# FACTORS THAT INFLUENCE STUDENTS' SATISFACTION AT RIAU UNIVERSITY

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**Abstract**

This study investigated the correlation of perception of the teaching and learning quality with students' satisfaction at the University of Riau. The goals are to identify the perception of the quality of teaching and its correlation with the students' satisfaction to improve the quality of higher education. This study used survey method involving 387 students as a sample at Riau University. Instruments of teaching and learning quality consisted of 9 dependent variables and 1 dependent variable, students' satisfaction. The findings were analyzed by descriptive method, t-test, correlation and regression. The findings of the study shows that students' perception of teaching quality is at medium level, while the students' satisfaction are also at medium level. Inferential analysis showed that there are differences on perception of teaching and learning quality based on gender and long periode of study, and the major of study in education. Correlation Analysis showed those students' perception of teaching and learning quality has positive correlation with students' satisfaction, while regression test shows that there are positive contributions of 9 variables of teaching and learning quality to s students' satisfaction. Researchers provide recommendations that university need to know the needs students in the teaching and learning of either physical or method in building better relationships with university students and among students in order to enhance the quality of higher education.

**Keywords: quality of teaching, students' satisfaction**

# 1.Introduction

The quality of teaching and learning in higher education become one factors to the college students to choose certain university, because the quality of teaching and learning become one instruments of college students' satisfaction. The quality of higher education become dream of every college students can be accepted at the university. One of the indicators of a good university can be seen from the quality of teaching and learning. Robiah Sidin (2000) emphasized that the key to the development of higher education today is through improving the quality of teaching and learning. Students as customers expect to get satisfaction after following teaching and learning process. According to Greiner (2000) noted that academic service quality and instructional quality correlate with student satisfaction as institutional clients. Some studies showed that there were correlations between the qualities of teaching with their perception of the quality of teaching, (Ramsden 1991; Rowley 1996; Stringer and Irwing 1998).

Quality of teaching and learning components cover all aspects involved in the implementation of teaching and learning in achieving the purpose of teaching. One of the indicators the quality of teaching and learning is able to achieve its goals well. According to Harvey and Green (1993), Frazer (1994), the main principle is that the quality of the university is measured by the ability to achieve the goals well. In the other words, the better university achieves its goals, the better the university and vice versa. Achievement of the goals is the main indicator for the quality of teaching and learning and also an indicator of student satisfaction, because satisfaction is the effect of the teaching and learning process. Oliver (1997) defines customer satisfaction as the feed back in meeting customer needs. Holford and Patkar (2003) in Handoyo S (2006) stated that there are six items overall student satisfaction covered quality of facility, quality of educational process, quality of service, quality of the curriculum, and the quality of implementation of R & D.

## 2. Literature

Quality of teaching and learning is better hope for every student in entering higher education. University providing good quality in teaching and learning become a pride for students and motivate students better than others. It's important for university to prioritize the quality of teaching and learning. Frazer (1994) in Chong & Crowther (2005) preferred the quality of higher education on students of what students have learned?, What they could understand?, what job that can be done?, And how competency as a result of contact with lecturer?. Quality of higher education must be related to practice knowledge and learning experience that students acquired. It can be concluded that the components involved in teaching and learning is a key factor determining the quality of teaching, components involved in teaching are lecturer (motivation, competency, the art of developing relationships with students), teaching tools (course, syllabus, media, teaching methods), student (student competencies, relationships among students), the implementation of teaching (explaining lecture material, giving task and assessment and challenges in teaching). In detail, the quality of teaching and learning components described by Marsh 1990; Toland & De Ayala 2005; and Gursoy & Umbreit 2005; Lin et al. 1994 Flinders University 2001; Oxford Brookes University 2005) which covers the nine components of the quality of teaching and learning those are: 1) subjects, 2) motivational lecturer, 3) instructional planning, 4) relationships among students, 5) interaction between students and lecturers, 6) task, 7) lecturer competency, 8) obstacles and challenges, and 9) evaluation.

