

AN IMPERICAL 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 between 2021-2022. Finally, were analyzed and estimated by SPSS 21 and Smart PLS 3.0 statistic programs.

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

INTRODUCTION

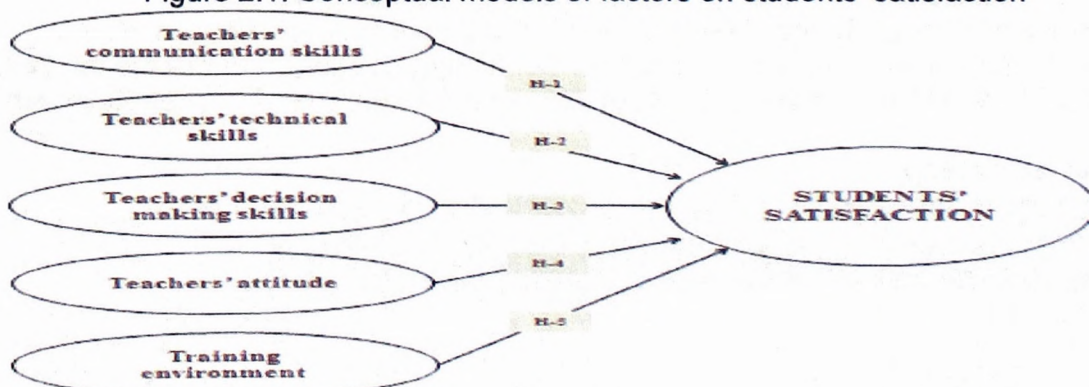
A training activity of students has been always an important activity for the higher educational institutions. However, the rapid expansion of colleges and universities, significant increases in college education costs combined with demographic shifts in the population may force colleges to think differently 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. There are some researchers argued that quality assurance is more importance in the higher education sector.

CONCEPTUAL FRAMEWORK AND HYPOTHESIS

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. 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.

Figure 2.1. Conceptual models of factors on students' satisfaction



Source: Own design

- 1: Teachers' communication skills will have a positive impact on students' satisfaction.
- H2:** Teachers' technical skills will have a positive impact on students' satisfaction.
- H3:** Teachers' decision-making skills will have a positive impact on students' satisfaction.
- H4:** Teachers' attitude will have a positive impact on students' satisfaction.
- H5:** Training environment will have a positive impact 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).

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).

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.

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 vary widely between industry and job type. For computer programmers, knowledge of various coding languages is considered a technical skill. Customer service representatives may need technical skills relating to customer management and telephone systems. Teachers might need technical skills related to instructional technologies and software applications ranging from student behavior monitoring to grading. 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).

Teachers' decision-making skills

The field of educational research, decision-making strategies have 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.

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.

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.

Training environment

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

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, 2021 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, Graph 3.1.).

Table 3.1. The reason for study in Royal University

No	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	100.00%

Source: Result of study.

