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## Student satisfaction theory pdf

Student satisfaction can be defined as a short-term relationship as a result of evaluating the educational experience of students, services and facilities. Previously, it was measured by a common level of satisfaction, but later models of satisfaction with higher education were developed. The purpose of this review is to make all available constructive literature on student satisfaction with the sound theoretical and empirical background. The data was collected from referee logs and conference papers, and is constructively analyzed from different angles to filter the sound background for future research. The first section of the paper discusses student satisfaction patterns, satisfaction models and frameworks used by previous researchers around the world, and the second section explains the empirical findings of previous studies in a real context. Higher education is an education at a college or university, which is perceived as one of the most important tools of socio-economic development of the country 39. The main purpose of higher education is to create knowledge and spread to the development of the world through innovation and creativity 21. Also, Fortino, 23 claimed the creation of prepared students minds as the goal of higher education. Thus, higher education institutions are increasingly recognizing and paying more attention to meeting the expectations and needs of their clients, i.e. students 16 years old. Thus, the successful completion and improvement of the level of education of students are the main reasons for the existence of higher education institutions. This positive development of higher education demonstrates the importance of students' understanding of student satisfaction in a competitive environment of 65. Globalization is now heavily influenced by higher education. This has led to increased competition among higher education institutions for market-based strategies to distinguish themselves from competitors in order to attract as many students as possible to meet the current needs and expectations of students. Numerous studies have therefore been conducted to identify factors that affect student satisfaction with higher education. Satisfaction is the feeling of happiness that a person receives when fulfilling his needs and desires 55. It is a condition palpable by a person who has experienced a performance or result that has lived up to his or her expectations of 27. Accordingly, satisfaction can be defined as the experience of performing the expected results of the Honourable, 26. A person will be satisfied when he/she reaches expectations, hence it is a deliberate achievement that leads to his satisfaction of 51. Satisfaction refers to the feeling of pleasure or frustration resulting from comparing perceived performance relative to the expectations of Kotler and Keller, 32. Clients services meet their expectations of 48. Therefore, it is a function of the relative level of expectation, which connects with the perception of people 39. When a person perceives that the service has collided as well, he will satisfy, on the other hand, the person will be unsatisfactory when his or her perception of an accident with a wait-and-see. Thus, satisfaction is the perception of the pleasant performance of service 42. Student satisfaction as a short-term attitude, resulting from the evaluation of the educational experience of students 19. It is a positive precursor to the loyalty of students 41 and is the result and result of the education system (Seithaml, 1988). Again, Elliot and Sheen 20 define student satisfaction as the location of students by a subjective assessment of educational results and experiences. Thus, student satisfaction can be defined as a function of the relative level of experience and perceived performance of educational service 39 during the academic period, Carey, etc. Given all, student satisfaction can be defined as a short-term relationship as a result of evaluating the educational experience of students, services and facilities. 3.1. Student satisfaction is a multidimensional process that is influenced by various factors. According to Walker-Marshall and Hudson (1999), the Grate Point Average (GPA) is the most influential factor in student satisfaction. Marzo-Navarro, et al. 36, Appleton-Knapp and Krentler 9 identified two groups influencing student satisfaction in higher education as personal and institutional factors. Personal factors cover age, gender, employment, preferred teaching style, student GPA and institutional factors related to the quality of the instructions, the speed of the instructor's feedback, clarity of expectation, and teaching style. Wilkins and Balakrishnan 64 identified the quality of teachers, the quality of physical means and the efficient use of technology as key determinants of student satisfaction. In addition, student satisfaction at universities depends to a large extent on the quality of the classroom, the quality of feedback, the relationship between teachers and students, interaction with other students, course content, available educational equipment, library rooms and educational materials 24, 33, 60. In addition to this, teaching ability, flexible curriculum, university status and prestige, independence, faculty care, student growth and development, student centering, campus climate, institutional efficiency and social conditions have been identified as the main determinants of student satisfaction in higher education 17, 45. 3.2. This section of the Student Satisfaction Models presents several models and frameworks used by researchers increased student satisfaction with higher education literature. Models and frames have been organized in chronological order for years to determine how to focus from the past to the present. SER PREPARE IS the most popular widely used service quality model, which is used to measure student satisfaction worldwide. SERSUCAL is a questionnaire developed, developed and tested in a business environment by Parasuman in 1985 to measure the quality of service and customer satisfaction of the business, taking into account five aspects, such as touchability, reliability, empathy, responsiveness and confidence 63. This questionnaire has been administered twice, one to measure customer expectations and nearby to get customer perception 63. Although it is widely used in industry, it is heavily criticized in the literature of higher education by scholars like: Tea (1992), Buttle (1996), Asubonteng et al (1996), Pariso and McDaniel (1997), Aldridge and Powley (1998), Waugh, 63. Being a public university in the nonprofit service industry, it is difficult to apply a business model of