Satisfaction was the result of a process that has occurred in the performance of teaching and learning experienced by students. According to Wilkie (1990) defines customer satisfaction as an emotional response to an assessment of the experience of consuming a product or service. Satisfaction with the quality of teaching and learning is student emotional reaction after attending lectures. Quality of teaching and learning has a relationship with student satisfaction. According to Ramsden 1991; Rowley 1996; Stringer and Irwing 1998) in his study showed that there is a relationship between the quality of student learning and the perception of the quality of teaching. Henning et al. (2001) obtained that the quality of undergraduate teaching and emotional commitment to the institution is important for student loyalty.

## 3. Method

The research was conducted by survey method to s the students' satisfaction about the quality of teaching and learning at the University of Riau. Mohd Majid (2000) explained that the survey method used to measure variables related to a phenomenon that occurs without questioning why variables exist. The form approach was a descriptive study that reflects the student perception of the quality of teaching and learning and students' satisfaction. According to Leedy and Ormod (2001) descriptive study aims to describe the situation that took place, which is a situation appears to occur in schools as a subject of study. In the study, researchers revealed data sampling techniques because population is very big. According to McMillan and Schumacher (1994) sample is a group of individual subjects that are selected from the population. Further, Fink (1995) said that the sample is a large part of the population mentioned. So in this study, the number of sample was 387 students obtained using cluster random sampling in each faculty of Riau University. Study based on a survey instrument (Marsh 1990; Toland & De Ayala 2005; and Gursoy & Umbreit 2005; Lin et al., 1994; Flinders University 2001; Oxford Brookes University 2005) which covers nine aspects of the quality of teaching and learning those are: 1) subjects, 2 ) motivational lecturer, 3) instructional planning, 4) relationships among students, 5) interaction between students and lecturers, 6) task, 7) lecturer competency, 8) obstacles and challenges, and 9) evaluation and dependent variable is satisfaction.

## 4. Results

Based on table 1, the results show nine components of teaching quality and students' satisfaction in general at medium level. This means that students' perception at Riau University on teaching and learning is good and produce good satisfaction as well. In a detailed view of teaching quality and students' satisfaction as follows: 1) their perception of subjects, (mean = 2.157 and standard deviation = .971) at a low level. 2) Perception of lecturer motivation, (mean = 2786 and standard deviation = .954) at medium level. 3) Perception of planning instruction/ syllabus, (mean = 2.899 and standard deviation = 1.015) at medium level. 4) Students' perceptions of the relationship among students, (mean = 2.228 and standard deviation = 1.032) at medium level. 5) Students' perception of interaction between students and lecturers, (mean = 2.856 and standard deviation = .990) at medium levels. 6) Students' perceptions of lecturer competencies, (mean = 2.649 and standard deviation = 1.027) at medium level.7 level) student perceptions of evaluation (mean = 3.144 and standard deviation = .094) at medium levels. 8) Students' perceptions on task, (mean = 3082 and standard deviation = .955) at medium level. 9) Students' perceptions on the obstacles and challenges, (mean = 2.271 and standard deviation = 1.037,) at medium level. While students' satisfaction (mean = 3:28 and standard deviation = .51) at medium level.

Table 1 Students' Perception of teaching and learning quality and students' satisfaction to  Riau University

| Variabel | Mean | Stdv | Level |
|---|---|---|---|
| Subject | 2.15 | .09 | Low |
| Lecturer motivation | 2.78 | .95 | Medium |
| Instructional design | 2.89 | 1.0 | Medium |
| Relations among students | 2.22 | 1.0 | Low |
| Interaction between students and lecturers | 2.85 | .99 | Medium |
| Task | 3.08 | .95 | Medium |
| Lecturer competency | 2.64 | 1.0 | Medium |

