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SATISFACTION VERSUS MOTIVATION IN EFL TEACHING ENVIRONMENT: A CASE PRIVATE UNIVERSITY

Abstract:

Student satisfaction is considered an important factor in terms of quality in competitive educational arena and education is taking a vital role in national development. Further, private education is thriving and improving service quality becomes competitive in educational environment, for there is an increasing interest and up to date standard service in respect of universities which are both necessarily required and expected from respective students.

This survey attempted to investigate the essential factors on student satisfaction. A combination of qualitative and quantitative approach was employed in this study. In the context of active learning environment, this study can be utilized to assess and measure perceived university satisfaction to acquire and validate an instrument.

The objectives of the survey were to identify student expectations from the university for their future success, to clarify the importance of educational environment on student satisfaction, to identify the better environment which fosters success and also to identify which facilities are available to give students the ground to support in their study and which are not available currently.

In this study, the questionnaire was done for measuring the student satisfaction on university considering six-factors to acquire students' responses and identifying their approaches with respect to studying in higher education. The main aim is to identify and evaluate those factors which affect student satisfaction in private university environment.

During study, a questionnaire was given to students around 500, A 342 return was received. The questionnaire was done in two sections separately in order to compare student views about university in general and in particular accordingly.

This study revealed that satisfaction model of education gives a ground to student-centered learning that causes effective teaching/learning, improves communication skills, and supportive learning environment. Institutional evaluation seems indispensable in the competitive educational environment

The results demonstrated that students give more importance to academic staff, teaching, and relationships apart from technology, administration, and campus facilities. The results require that private educational institutions should take into consideration these 6 factors while allocating their resources for satisfying student expectation as well as competing with the challenging educational world.

Keywords:

private education, student satisfaction/expectation/motivation, service quality, university administration, competitive, educational environment

JEL Classification: I29

1. Introduction

Private universities try to do their utmost in order to alter teaching and physical facilities to get successful students in this competitive global world. Not only competitive but also challenging higher educational environment necessitate student satisfaction. It is observed that private universities are available everywhere in this rapidly changing world. But quality is a must for attracting good students.

This present study considers a '77-item' questionnaire to figure out important factors which affect student satisfaction at private universities. We need to determine expectations of the students in relation with their future career, and to give details about the influence of educational environment in order to improve success of the students at the respective university. Through this survey, we aim to create a prospective environment, and also to offer some strategies for this challenging and competitive educational environment.

Mutual relationships and understanding appear important for prospective and sustainable educational environment. Therefore, universities consider 'a virtual circle' says Tang, *et al.*, (2011). According to Maslow's hierarchy of needs, student satisfaction and motivation at private universities are interrelated. Because; safety is associated with environment that includes campus facility. Belongingness and love take into account friendship that make the way for relationship at in higher educational environment. in higher education.

When considering esteem that is related to achievement and confidence in order to show due respect towards teaching and administration. Self-actualization regards creativity, problem solving, and creativity that require teaching and academic staff. Physiological needs are essential for campus and canteen. Private universities are aware of those needs of the students and universities need to know their priorities in this regard and also put into practice those needs in order to satisfy the above-mentioned needs of the students to make them successful and more motivated fro fruitful outcomes.

Universities need to give importance to the following factors such as; administration, physical facilities, teaching approach, technology, academics, and relationships at the universities. With the help of considering those factors, Universities "can prioritize service quality dimensions and balance service quality gaps" says (Coskun, L. 2014).

If universities are aware of student expectations, then they try to satisfy their needs. Because satisfied students are likely to demonstrate more motivation towards learning. According seven models in respect of quality education (Cheng, *et al.*, 2002,). The satisfaction model is a good option to clarify this study, for educational strategies and quality education can be adopted and developed. Universities should know that their customers are the students, therefore students expect from the universities to satisfy their needs and so that they will be more motivated in learning process.

To be responsive to the needs of the students make the way for congenial learning environment

which gives positive energy to the students, at the same time motivates the students to participate in learning materials.

2. Literature Reviews

In higher education, satisfaction of the students appears as a must for increasing quality from the angle of the student, for they are the promising customers of the universities. Also, the positive and negative comments from students are required to identify what the students expect from their universities.

There is a relation between student satisfaction and their perceived value regarding institution and experiences. (Doris, et al., 2009). According to Astin (1993), campuses play important role regarding curriculum, educational experiences and the institution itself. Cooper (2007) compares the students and higher institutions; such as: 'buyers' and 'sellers' in education. Therefore, the universities try to satisfy the needs of the respective students for fruitful results from learning process.

Cunningham (2007) says that the student is satisfied when his/her needs are met. According to (Munawar, et al., 2011) "tangibles are the physical appearance of the educational institution is not a matter of consideration for students." On the other hand, Shahin (2006) says that customers' expectation is needed to be understood to identify service quality and customers' expectation. Through a questionnaire, the universities are able to understand their lacking parts. That's why, Cooper (2007) expresses that any research can provide a possible and flexible solution for the academic regulations. Satisfied students are more motivated and become assets of the institutions. In this regard, Munawar, et al., (2011) considers student satisfaction as parents satisfaction and society satisfaction.

