
COLLEGE SATISFACTION: A CASE STUDY OF ACCRA TECHNICAL UNIVERSITY

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ABSTRACT

The level of student satisfaction with different educational services provided by universities/colleges directly impacts the overall score of college satisfaction attained by the students. In line with this, a cross-sectional study was conducted among Accra Technical University students. Data was collected using a self-administered, structured questionnaire consisting of 17 questions on three subscales of factors that contribute to student satisfaction with the university's systems/facilities. These are Learning Facilities (LF), Administrative Procedures (AP) and Other Facilities (OF). The factors were inferentially explored leading to the confirmation of the research hypotheses that; there were strong positive correlations between overall score, LF, AP and OF, though with varying degrees of strength. However, the most influential factor among all three variables is the provision of adequate learning facilities (LF). Additionally, student-friendly administrative procedures were also rated extremely important and a very strong determinant of student satisfaction levels.

Keywords: Student satisfaction, college satisfaction, Laboratory facilities, College students, Accra Technical University, Learning facilities, Administrative procedures, Other facilities.

1. INTRODUCTION

Student satisfaction is an indicator of institutional performance (Gopal, Singh & Aggarwal, 2021; Navarro, Iglesias and Torres, 2005). Numerous studies have been conducted to measure student satisfaction at the university/college level in developed parts of the world. Various factors have been identified that can potentially affect student satisfaction with different educational services provided by universities. Students' informal contacts with faculty members have been consistently related to withdrawal/persistence decisions (Terenzini & Pascarella, 1980). Researchers also believe there is a correlation between university student retention and the quality of the university education being offered. Retention of students was often considered an indication of student satisfaction with their university programme and, hence, indirectly, the quality of the university education (Druzdzel & Glymour, 1995).

Other factors considered to influence student satisfaction include the image of the university/college (Palacio, Menesses & Perez Perez, 2002). The quality of instructors (Gopal, Singh & Aggarwal, 2021, education, textbooks and being female and informed before attending university have also emerged in some studies as important factors of satisfaction (Aldemir & Gulcan, 2004). Using a relationship quality-based student loyalty model by Hennig et al (2001) researchers have underscored the quality of teaching and students' emotional commitment to their institutions as crucial for students' loyalty. On the contrary, some studies have indicated that the quality of service provided did not impact student satisfaction as compared with the quality of information and self-efficacy (Alzahrani & Seth, (2021).

Psychological difficulties during one's university education (for instance, problems related to one's self-esteem, social competence, social support, personal conscientiousness, psychological well-being and satisfaction with the academic, administrative and social systems of university) have also been identified to impact university students' determination to complete college education (Lee & Shin, 2022; Napoli & Wortman, 1998). Additionally, studies have pointed out that both positive and negative emotions and cognitive components of satisfaction correlate with student loyalty, though the affective component of satisfaction serves as a better predictor than the cognitive factor (Yu & Dean, 2001). Functional faculty mentoring programmes have been cited to be positively correlated with academic performance and tend to lower dropout rates (Gopal, Singh & Aggarwal, 2021; Campbell & Campbell, 1997).

Students have, however, cited family/work demands, economic issues and academic concerns as possible reasons for attrition (Mayo, Helms & Codjoe, 2004).

2. PROBLEM STATEMENT

Several students enrol in university education but never complete their courses. The reasons could be a lack of interest or non-performance. What leads to the lack of interest or non-performance is worth investigating.

University education is usually a paid service. Clients/students must therefore be satisfied with the services available to them. Student satisfaction is the subjective perceptions of students about how well a learning environment supports academic success. Student satisfaction is also a factor in facilitating a sense of belonging (Tian, Zhang, Zhou & Wu, 2021) thus contributing to a sense of community. Strong student satisfaction implies that appropriately challenging instructional methods are serving to trigger students' thinking and learning. When educators utilise activities that make learning engaging and enjoyable, students are more eager to participate and take risks. Having fun while learning also helps students retain information better because the process is pleasurable and memorable.

Student satisfaction is therefore important because it promotes the mental health and stability of students. A conducive learning environment helps students achieve both short-term and long-term character building and social inclusion. Student satisfaction research that results from the evaluation of students' experience with the facilities and support they received in the university/college has proved to be a beneficial and reliable tool, in that the information obtained aids in understanding key areas for future developments. It is therefore essential to assess the level of student satisfaction with their university/college education to address identified areas of low performance and gaps if any.