quality services to measure student satisfaction as it is. For example, the model is more focused on the quality of services than on touchability. In a university environment, student satisfaction is determined by several factors in which the quality of services is a small part. The investment theory of student satisfaction with Hatcher, Proust, Kreiter and Fitzgerald illustrates the behavior of students satisfied with academic performance from an investment point of view. According to the theory, the student perceives his time, energy and effort as an investment and is looking for a form of return for that. Accordingly, students will be satisfied if they are rewarded due to the investments they have made 12. SERVCUAL measures student satisfaction from an organizational point of view, but student satisfaction depends on the students as well as their dedication, perception, results, relationships... Etc. This gap was filled by Noel Levitz in 1994, developing Noel Levitz's Student Satisfaction Index for Higher Education, which covers teacher services, academic experience, student support institutions, student life and social integration. Later, Kivney and Young (1997) presented a model of satisfaction with Kivney and Young for higher education. It measures the impact of the college experience on student satisfaction along faculty services, staff counseling and class type considers experience as a mediation variable. But the model is too narrowed into a few variables and largely ignored by university premises, lectures, uninhanking staff and services in assessing satisfaction. Going beyond the mediation models, Dollard, Cotton and de Jongein introduced Happy - a productive theory in 2002 with a moderate variable. By model, student satisfaction is moderated by the distress of students. Consequently, student satisfaction rises when disaster and satisfaction decreases when the disaster is high. Models were too narrow in part of the satisfaction. In 2002, Elliot s Shin developed a more comprehensive list of student satisfaction, covering 11 measurements and 116 indicators to measure student satisfaction in higher education. The sizes were academic performance counseling, campus climate, campus living, campus support services, concern for individual, academic efficiency, recruitment and effectiveness of financial benefits, performance of enrollment, campus safety and safety, service excellence and student centering. This index covers all services provided by academic and non-academic staff to students, as well as related physical facilities and other related services affected by students in the university environment. Similarly, Douglas et al developed the Service Product Bundle method in 2006 to examine the impact on student satisfaction in higher education, taking 12 measurements in for consideration that were professional and comfortable conditions, student assessments and learning experience, classroom environment, lectures and textbooks promoting goods, textbooks and tuition fees, student support services, business procedures, relationships with faculty, knowledge and responsiveness of faculty staff helpfulness, feedback and class sizes. The dimensions were located under four variables; physical goods that facilitate goods, implicit services and explicit service. Unlike SERVCUA, the service kit provides a wider range of variables that affect student satisfaction with higher education. Jurkowitsch, et al. 28 have developed a framework for assessing student satisfaction and its impact in higher education. In this structure of service performance, university performance, relationship with student, university standing works as precursors of satisfaction and promotion of the works of the successor. Later, Alves and Raposo developed a conceptual model to assess student satisfaction in 2010. According to the model, student satisfaction with higher education is determined by the image of the institute, the expectations of students, perceived technical quality, functional quality and perceived value. These influences can be identified directly or indirectly by other variables. The model also illustrates the loyalty of students and word of mouth as the main successors to the meeting. When student satisfaction is on the rise, it will be psychologically related to the university and its activities. This represents the level of loyalty he or she has. The consequences will spread among friends, relatives, prospective students and stakeholders then and there, as word of mouth. The main criticism of the model is that it largely ignores the basic functions learning and learning in measuring student satisfaction, but it was designed to add two successors to satisfy students in higher education by touching different areas of satisfaction using different frameworks and patterns over the past few decades. In the beginning, researchers used industry satisfaction models and then developed higher education models to measure satisfaction. The models were designed with different dimensions in mind and were used in different geographical areas at different times. As a result, the same measurements showed conflicting attitudes with student satisfaction in different situations and different measurements showed similar behaviors with the satisfaction of students around the world. These contrasts were empirically following scientists as part of their research. A study conducted by Garcl a-Aracil 24 in eleven European countries showed student satisfaction in different European countries was relatively stable differences in education systems. The study also found that contact with fellow students, course content, teaching equipment, stocking libraries, quality teaching and teaching/learning materials have a significant impact on student satisfaction. Wilkins and Balakrishnan 64 found that the quality of teachers, the quality and availability of resources and the efficient use of technology have a significant impact on student satisfaction in transnational higher education in the United Arab Emirates. The study also showed that there were significant differences in satisfaction at the undergraduate and postgraduate levels. Karna and Julien 30 conducted a study on staff and student satisfaction with university facilities in Finland. The study showed that core university activities, such as research and education, had a greater impact on overall student and staff satisfaction than support institutions. In addition, the study found that both academics and students believe that physical objects are more important than the general infrastructures in which library spaces are the best explanatory factor for overall satisfaction. In addition, the study found that students were satisfied with factors