Tang, et al.,(2011) explains how important and useful the views of the students to the higher education. Also, Kwek, et al.,(2010) says that private universities mushroom everywhere and very dynamic. So, feed backs from students help the university administration fro finding the faults fro the benefit of the institution in this competitive and challenging educational world. Cheng (1998) says as every work place faces challenges coming from technology, economy, and political reasons, so the educational environment do. According Stukalina (2012) "Evaluation in education can be characterized as the organized collection and analysis of data to provide constructive feedback about different aspects of the educational environment, which is necessary to support decision-making within an educational institution".

Cheng, et al., (1997) offers seven models for quality education such as; (1) satisfaction; (2) goal; (3) absence of problems; (4) resource-input; (5) organizational learning; (6) legitimacy l; and (7) process.

This study consider satisfaction model, because "Positive perception about the quality of service offered leaves positive image in the mind of students which finally leads them towards higher level of satisfaction" says Munawar, et al., (2011). Student satisfaction causes students-centered learning. For that reason, Stukalina, (2012) states that "There is a necessity to link the needs of

the customer with service functions in the framework of creating a student-centered educational environment". Also Munawar, *et al.*, (2011) adds that "Educational institutions should offer student's centered service and education".

Students-centered learning provides an environment for taking responsibility in learning in order to obtain academic performance and quality education that are expected from the respective institutions. Therefore, Tang, *et al.*, (2011) adds that for the quality higher education brings about creativity and independence in the students. Also, Munawar, *et al.*, (2011) adds willingness and efforts are the results of student satisfaction.

Student satisfaction is related to learning environment and motivation. Because, the "learning can only happen if certain affective conditions, such as positive attitudes, self-confidence, low anxiety, exist and that when these conditions are present input can pass through the affective filter and be used by the learner." says Gömleksiz, M. N. (2001). He adds that "motivation depends on the social interaction between the teacher and the learner."

Satisfaction and motivation are interrelated to each other, after student satisfaction happens then motivation make itself fest in learning environment. Because, according to Gömleksiz, M. N. (2001) "achieving motivation lets the learner a desire to learn" a target learning materials. Eventually, "motivation to learn is "a student's tendency to find academic activities meaningful and worthwhile and to try to derive the intended academic benefits from them." says Glynn, S.M., et, al., (2007).

That's why, "University administration should focus on the quality of service to increase the satisfaction level of students." says Munawar, *et al.*, (2011). Those satisfaction factors are explained in detail in following pages.

2.1.Academic staff

Stukalina, (2012) expresses that "students tend to agree with each other in their ratings of an instructor, and that they are at least moderately valid, in that student ratings of course quality correlate positively with other measures of teaching effectiveness".

2.2.Teaching

Educational success makes the future of the higher educations, so they give more importance to teaching of the respective students see it as preference.

2.3.Relationships

Audhesh K., *et al*, (2009) likens the campus environment as a large melting pot and it has a various community for creating positive relations between students and university administration.

2.4.Technology

According to Stukalina, (2012) technology is considered as a necessity for fruitful internal communication and also transferring knowledge in the educational environment.

2.5.Administration

Administration is in charge of supervision and maintenance of the learning environment. Because, administration knows the importance of communication and data collection in order to operate well.

2.6.Campus Facilities

Munawar, *et al.*, (2011) states that “Higher their level of satisfaction greater would be the quality of students.” and adds that “Level of satisfaction directly affects students’ performance.”

Research methodology

During the spring semester, survey was done at a private university in Albania requesting anonymity. Six questions were asked including academic staff, teaching, and relationships apart from technology, administration, and campus facilities. The combination of both qualitative and quantitative approaches were utilized. The main aim is to identify and evaluate those factors which affect student satisfaction in private university environment.

342 participant answered the questionnaire. Both primary and secondary data were used to collect due data in this regard. The university requested anonymity and also many of the student make plan to go abroad and English is the medium of the education. So, the students are in need of more motivation in order to be successful.

Just 342 questionnaires were accepted right. Out of that, 158 questionnaires were not accepted, hence, they were considered unusable, and they were incomplete, it was also considered that those respondents were either uninterested to cooperate or not amply serious with the survey.

The questionnaire includes 6 main factors, it was developed by Laurie et al. (1994). SBSS statistics 20 version was used to get data. For statistical analysis, the factor analysis was used to collect data through comparing means

Limitations

Limitation is observed as only one university treated in Albania. For better outcomes and better comparative study, some universities are necessary for more fruitful results in the future. In this study, only satisfaction model was used to figure out quality education at universities, the other models might be used to know service quality in higher education which cause student satisfaction that has important relation with student motivation and as a result students performance in educational lives.

Research hypotheses:

H1) Performance of the students in higher education is related to service quality.