By conducting a survey to identify how satisfied Accra Technical University (ATU) students are with their educational experience in areas such as instructional effectiveness, academic advising, registration and safety, ATU can identify the areas of good performance and also areas of poor performance that need to be prioritised for improvement. The objective of this study, therefore, is to analyse ATU students' level of satisfaction with Learning Facilities (LF), Administrative Procedures (AP) and Other Facilities (OF). The responses to the satisfaction survey will allow

students to have a voice in the university's decision-making. Until now student satisfaction research has mostly been conducted outside the sub-region.

3.THEORETICAL-METHODOLOGICAL FRAMEWORK OF THE RESEARCH

The theoretical framework that emerged from studies by Franklin (1999) using metropolitan university students explains university student satisfaction as comprising of three parts: (a) that which students bring with them to the college campus (landscape); (b) that which students experience in the higher education process (geography); and (c) the consumer values that colour their education experiences (consumerism).

The framework explains the landscape of students' lived experiences as a portrait of their concerns about their internal motivation to succeed in college, reflecting their demand for individual attention and mentoring. According to Franklin (1999) to accommodate this landscape, the geography of the university campus must provide a concrete experience, for example, competent faculty and quality teaching with the purpose of easing student acquisition of knowledge. For the metropolitan university student, the landscape and geography of the experience are framed by the values of consumerism.

3.1 Literature Review

The current study reviewed several college satisfaction studies. Below are some of the outstanding ones.

Zalazar-Jaime, Moretti and Medrano (2022) recruited 326 university students between the ages of 17 and 46 years from public and private universities to study college satisfaction. They utilised the following scales:

- The Subjective Happiness Scale (Lyubomirsky and Lepper, 1999),
- Positive and Negative Affect Scale (PANAS; Watson et al., 1988),
- Satisfaction With Life Scale (SWLS; Diener et al., 1985) and the
- Three measures of Academic Satisfaction (Argyle, 1987; Lent et al., 2007; Fernandes Sisto et al., 2008).

Among other findings, their study underscored the importance of academic satisfaction judgments, not only because of their importance in terms of academics but also because of their influence on university students' subjective well-being and health.

Lee and Shin (2022) conducted two studies on academic and life satisfaction using Korean college students. For the first study, 1604 participants were used. They were made to complete measures of academic self-efficacy, outcome expectations, goal progress, environmental support, positive affect, academic satisfaction, life satisfaction, and self-construal. A sample size of 171 participants was used in the second study. They, unlike the first group, were asked to complete the same measures twice at a 15-week interval. The findings from their studies indicated that efforts to

enhance academic self-efficacy and support can be beneficial to students by improving their academic satisfaction and subsequently, their general well-being.

Bryant and Bodfish (2014) compared student satisfaction levels using three key factors across institution types: The factors were:

- Graduation rates;
- Tuition levels; and
- Enrolment size.

Findings from the study did not necessarily show a relationship between student satisfaction and graduation rates, tuition levels and enrolment size. They, however, recommended that campuses should consider taking action to uncover opportunities for improving student satisfaction.

Mai (2005) studied student satisfaction in higher education and its influential factors. Three hundred and twenty-two (322) United States and United Kingdom postgraduate business school students were interviewed about their satisfaction with their education compared with their expectations with respect to various quality aspects. The outcome of the research indicated that the overall impression of the school, the overall impression of the quality of education, teachers' expertise and their interest in their subject, the quality and accessibility of IT facilities and the prospects of the degree furthering students' careers were the most influential predictors of student satisfaction.

Using empirical data and Herzberg's two-factor theory, DeShields, Kara and Kaynak (2005) administered a modified version of the questionnaire developed by Keaveney and Young to 160 undergraduate business students at a state university in South Central Pennsylvania with the aim of identifying the determinants of student satisfaction and retention in a college or university. From the study, it was evident that students who had a positive college experience were more likely to be satisfied with the college or university than students who did not have a positive college experience. They, therefore, recommended that college administrators must apply customer-oriented principles that are used in profit-making institutions to ensure student satisfaction. The study concluded that by focusing on the antecedents of student satisfaction, colleges and universities can align their organisational structure, processes and procedures to become more customer oriented. However, this study utilised a small sample size and also used self-explicated retention data. These are the limitations of the study.