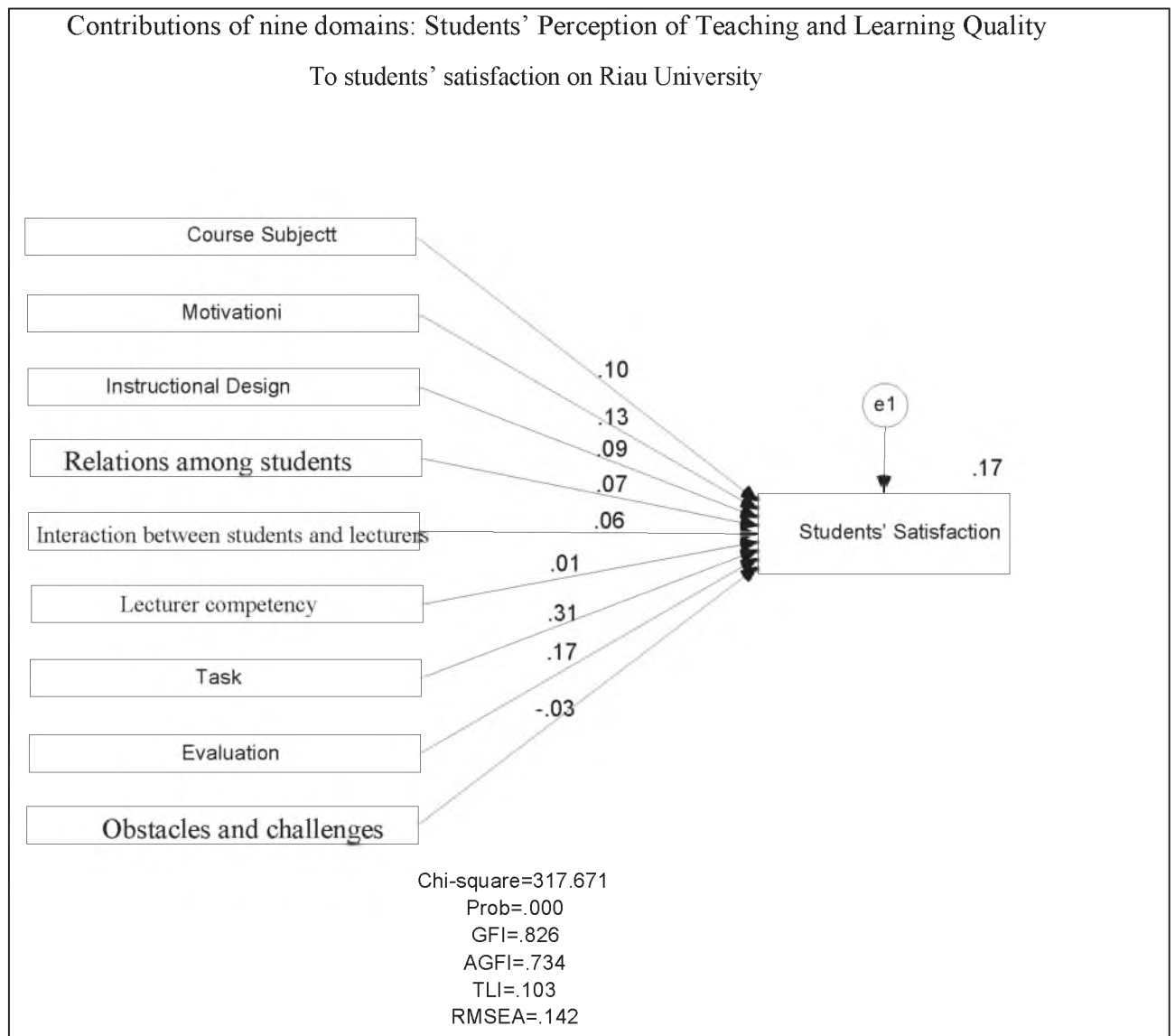| | | | |
|---|---|---|---|
| Evaluation | 3.14 | .94 | Medium |
| obstacles and challenges | 2.72 | 1.03 | Medium |
| Students' satisfaction | 3.28 | .51 | Medium |

Table 2 shows the correlation between quality of teaching and learning with students' satisfaction of Riau University. This table shows all the quality of teaching and learning variables have a significant correlation with students' satisfaction. Variables that have a significant correlation with student satisfaction at low levels are: 1) subjects, 2) instructional planning, 3) relationships among students, 4) lecturer competency and, 5) obstacles and challenges. Variables that have a significant correlation at medium level are: 1) lecturer motivation, 2) Interaction between students and lecturers, 3) task and 4) evaluation.

