

A study of students' satisfaction on educational services of Co-operative College, Phaunggyi

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Abstract— Students are the lifeblood of colleges or universities in higher education. As such, supporting good facilities and filling students' necessities are vital for college or university to be successful among competitiveness of this institution. This study examines the students' satisfaction level and relationship between students' satisfaction and the educational services which are given at Co-operative College, Phaunggyi. The research design of this paper was correlational design, quantitative research and 211 students was the sample of this study. The data was analyzed using statistical tools which include descriptive and multiple regression. The results revealed that the educational services offered at college were satisfied by the majority students. Also, the findings showed that the educational services which are curriculum, teaching quality, classroom facilities and library and campus support services have positive significant relationship on students' satisfaction.

Keywords— quality of services, students' satisfaction level

I. INTRODUCTION (HEADING 1)

Today, Higher education providers (universities or colleges) are mainly concentrating on the satisfaction of students because of increasing the force of the rivalry in the education industry. One of the higher education institutions, Co-operative College produces favorable human resources to fulfill the development of National education sector. The college offers five diploma courses. They are diploma of marketing management, diploma of business accounting, diploma of social enterprise management, diploma of applied statistics and diploma of regional development.

Higher education institutions need to search innovative and effective ways to attract, keep and raise good relationship with students. If so they will get a competitive advantage. Populaces of satisfied students will take endless benefits for institutions through positive message and furthermore will bring a good image. Huang et al., (2012) showed that college or university can get satisfaction of students' through by providing of service that meets to the desire of students' to get a sustainable competitive advantage in international education role.

Higher education institutions are concentrating on the requirements and desires for their students (Desields et al., 2005). Such factors include lecturer hall facilities, education facilities and university reputation and faculty performance. According to the National Education Strategic Plan 2016-21, Myanmar's higher education system needs critical improvement as far as quality-related measurements, for example, curriculum, learning condition, research and

teaching method. Higher education is a key to a nation's social and economic improvement and is liable for sustaining skillful human capital for government, business and industry. There is almost no previous research that has been done about the educational services and students' satisfaction; in particular, with regards to Co-operative College, Phaunggyi. Therefore, this research examines the satisfaction of students with the educational services offered at Co-operative College, Phaunggyi.

II. RESEARCH OBJECTIVES AND QUESTIONS

- (1) To investigate the student's satisfaction level to various educational services given at Co-operative College, Phaunggyi.

RQ1: What is the student's satisfaction level to various educational services given at Co-operative College, Phaunggyi?

- (2) To examine the relationship between students' satisfaction and the various educational services given at Co-operative College, Phaunggyi.

RQ2: Is there a relationship between students' satisfaction and the various educational services given at Co-operative College, Phaunggyi.

III. LITERATURE REVIEW

There are various researches which conducted in many nations about the satisfaction of college students.

Mai (2005) studied that the satisfaction of students who are learning in university education and the vital elements that effect on it. It was discovered that teacher expertise, the availability of IT services and the possibilities of future careers of students were the important factors of the satisfaction of students.

And Sukandi (2010) observed that the relationship between Campus facilities to students' satisfaction. The outcomes indicated that there is a positively affect between the campus services and students' satisfaction. Farahmandian et al., (2013) studied that perceived service quality and students' satisfaction in higher education and found that most of the students were satisfied the facilities provided by university. And the result revealed that the services offered by university such as syllabus, counseling facilities, financial support and tuition fees have positive significant relationship on students' satisfaction.

Augustine et al., (2016) studied that the quality of educational services and satisfaction of students in public university in Kenya. The investigation indicated that as generally, students' satisfaction in the colleges was moderate and founded that the educational service quality measurements significantly affected students' satisfaction.

Napitupulu et al., (2018) studied that the investigation of students' satisfaction about the services quality. The aim of this research is to investigate the degree of user satisfaction on services quality, particularly about classroom and environment dimension and explore the difference between the perception and expectation of users about services quality dimension. The findings indicated a difference between the awareness and prospect of user and showed a gap for every service.

Babar Zaheer Butt et al., (2010) studied that the satisfaction of students in Pakistan higher education sector. This research investigated that the elements, teachers' skill, courses offered, campus condition and lecture room services. The outcomes showed that all components have positive relationship on the satisfaction of students who are learning in Pakistan higher education industry and particularly, teachers' skill is the most influential element among factors.