Jorgensen, Fichten and Havel (2014) assessed student satisfaction with aspects of college life and its relation to grades and retention. The respondents were 6,065 students who had either been enrolled in a two or three-year college diploma programme. Using the Noel-Levitz Student Satisfaction Inventory and the College/Cegep Experience Questionnaire (CEQ), they compared scores of male and female students with and without disabilities to determine the differences in their reports of what constituted important aspects of college life and how satisfied they were with these aspects. The outcome of the study suggested that males tended to obtain lower satisfaction

scores than females. Equipment in laboratory facilities being current was of greater concern for males than females, for both students with and without disabilities. Again, whether the student would enrol again if given the opportunity, was accounted for by the student's enjoyable experience on the campus. This was true for males and females with and without disabilities.

Babar and Kashif (2010) studied student satisfaction with higher education in Pakistan. The research focused on factors like teachers' expertise, courses offered, learning environment and classroom facilities. Students' response was measured using a modified questionnaire on a 5-point Likert scale. The sample was made up of 350 students from different private and public sector universities. The results of regression analysis showed that all attributes understudy, had a significant and positive impact on student satisfaction in higher education though with varying degrees of strength. However, teachers' expertise was identified as the most influential variable among all the factors. The researchers concluded that teachers' expertise, therefore, requires special attention from the policymakers and institutes as far as student satisfaction was concerned.

Campbell and Campbell (1997) evaluated the effect of a university faculty/student mentor programme on academic performance and retention. A matched pairs design was used in which 339 undergraduates assigned to mentors were paired with non-mentored students based on gender, ethnicity, GPA and entering enrolment status. The results showed a higher GPA for mentored students (2.45 vs. 2.29), more units completed per semester (9.33 vs. 8.49), and a lower dropout rate (14.5% vs. 26.3%). Additionally, the amount of mentor-protégé contact positively correlated with respondents' GPA. However, academic achievement and retention were unrelated to the gender and ethnicity of the mentor, the protégé, or the gender and ethnic match between the two.

3.2 Hypothesised Theoretical Framework

From the literature reviewed, this study is hypothesising that factors like Learning Facilities (LF), Administrative Procedures (AP) and Other Facilities (OF) can affect student satisfaction and the possibility of recommending the university to others as well as their intentions to enrol on other programmes in the same university after completing their current programme of study. The proposed theoretical framework is presented below.