Table 2 The Correlation of teaching and learning quality with students' satisfaction to Riau University

| Variables | r | Sig | Level |
|---|---|---|---|
| Subject | .206[**] | .000 | Low |
| Lecturer Motivation | .312[**] | .000 | Medium |
| Instructional design | .161[**] | .001 | Low |
| Relations among students | .174** | .001 | Low |
| Interaction between students and lecturers | .325[**] | .000 | Medium |
| Lecturer competency | .244[**] | .000 | Low |
| Task | .539[**] | .000 | Medium |
| Evaluation | .383[**] | .000 | Medium |
| Obstacles and challenges | .164[**] | .000 | Low |

Figure 1 shows the influence of the quality of teaching and learning with students' satisfaction to Riau University. Regression analysis used AMOS 18 to find out how big the influence of the variable quality of teaching and learning to students' satisfaction. Based on the analysis results obtained by using testing of fit model, the value of Chi Square = 317.671 with P = .000, indicating the model was fit to the data, the value of GFI = 8.26 <0.9, AGFI = .734 <.0.9, TLI = .103 <0.9 and RMSEA = .142> 0.08. From the results of confirmatory factor analysis was performed on exogenous variables is known that the model has not met the criteria of goodness of fit. Value testing goodness of fit with $\chi2$ = 317.671 with probability 0:00 <0.05 indicating there is not difference between the models with observational data. Measurements of other models are in poor levels. Thus appropriateness of the predicted model with the values observed in the exogenous variables is not qualified yet.

Contributions of nine domains: Students' Perception of Teaching and Learning Quality To students' satisfaction on Riau University

Based on table 3, Standardized Regression Weights analysis of nine components influence students' perceptions of teaching and learning quality to students' satisfaction include 1) student's perception of subjects contributes = .100 (10%) to students' satisfaction, 2) student perceptions of lecturer motivation contributes = .132 (13.2%) to students' satisfaction, 3) students' perceptions of instructional design contributes = .087 (8.7%) to students' satisfaction, 4) perceptions of relationship among students contributes = .065 (6.5%), 5 ) students' perceptions of relationships among lecturers and students contributes = .014 (1.4%), 6) students' perceptions of lecturer competency contributes = .309 *** (30.9%), students' perception of task contributes = 168 *** (16.8%) to students' satisfaction, 7) students' perceptions of evaluation gives a negative contribution = -026 (2.6%) and students' perceptions of obstacles and challenges contributes = .064 (6.4%) to students' satisfaction.

Table 3 The Result of Standardized Regression Weights Analysis quality of teaching to Students' Satisfaction

|  |  |  | Estimate |
|---|---|---|---|
| Students' Satisfaction | <--- | Subject | .100 |
| Students' Satisfaction | <--- | Lecturer Motivation | .132 |
| Students' Satisfaction | <--- | Instructional Design | .087 |
| Students' Satisfaction | <--- | Relations among students | .065 |
| Students' Satisfaction | <--- | Interaction among students and lecturers | .014 |
| Students' Satisfaction | <--- | Lecturer competency | .309 |
| Students' Satisfaction | <--- | Task | .168 |
| Students' Satisfaction | <--- | Evaluation | -.026 |
| Students' Satisfaction | <--- | Obstacles and challenges | .064 |

Based on 4 Squared Multiple Correlations Table shows the nine components of students' perception of teaching and learning quality include 1) subjects, 2) lecturer motivation, 3) instructional design, 4) relations among students, 5) interaction among students and lectures, 6) lecturer competency, 7) task, 8) evaluation and 9) Obstacles and challenges, collectively contribute = .168. It is indicated that nine components of students' perceptions of the quality of teaching and learning contribute 16.8%.