H2) Motivation of the students stems from satisfaction of the students.

3. Discussions and Findings

Table 1 demonstrates that the students give emphasis firstly on academic staff, because; since the difference between factor analysis appears as .803 to .660 in all variables regarding academic staff and there is a correlation amongst the factor loads mean scores regarding variables in the scale. Then, they think that the relationships with others play important in satisfaction, as it is known in factor analysis such as .823 to .646 . Thirdly, students demonstrate more importance to technology as it is known the difference between factor analysis appears as .720 to .547 in the variables. Later on, the students show their relation with teaching, as it is shown as .680 to .414 in this evaluation. Fifthly, they think that administration is important, as shown like .762 to .462 in observed in table 1. Finally, the students consider that the campus facilities are important for more satisfaction, as in; .815 to .318.

Table 1

VARIABLES	Mean Values	Factor Loads	Standard Deviation
STAFF	α^{**} :.881	EFV*: % 13.007	
There should be teaching ability of professors, lecturers and supervisors.	4.64	.803	.691
University should have professional professors, lecturers and supervisors.	4.65	.757	.757
Quality professors, lecturers and supervisors should be at university.	4.61	.739	.749
Level of knowledge of professors, lecturers and supervisors should be sufficient.	4.61	.714	.779
The teaching staff of university should be always available.	4.61	.660	.737
RELATIONSHIPS	α^{**} :.874	EFV*: % 11.398	
I should have chances to spend enjoyable time with	4.05	.823	.880

other people on campus.			
I should have opportunities to make friends	4.03	.818	.958
I should have chances to pursue my social interests.	4.19	.771	.835
I should have opportunities to develop close friendships.	3.92	.736	.978
At this university, I should find a quality social life.	4.26	.646	.895
TEACHING	$\alpha^{**} : .781$	EFV*: % 9.327	
Workload and study demands are my first preference.	4.11	.680	.898
The range and diversity of topics and units should be very comprehensive.	4.20	.668	.783
I should receive fruitful feedback related to assignments and assessment.	4.25	.655	.871
I should receive quality education from my university.	4.60	.584	.710
I should have flexibility of course and unit requirements.	4.20	.541	.828
I always need the course that will provide job prospects.	4.49	.414	.802
TECHNOLOGY	$\alpha^{**} : .800$	EFV*: % 9.158	
A university should have a very useful student email service.	4.54	.720	.732
Website of university is important for students.	4.51	.718	.757

At university, there should be computing and technology services.	4.58	.641	.692
I should always find computer availability of university.	4.42	.611	.838
On campus, internet access should be available and useful for students.	4.66	.547	.704
ADMINISTRATION	$\alpha^{**}:$.774	EFV*: % 8.944	
I should be satisfied with the scheduling of lectures.	4.27	.762	.947
I should observe a friendly community atmosphere of the university.	4.29	.715	.840
The services from administration staff should be supportive for students.	4.35	.684	.838
Administration staff should be flexible and approachable in meeting my needs.	4.18	.641	.879
At my university, financial cost of study is OK.	3.41	.462	1.25
CAMPUS FACILITY	$\alpha^{**}:$.638	EFV*: % 6.871	
Quality of the campus facilities makes students satisfied.	4.07	.815	.963
Location and environment of Campus are important for students.	4.28	.661	.917
Library resources are useful in terms of quality and availability of university.	3.91	.578	1.04
When I am on campus, I would like to feel secure and safe.	4.49	.412	.862

Parking facilities should be spacious and comfortable.	4.06	.318	.911
**Factor Cronbach Alpha values			
*EFV/ Explained factor variance			

There were 75 were male and 165 were female students at the survey. The survey reflects the perceptions of the students about the university and the important factors which affect their satisfaction that requires motivation of the students in learning process.

4. Conclusion

With the help of this study, we observe that to motivate students for better performance in higher education, universities need to give importance to academic staff, teaching, and relationships apart from technology, administration, and campus facilities. Because, satisfied students will be more motivated to demonstrate more performance and this will cause better outcomes, and also it meant that students will opt for the university that helps them to get more academic success in their future lives. Because, student satisfaction is related to “the educational environment in the form of students’ perceptions of the educational environment, is an outcome of the expectations and experiences of the subject, study course, or study program as a requisite element of the integrated educational environment” says Stukalina, (2012). He adds that “student satisfaction is regarded as a key product of higher education”.

Therefore, as higher educational institution, they should know that “greater the level of students’ satisfaction, higher will be their motivation to put more efforts and they will produce better results.” states Munawar, *et al.*, (2011). More than that, Stukalina, (2012) gives more details as the “satisfaction is supposed to be closely related to motivation that is with the intention to continue their studies to obtain new knowledge”.

If the private universities try to do their best to meet students’ needs through which they will built their future in the competitive and challenging higher educational world. The private universities should consider this type of survey to figure out their lacking and positive parts to look at their future, since satisfied students will be more motivated for academic performance that will make the new students select their respective universities.

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