Navarro et al., (2005) studied that the students' satisfaction with offering services in Spanish University. The consequences of the investigation revealed that the teaching techniques, teachers' expertise and curriculum were key components to accomplish satisfaction of students and their ensuing loyalty. According to previous research paper and related literature, the following hypothesis are proposed.

H1: Curriculum has a positive relationship on students' satisfaction.

H2: Teaching quality has a positive relationship on students' satisfaction.

H3: Classroom facilities have a positive relationship on students' satisfaction.

H4: Library and campus support services have a positive relationship on students' satisfaction.

A. Conceptual Framework

Based on the previous literature, this study examines the relationship between various educational services and students' satisfaction. As a dependent variable, students' satisfaction has studied and as independent variables, four educational services have considered in this paper. Which are curriculum, teaching quality, classroom facilities and library and campus support services. The conceptual framework has illustrated in figure1.



Figure 1: Conceptual Framework

B. Curriculum

To assess the quality of an institution, curriculum satisfaction is a key indicator in higher education (Zhou, 2016). According to the Zhou, (2015), presently, there is a few studies about the satisfaction of curriculum in college or university level. Wei, (2009) studied that the syllabus structure, teaching and assessment method, course materials and reference books, and means, teaching organization and management are key causes that influence the extent of course satisfaction.

C. Teaching Quality

Improving the teaching quality is basic to accomplish national students' learning standard. This requests a coordinated way to deal with instructor training and the administrators change. In higher-performing educational system in nations around the world, teachers have a focal task to carry out in improving educational results. International research showed that the ways of the teachers' training have more influence on student results than other.

D. Classroom Facilities

Classroom environment is one of the most important factors that affect student learning. Basically, students learn well when they touch positive and supportive learning environment (Dorman, Aldridge, & Fraser, 2006). According to the Sohail and Shaikh (2004), the classroom facilities of institutions include the lighting of the classroom, easement of the lecture hall, computer facilities and classroom facilities.

E. Library and campus support services

A library is considered as the 'heart' of a college or university and it is the center of learning for higher education. Library and campus support services are one of the factors that influence on the satisfaction of students in higher education. An effective college library improves students' learning outcomes by providing services and resources which support teaching and learning. Campus support services include safety, canteen, sport and health care services.

IV. RESEARCH METHODOLOGY

A. Research Design

The research design was correlational design and quantitative research. Students' satisfaction was measured by using five questionnaire items related to the curriculum, teaching quality, classroom facilities and library and campus support services. I asked the students' feeling which based on 5-point Likert scale from very satisfied to very dissatisfied. Educational services include 20 questionnaire items related to curriculum, teaching quality, classroom facilities and library and campus support service and I also asked students' perception for educational services. The questionnaires are constructed based on the previous research papers and literatures. This study used questionnaires as the data collection tool.

B. Population and Sample

In data collection, the populace of the students who were studying at Co-operative College, Phaunggyi in 2018-2019 Academic Year were 448 students. The sample size was computed by using Taro Yamane’s formula to get a reliable and relevant data. So the data collection from 221 students are a reliable sample size. And the sample size was computed as follows.

$$n = N/(1+Ne^2)$$

n = sample size
 N= Population
 e = margin error
 $n = 448/[1+448(0.05)^2]$
 n = 211.32

C. Data Collection

In data collection, students are selected simple random sampling method. There are six sections in survey. Section 1 consisted of information of respondents like age, gender, year of study. Section 2 included inquiries identified with students’ satisfaction stated on a 5-point Likert scale by “very satisfied” (1) to “very dissatisfied” (5). Sections 3-6 showed about curriculum, teaching quality, classroom facilities and library and campus support services and students are requested to answer their insight on a 5-point Likert scale going from “strongly agree” (1) to “strongly disagree” (5). Before the question was filled, the survey form was explained to every one of the respondent.

D. Data Analysis

In data analysis, descriptive statistical analysis, Pearson correlation and multi linear regressions were performed and for this purpose IBM SPSS (Statistical Package for Social Science) software version 25 was used. This tool was used to address the correlation between students’ satisfaction and educational facilities like curriculum, teaching quality, classroom facilities and library and campus support services.