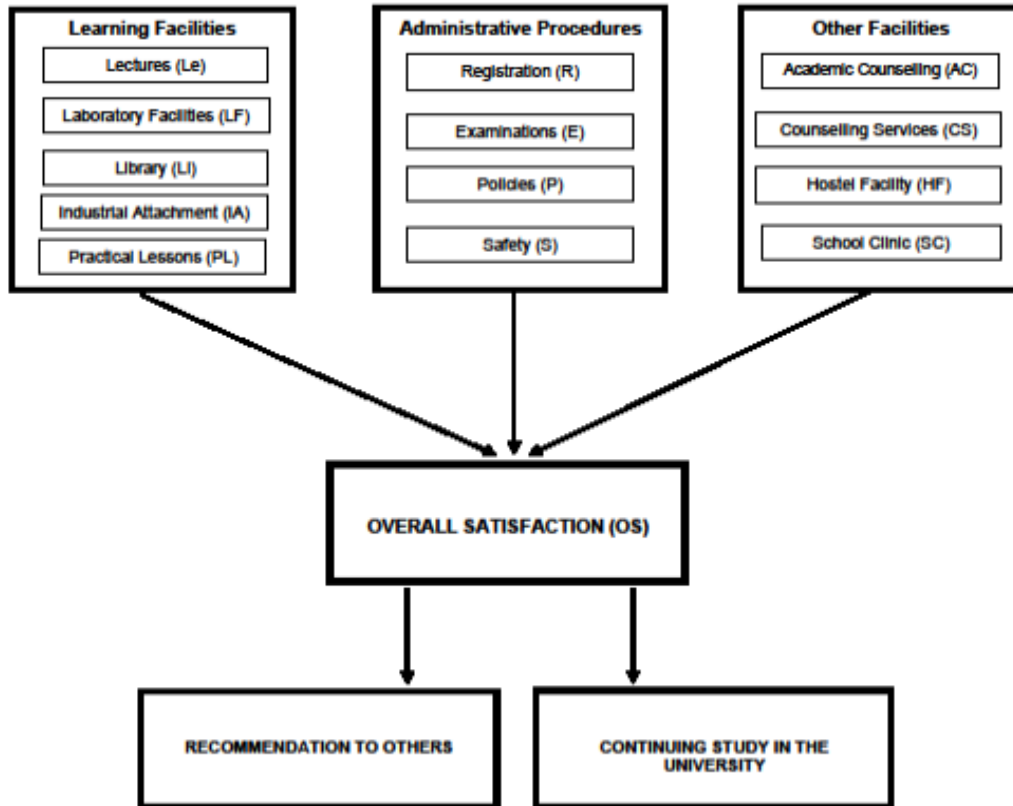


Figure 1: Proposed Theoretical Framework for College Satisfaction

3.3 Research Questions

The following are the research questions:

- Which facilities determine students' level of satisfaction?
- Do Administrative Procedures (AP) influence student satisfaction?
- What Learning Facilities (LF) impact on student satisfaction?

3.4 Statement of Hypotheses

The study's statements of hypotheses are:

Hypothesis 1: Satisfaction with Learning Facilities (LF) will have a positive correlation with students' overall satisfaction.

Hypothesis 2: Satisfaction with Administrative Procedures (AP) will correlate positively with students' overall satisfaction.

Hypothesis 3: Satisfaction with Other Facilities (OF) will have a positive correlation with students' overall satisfaction.

4. SCIENTIFIC METHOD

This study was conducted at a technical university in the Republic of Ghana. The population for this study was students who had enrolled on various programmes at Accra Technical University (ATU) in the Republic of Ghana. ATU is situated in the southern part of the country and at the centre of the country's capital town, Accra. ATU has a staff strength of about 700 faculty, senior administrative officers and other supporting staff and a student population of about 20,000 made up of full and part-time students offering various academic and professional programmes. ATU has two campuses (Kinbu and Mpehuasem).

4.1 Sampling

The study utilised a non-probability, convenience sampling method to recruit participants. Any student in the university who was available and willing to participate in the study was included. The university was divided into five clusters; the Faculty of Applied Arts, the Faculty of Applied Sciences, the Faculty of Built Engineering, the Faculty of Business and the Faculty of Engineering. The study sample was selected from each of these clusters.

4.2 Data collection

Three research assistants were recruited and trained to administer the questionnaires. After a respondent's consent had been sought and confidentiality assured, a set of questionnaires was given to him/her. The questionnaires were randomly arranged. Respondents were also informed that they could withdraw from the process at any time they so wished. Five hundred (500) questionnaires were distributed. Out of the questionnaires retrieved, 478 were complete and useable. The data was organised using SPSS.

4.3 Instruments

The main instrument used for the data collection was the college satisfaction questionnaire. This questionnaire was pilot studied and duly modified to suit the purpose of this study. The second instrument was a demographic questionnaire which was created by the authors to ask specific questions about the respondents' demographic data. It was thus used to generate the demographic information of the respondents like age, gender, religion, course of study and level of study.

The college satisfaction questionnaire comprised questions related to student satisfaction measured on a 5-point Likert scale starting from "extremely satisfied" (1) to "not at all dissatisfied" (5). The college satisfaction questionnaire had three sections which were:

- Satisfaction with Learning Facilities (with specific questions about lectures, laboratory facilities, library and industrial attachment)
- Satisfaction with Administrative Procedures (with questions on registration, examinations, policies and safety) and

- Satisfaction with Other Facilities (with questions that focused on academic counselling, counselling services, hostel facility and school clinic.

There was also a section to determine their overall satisfaction with the university and whether they would re-enrol to read other courses and/or recommend the University to others.

4.4 Demographic Characteristics of Respondents

The demographic features of the participating respondents are examined in this part of the paper. The key demographics of the participating respondents discussed include gender distribution, age distribution, level of students and religious affiliation. Table 1 below, presents the results of the demographic features of the participating respondents.