related to a comfortable learning environment, public spaces, campus accessibility and staff satisfied with laboratory and educational institutions. Finally, overall results showed that research and teaching factors had the greatest impact on the overall satisfaction of both groups in Finland. Douglas 17 measured student satisfaction at the Faculty of Business and Law, Liverpool John Moores University of Malaysia. The study found that the university's physical capabilities are not essential in terms of student satisfaction, but it works as a key determinant of students' choice in university choice. Yusoff et al. 65 identified 12 major variables that significantly affect student satisfaction in Malaysia's higher education environment. Accordingly, a professional comfortable environment, student evaluation and learning experience, classroom environment, lecture and textbook, facilitating goods, textbooks and tuition fees, means of student support, business procedures, relationships with the faculty, knowledge and responsive faculty, staff helpfulness, feedback and class sizes have a significant impact on student satisfaction. The study also determined that a year of study, a study program and a semester of class have a significant impact on student support institutions and class sizes. Martirosyan 35 studied the impact of the selected variables on student satisfaction in Armenia. Light identified reasonable curriculum and faculty services as key determinants of student satisfaction. The study also revealed negative attitudes between teaching styles of teachers and teaching assistants student satisfaction. The study also examined the impact of demographic variables on student satisfaction. Of the several variables associated with student satisfaction, the type of institution significantly affects student satisfaction, in which students from private institutions reported significantly higher levels of satisfaction than their peers in public institutions. Andrea and Benjamin 8, examined the student satisfaction of the location of the university based in Dunedin, New York. The study found that students at the University of Otago perceive housing, communication, community, security and cultural life as the most important attributes of the university's location. The study also identified shops and restaurants, attractiveness and vibration, communication and a sense of community and public transport as key factors in overall satisfaction with the university's location. DeShields Jr. in 2005 to examine factors contributing to student satisfaction and retention based on Herzberg's two-factor theory. He found that students who have a positive college experience are more satisfied with university than students who have no experience. Kanan and Baker 29 tried to study the effectiveness of academic educational programs based on Palestinian developing universities. The study found that academic programs have a significant impact on student satisfaction. Navarro 41 considered the impact of the degree program on student satisfaction in the Spanish university system. The results showed that teaching staff, teaching methods and course management have a significant impact on student satisfaction in the Spanish university system. Palacio, et al., 44 investigated the impact of the university's image on student satisfaction. The study showed that the university image of the Spanish university system has a significant impact on student satisfaction. Malik et al. 34 studied the impact of quality of services on student satisfaction with higher education, and it was found that cooperation, the kindness of administrative staff, the speed of the education system play a vital role in determining student satisfaction. Pathmini, et al 49 identified reliability, curriculum and empathy as the main determinant of student satisfaction at regional public universities. The findings also stressed that regional university administrators should pay more attention to these three factors, in addition to touchability, competence and assistance. Farmandian et al. 22 examined the level of student satisfaction and quality of service at the International Business School of the University of Technogi Malaysia. According to the findings, academic curriculum, quality of teaching, financial assistance, tuition fees and university facilities have a significant impact on student satisfaction. Khan 31 discussed the impact of the service about the level of student satisfaction at Healy Trade College, Pakistan. The results show that, except for the touchiness, other aspects of the quality of services are also being supported by student satisfaction. This means that students evaluate the institute not on construction and appearance, but on the quality of education. The study further researched that students are willing to put extra forces on education when satisfaction levels are high. Alvis and Rapaso 6, investigated the impact of the university's image on student satisfaction and loyalty in Portugal. The results of the study showed that the image of the university has both a direct and indirect impact on the satisfaction and loyalty of students. Nasser et al 40 examined the university's students' knowledge of services and programs in connection with their satisfaction at the Lebanese Catholic College. The study showed that students who have a high knowledge of university procedure, rules and regulation may have greater educational value and thus have a higher level of satisfaction. Hanssen and Solwall, 25, determined that the institution's reputation, the attractiveness of the host university city and the quality of facilities had a strong impact on student satisfaction, but job prospects failed to significantly affect satisfaction in the Norwegian university system. The study also found that social zones, classrooms, and libraries are the physical factors that most influence student satisfaction. Ali, et al. 4 found the academic aspect, the in-in-a-um aspect, and access, reputation and program issues as a greater influence of student satisfaction factors. With the development of higher education in the world, the importance of student satisfaction originated in the literature of higher education. In the beginning, industry satisfaction models were applied to explain student satisfaction and then developed models based on higher education to explain this. The document discussed the theoretical and empirical literature of higher education with the strengthening of the existing stock of knowledge. The theoretical review has shown that satisfaction is a psychological process and depends on many factors under different conditions. Options: student satisfaction theory pdf

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