V. RESULTS

A. Profiles of the respondents

The demographic figure involves the information: gender, age and year of study. The demographics information is shown in Table 1 including frequency and percentage. Among the 211 participants in this study, 49 (23.22%) are male and 162 (76.78%) are female. The age of most respondent is 17 to 21 (98.58%) and 22 to 25 (1.42%) are minor. And about the year of study, the respondents of first year students are 92 (43.60%) and second year students are 119 (56.40%).

TABLE.1 DEMOGRAPHIC PROFILE

		Frequency	Percentage
Gender	Male	49	23.22
	Female	162	76.78
Age	17 to 21	208	98.58
	22 to 25	3	1.42
Year of Study	First Year	92	43.60
	Second Year	119	56.40

Source: Survey Data (November 2019)

B. Students’ Satisfaction Level on the Educational Services provided at Co-operative College

According to the result, this study showed that 24.3% of students were very satisfied the educational services which are given at college, 59.5% of students were satisfied the facilities which are offered at college, 13.8% of students showed neutral and 2.3% of students answered dissatisfied, and 0.5% of students answered very dissatisfied the educational services given at Co-operative College, Phaunggyi. Therefore, this study concluded that the services which offering of Co-operative College, Phaunggyi were satisfied by most of the students.

TABLE 2.STUDENTS’ SATISFACTION LEVEL ON THE EDUCATIONAL SERVICES

Particulars	Frequency	Percent
Very Satisfied	51	24.3
Satisfied	125	59.5
Neutral	29	13.8
Dissatisfied	5	2.3
Very Dissatisfied	1	0.5
Total	211	100

Source: Survey Data (November 2019)

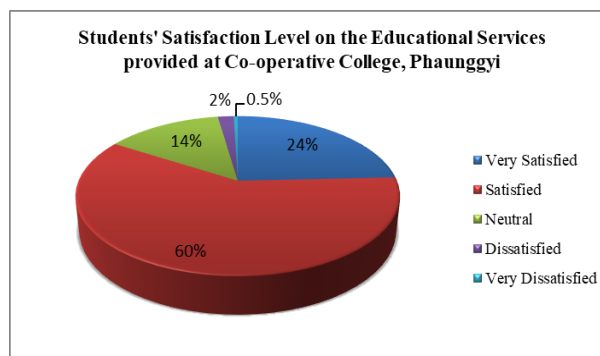


Figure 2: Students’ Satisfaction Level on the Educational Services

Source: Survey Data (November 2019)

C. Reliability Testing

Previously the data is analyzed, the reliability check of the questionnaires tested by using the program IBM SPSS Statistics version 25. When the reliability value is concluded depending on the rate of Cronbach’s Alpha, the value is

0.94. Therefore, the survey form used in this research is reliable. It showed that the Cronbach's Alpha of each survey is more than 0.7 which means that the questionnaires are reliable and valid. The Cronbach's Alpha, that indicates the internal constancy of the questionnaire, can make the questionnaire reliability to be qualified (Saleh & Ryan, 1991). In addition, an acceptable range of Cronbach's Alpha at 0.7 must be crossed in order to be considered the instrument is reliable, (Van & Kappelman, 1997).

TABLE 3: RELIABILITY STATISTICS

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.942	0.957	25

Source: Survey Data (November 2019)

D. Hypothesis Testing: Correlation

Table 4 showed that the correlation of independent variables. The result revealed that there are positively strong correlations between curriculum and teaching quality ($r = .916$), curriculum and classroom facility ($r = .756$), curriculum and library and campus support services ($r = .782$), teaching quality and classroom facilities ($r = .792$), teaching quality and library and campus support services ($r = .765$) and classroom facilities and library and campus support services ($r = .785$). Therefore, the results showed that the educational services that all variables (curriculum, teaching quality, classroom facilities and library and campus support services) are highly correlated with each other.

