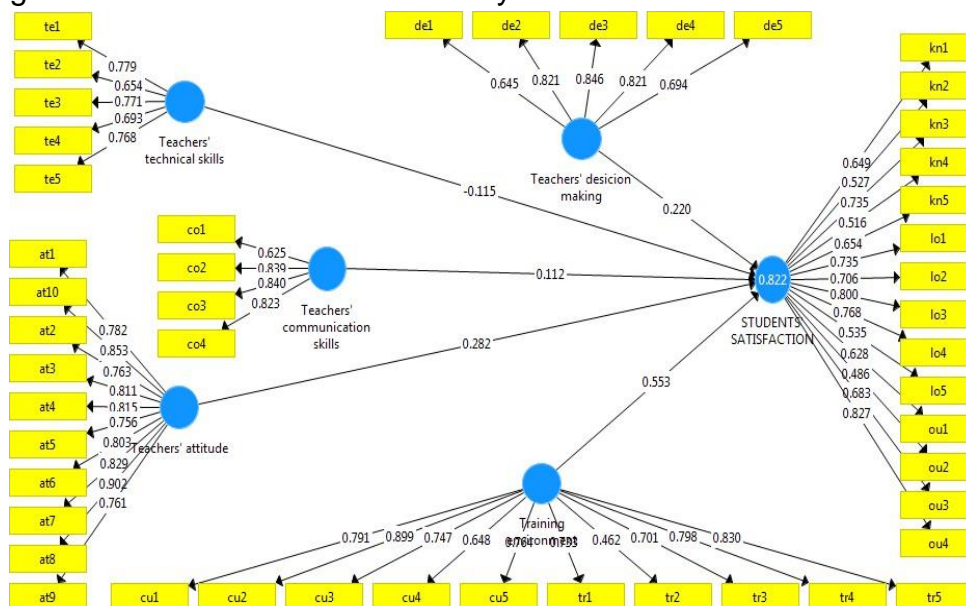
Teachers' communication skills-0.619, Teachers' decision-making skills- 0.592, Teachers' technical skills-0.540, Teachers' attitudes-0.654, Training environment-0.556 and Student satisfaction-0.448 respectively.

According to the results of each of the indicators item variables:

Teachers' communication skills-0.625-0.839, Teachers' decision-making skills- 0.645-0.846, Teachers' technical skills-0.654-0.779, Teachers' attitudes -0.706- 0.902, Training environment-0.654-0.899, Student satisfaction-0.486-0.827 and rated relatively well. Monitoring the next focus of our research was to study the relationship of the hidden variables. Analysis shows that performance is related to the maximum

approach to student satisfaction. Teachers' communication skills-0.787, Teachers' decision-making skills-0.770, Teachers' technical skills-0.735, Teachers' attitude- 0.809, Training environment-0.746, The satisfaction of students - 0.669 indicates that the results are good for this study. (Table 3.3).

Figure 3.1. Results of Structure Analysis of students' satisfaction



Notes: **co**-teachers' communication skills, **de**-teachers' decision making, **te** -teachers' technical skills; **at**-teachers' attitude, **cu**-curriculum, **tr**-training environment, **kn**- knowledge from training, **lo**-loyalty, **ou**-activities of external training.

Table 3.3. The variable correlation analysis /the first model result/

ITEMS	Student s' satisfacti on	Teache rs' attitud e	Teachers' communicat ion skills	Teache rs' decisio n- making skills	Teacher s' technica l skills	Trainin g enviro nm ent
Students' satisfaction	0.669					
Teachers' attitude	0.801	0.809				
Teachers' communic atio n skills	0.604	0.784	0.787			
Teache rs' decisio n- making skills	0.732	0.835	0.758	0.770		
Teachers' technical skills	0.700	0.809	0.790	0.783	0.735	
Training environment	0.810	0.616	0.353	0.510	0.589	0.746

According to the results of the first study, the four hypotheses of the assumptions have shown that the student's satisfaction does not have a positive effect. But our team the best results favorable to learning has been shown to affect student satisfaction, training environment well. The results of this research, we have learned that focus on the first 4 assumptions in order to achieve quality of future training activities as below (Table 3.4).

Hypothesis	Origin al samp le	Sample Mean	Standard Deviation	T statistics	P Values	RESULT
H1: Teachers' communication skills will have a positive impact on students' satisfaction.	0.282	0.253	0.146	1.935	0.054	Non supported
H2: Teachers' technical skills will have a positive impact on students' satisfaction.	0.112	0.114	0.104	1.071	0.285	Non supported
H3: Teachers' decision making skills will have a positive impact on students'	0.220	0.245	0.159	1.381	0.168	Non supported

satisfaction.						
H4: Teachers' attitude will have a positive impact on students' satisfaction.	-0.115	-0.116	0.109	1.058	0.291	Non supported
H5: Training environment will have a positive impact on students' satisfaction.	0.553	0.556	0.084	6.607	0.000	Supported

Table 3.4. The result of path analysis /the first model result/

Source: Result of study.

In our research team worked two different models in this study. In the first model's all result more clarify about the factors on the students' satisfaction. For example, here are many items are identified factor loadings are well. In results, there are 4 hypothesis had not a positive impact on students' satisfaction. One of them is had

a positive impact on students' satisfaction. We need to attention four hypothesis in future.

H1: Teachers' communication skills had not a positive impact on students' satisfaction.

H2: Teachers' technical skills had not a positive impact on students' satisfaction.

H3: Teachers' decision making skills had not a positive impact on students' satisfaction.

H4: Teachers' attitude had not a positive impact on students' satisfaction.

H5: Training environment had a positive impact on students' satisfaction.

Conclusion

We studied for achieving the purpose of this study, they learned about their satisfaction in the course of the Royal International Institute's students. In this study, we have developed a questionnaire based on many models and assumptions that have been studied by international scholars and researchers. It is assumed that the study was carried out by students enrolling in the 2018-2019 academic year. Using the data from 45 participants using the results of the survey, the findings of the analysis have resulted in the analysis of students' achievement in three days of library service. The results of the survey showed that many recommendations were provided by the new training institute. Information can be used as a database for the respondents and can be used as a source of further research. The respondents' information was documented as a unified database. These include:

- Research report - Research on Factors Affecting Student Satisfaction
- Conducting a comprehensive consultation on the information needed for quality implementation of the training process
- Develop a model that reflects the possible improvement in the next research model

- Appendix-1 (for official study attachment materials and training requirements) and made official use manual for future research. The comments and recommendations from the study are summarized in the preceding chapter.

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