Table 4 Squared multiple correlations Analysis of nine components of teaching and learning quality to students' satisfaction.

|  |  |  | Estimate |
|---|---|---|---|
| Students' Satisfaction | <--- | Nine Components of teaching and learning quality | .168 |

## 5. Discussion

Based on the overall findings, students' perception on the quality of teaching and learning is at medium Level, this indicates that the quality of teaching and learning is good according to students' point of view, students gave assessment that the process of teaching and learning at the University of Riau is able to meet their needs, but it is hoped that they get better high quality of teaching and learning for overal components. This result is different from the study at the Mathematics Faculty of Natural Science of Udayana University Bali which has to increase their services for students because there is imbalance between students' expactation

with services actually received by students, Gusti and Desak (2008). Zulkifli (2002) in his research finding revealed that students positive attitude was influence by teachers, the curriculum, goals, the time of instruction, facilities and equipment. All components of teaching and learning are to be part of the quality of teaching and learning, thus positively influencing student attitudes and student satsfaction.

The purpose of quality assessment of teaching and learning is to express an opinion on lecturers and university to what extent they provide educational services and the materials as consideration to make improvements on teaching and learning by lecturers. This opinion was supported by Rowley (1996) who give an assessment of the quality of teaching and learning can help lecturers to improve their teaching quality, and also can be used as a direct measure of students' satisfaction in the process of higher education. Barnard (1999) said that that there is a positive correlation between TQM practices in teaching and learning with students' perceptions on the effectiveness of teaching by teachers.

I Made on his research results (2007) revealed that students' satisfaction to the educational services was generally satisfied, some aspects that make students unsatisfy are high costs of higher education and the use of instructional media that are less optimal. According to Aldridge and Rowley (1998) clearly noted that in the eyes of students, good quality of education provide better learning opportunities and suggested that satisfaction or dissatisfaction opinions strongly influence the success or failure of students, Deshields et al (2005). Palacio et al, (2002) conducted a survey of university students in the Spanish, the study showed that the image of the university influence student satisfaction to the university. High or low image quality of universities is determined by providing service and administration as well as producing competent graduations. The university has a better image if it pays attention on students' interest, providing educational programs that fit for the needs of students in the working place. Henning et al. (2001) found that the quality of teaching and students' emotional commitment on the institution is important for students' loyalty.

The results of this study showed that there is a positive correlation between students' perceptions of the quality of teaching and learning with students' satisfaction. These findings mean that if the quality of teaching and learning increase, students' satisfaction will be increase as well of Riau University. However, if the quality of teaching and learning is low, student satisfaction will be decreased. Ali Kara on his findings (2004) at College of Business Administration, Pennsylvania State University revealed that the relationship between college students experience with students' satisfaction is positive and significant. Sevgi Ozgungor (2009) stated that there is a significant relationship between self-efficacy and assessment of student self-efficacy confident are most closely related to good teaching and teachers' ability to organize teaching with clear instructions.

The results of regression analysis using AMOS about the influence of teaching and learning the quality of Riau University students' satisfaction is 16.8% and the rest determined by other factors. Hill study (1995) showed that the main customers of universities and higher education are students and realized that they are a service industry and put greater emphasis on the needs and the will of students, Elliot & Shin (2002). Students' satisfaction is not only the overall

impact on the student learning experience, Wiers-Jenssen, Stensaker & Grogaard, (2002). According to Elliott and Shin (2002) argues that satisfaction is an outcome variable and appropriate to study because it has a number of benefits for students and related to subjects matters, increased motivation, lower rates of problem and directing more. On the whole it can be concluded that the quality of teaching and learning contribute positively and significantly to increase students' satisfaction.

## 6. Conclusion and Recommendation

The results of this study can be concluded that the quality of teaching and learning provide a significant influence to student satisfaction. Researchers provide recommendations that lecturers and the university can improve the quality of teaching and learning to increase students' satisfaction. Students have more satisfaction to the university has a strong emotional connection.

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