Figure 3.1. Results of Structure Analysis of students' satisfaction

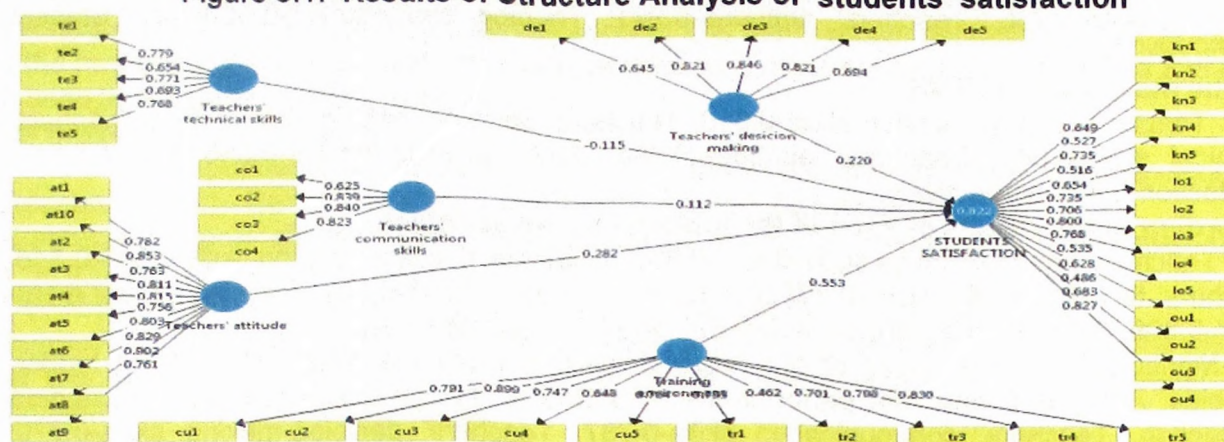


Table 3.2.a List of Items for each Construct of Students

Factor	Codes	Factor loading	Cronbach's Alpha	Rho_A	Composite Reliability	AVE
Teachers' communication skills	co1	0.625	0.792	0.818	0.865	0.619
	co2	0.839				
	co3	0.840				
	co4	0.823				

Table 3.2.b List of Items for each Construct of Students

Teachers' decision making	de1	0.645	0.826	0.853	0.878	0.592
	de2	0.821				
	de3	0.846				
	de4	0.821				

Table 3.2.c List of Items for each Construct of Students

Teachers' technical skills	te1	0.779	0.786	0.791	0.854	0.54
	te2	0.654				
	te3	0.771				
	te4	0.693				
	te5	0.768				

Table 3.2.d List of Items for each Construct of Students

Training environment	cu1	0.791	0.908	0.923	0.925	0.556
	cu2	0.899				
	cu3	0.747				
	cu4	0.648				
	cu5	0.764				
	tr1	0.779				
	tr2	0.654				
	tr3	0.771				
	tr4	0.693				
	tr5	0.768				

Table 3.2.e List of Items for each Construct of Students

Teachers' attitude	at1	0.782	0.941	0.946	0.95	0.654
	at2	0.763				
	at3	0.811				
	at4	0.815				
	at5	0.756				
	at6	0.803				
	at7	0.829				
	at8	0.902				
	at9	0.761				
	at10	0.853				

Table 3.2.d List of Items for each Construct of Students

Students' satisfaction	lo1	0.735	0.901	0.913	0.917	0.448
	lo2	0.706				
	lo3	0.801				
	lo4	0.788				
	lo5	0.538				
	kn1	0.649				
	kn2	0.527				
	kn3	0.736				
	kn4	0.516				
	kn5	0.654				
	ou1	0.628				
	ou2	0.486				
	ou3	0.683				
	ou4	0.827				

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.

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).

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

ITEMS	1	2	3	4	5	6
Students' satisfaction [1]	0.669					
Teachers' attitude [2]	0.801	0.809				
Teachers' communication skills [3]	0.604	0.784	0.787			
Teachers' decision-making skills [4]	0.732	0.835	0.758	0.77		
Teachers' technical skills [5]	0.700	0.809	0.79	0.783	0.735	
Training environment [6]	0.810	0.616	0.353	0.510	0.589	0.746

Source: Result of study.

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).

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

Hypothesis	Original sample	Sample Mean	Standard Deviation	T statistics	P Values	RESULT
H1: co → SS	0.282	0.253	0.146	1.935	0.054	Non supported
H2: de → SS	0.112	0.114	0.104	1.071	0.285	Non supported
H3: te → SS	0.220	0.245	0.159	1.381	0.168	Non supported
H4: at → SS	-0.115	-0.116	0.109	1.058	0.291	Non supported
H5: tr → SS	0.553	0.556	0.084	6.607	0.000	Supported

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, SS- Students' Satisfaction

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 hypotheses 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.

IV. 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 importance of the study

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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