TABLE 4: CORRELATION ANALYSIS

Variable Type	X1	X2	X3	X4
X1=Curriculum	1.00	.916**	.756**	.782**
X2=Teaching Quality		1.00	.792**	.765**
X3=Classroom Facilities			1.00	.785**
X4=Library and Campus support services				1.00

Source: Survey Data (November 2019)

E. Multicollinearity Testing

Table 5 showed the results of multicollinearity statistics among independent variables. Field (2009) and Kalayer (2010) described that the validation of the tolerance and Variance Inflation Factor and that is validated when the tolerance value is greater than .02 and the VIF value is smaller than 10. In table 5, it is shown that the tolerance value was 0.135 for curriculum, 0.144 for teaching quality, 0.363 for classroom facilities, 0.356 for library and campus support services; all variable was greater than .02. The VIF (Variance Inflation Factor) values were 7.393 for curriculum, 6.925 for teaching quality, 2.755 for classroom facilities, 2.81 for library and campus support services; all independent variables were less than 10. So, the independent

variables in this model were validated. Therefore, the multicollinearity assumption was not violated.

TABLE 5: MULTICOLLINEARITY STATISTICS

Variables	Tolerance	VIF
Curriculum	0.135	7.393
Teaching Quality	0.144	6.925
Classroom facilities	0.363	2.755
Library and Campus support services	0.356	2.81

Source: Survey Data (November 2019)

F. Hypothesis Testing: Multiple-Regression Analysis

Pallant (2010) defined that multiple regression analysis is a technique that permits scholars to explore the relationship between independent variables and dependent variable. The Adjusted R Square showing in table 6 was 0.875, which means that 87.5% of the variance in students' satisfaction described by the four educational services.

TABLE 6. Model Summary – Educational service and Students' Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.936 ^a	0.877	0.875	0.63609

^a. Predictors: (Constant), curriculum, teaching quality, classroom facilities and library and campus support services

Source: Survey Data (November 2019)

A significant regression was found ($F(4,205) = 365.15$ and the $p = .000$). Therefore, the model was significant because of $p < .05$. It was concluded that the various educational services had a significant relationship on students' satisfaction. The model showed that each variable, which all are significant because of $p < .05$. The results of the multiple regression analysis between the relationship of students' satisfaction and educational services like curriculum, teaching quality, classroom facilities and library and campus support services are shown in Table 7.

TABLE 7: ANOVA: EDUCATIONAL SERVICES AND STUDENTS' SATISFACTION

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	590.983	4	147.748	365.158	.000 ^b
	Residual	82.945	205	0.405		
	Total	673.929	209			

Source: Survey Data (November 2019)

TABLE 8. MULTIPLE REGRESSION(COEFFICIENTS)

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	-113	0.201			-563	0.574
Curriculum	0.262	0.072	0.243		3.646	0.000
Teaching Quality Classroom Facilities	0.473	0.065	0.469		7.278	0.010
Library and Campus Support Services	0.196	0.044	0.18		4.394	0.000
	0.117	0.044	0.109		2.672	0.008

Source: Survey Data (November 2019)

The regression model results that curriculum ($\beta = .243$, $p = .000$), teaching quality ($\beta = .469$, $p = .010$), classroom facilities ($\beta = .18$, $p = .000$), and campus support services ($\beta = .109$, $p = .008$) were directly significant and related to students' satisfaction. According to the standardized value, teaching quality ($\beta = .469$) is more influential on the model than others and classroom facilities ($\beta = .18$) is less influential on the model.

VI. CONCLUSION

The study concluded that the services which offering of Co-operative College, Phaunggyi were satisfied by most of the students. Also, the findings showed that the educational services namely curriculum, teaching quality, classroom facilities and library and campus support services have positive effect on students' satisfaction. Thus, raising the value of the educational services increases the satisfaction level of students. Therefore it is vital for operators who are conducting higher education institutions to emphasize the satisfaction of students. So this paper will particularly be beneficial for the higher education operators to get a sustainable competitive advantage in education field.

A. Recommendations

Government makes sure that the university's finances are completely supported. The quality of education cannot be ensured in a situation where universities are battling to fund basic infrastructure, for example, teaching and learning facilities, ICT assets, library assets, textbooks that help students' learning and research need. Higher Education Institutions should be aware to boost the learning opportunity and environment for students.

B. Limitation and Further Study

This paper has some limitations. Firstly, the researcher targeted only the scope of Co-operative College, Phaunggyi. So the outcomes of this research cannot be concluded all colleges in Myanmar and the researcher recommended to study on targeting more than one college or university. Secondly, the researcher suggests to study the comparative study between public and private higher institutions about students' satisfaction.

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