Table 1: Demographic Information

Demographics	Frequency (n)	Percent (%)
Gender		
Male	225	47.1
Female	253	52.9
Total	478	100
Age		
16-25 years	407	85.1
26-35 years	65	13.6
36 years and above	4	0.8
No Response	2	0.4
Total	478	100
Level		
1 st year	313	65.5
2 nd year	120	25.1
3 rd year	44	9.2
No Response	1	0.2
Total	478	100
Faculty		
Business	127	26.6
Applied Arts	73	15.3
Applied Sciences	133	27.8
Engineering	145	30.3
Total	478	100
Religion		
Christian	412	86.4

Muslim	47	9.9
Traditionalist	11	2.3
Others	7	1.5
No Response	1	0.2
Total	478	100

Source: Field Survey, 2022

Evidently, Table 1 reveals that the majority 52.9% of the respondents were females with the remaining 47.1% representing the male population. The age distribution of the surveyed respondents shows that 85.1% were between the ages of 16 and 25 years whereas 13.6% were between 26 and 35 years. About 30.3% of the respondents were from the Faculty of Engineering while 27.8% constituted students from the Faculty of Applied Sciences.

The results also revealed that the majority of the respondents 65.5% were first year students whereas 25.1% were sophomores. In respect of their religion and faith, it was revealed that 86.4% of the respondents were Christians, 9.9% were Muslims, 2.3% were Traditionalists and 0.2% belong to religions not specified. This is evidently clear that, the majority of the Students at the University are Christians.

5. RESULTS

This section presents, the analyses and discussions of the results of the study. The major areas of the study analysed and discussed are the socio-demographic characteristics of the respondents, the level at which students are satisfied with the systems/facilities of the University and other predictors of student satisfaction.

5.1 Factors That Contribute to University/College Satisfaction

This part of the study examines the factors that contribute to student satisfaction with the University's systems/facilities. Table 2 below, descriptively presents the result of this section of the study.

Table 2: Factors That Contribute to Student Satisfaction of the University’s Systems/Facilities

	N	Min	Max	Mean	S.D
Learning Facilities (LF)					
How satisfied are you with lectures at ATU	478	1	5	3.291	1.124
How well maintained are the facilities/laboratories in your Department	478	1	5	3.697	1.148
How easy is it to obtain the resources your need from the University’s library system	478	1	5	3.329	1.143
How satisfied are you with the industrial attachment programme	478	1	5	3.385	1.236
How satisfied are you with your practical lessons/project work	478	1	5	3.611	1.230
Administrative Procedures (AP)					
How easy is it to register for your programme at the beginning of every academic year	478	1	5	2.615	1.294
How satisfied are you with the examinations/examination processes	478	1	5	3.427	1.109
How safe do you feel on campus	478	1	5	2.895	1.163
How satisfied are you with the policies the University sets	478	1	5	3.460	1.119
Other Facilities (OF)					
How helpful is your academic counsellor	478	1	5	3.274	1.281
How conducive are the hostel facilities at the University	478	1	5	3.937	1.089
How useful is the school clinic	478	1	5	3.297	1.173
How useful are the services provided by the Counselling Directorate	478	1	5	3.421	1.175
How healthy is the food served at the cafeteria/canteen	478	1	5	3.086	1.096

Source: Field Survey, 2022

Table 2 reveals that for Learning Facilities (LF), the participating respondents of the University were moderately satisfied with lectures at ATU as indicated by a mean response value of 3.29. In response to the maintenance of facilities/laboratories at their respective departments, the participating respondents affirmed this with a mean response value of 3.70, an indication of a well-

structured maintenance schedule. The surveyed students also responded that it was fairly easy to obtain resources from the University's library as indicated by a mean response value of 3.33. Student satisfaction with the industrial attachment programme of the University recorded a mean response value of 3.39 among the respondents, an indication of how increasingly important this factor has become in predicting students' level of satisfaction. Concluding on this subscale, the students indicated that they are adequately satisfied with their practical lesson/project work at the University with a mean response value of 3.61.

Focusing on how students feel in respect of Administrative Procedures (AP), respondents indicated that it was moderately easy to register for their respective programmes at the beginning of every academic year with a mean response value of 2.62. With regards to safety on campus, the students acknowledged that they are moderately safe on campus with a mean response value of 2.90. The surveyed students also admitted that they were moderately satisfied with the examination processes of the University as indicated by a mean response value of 3.43. To conclude on this subscale, the responding students indicated that they were moderately satisfied with the set of policies of the University, with a mean response value of 3.46.

With respect to Other Facilities (OF), the students indicated that their academic counsellors are reasonably helpful with a mean response value of 3.27. In addition, responding students of the university also indicated that the School Clinic is moderately useful to them with a mean response value of 3.29. In respect of services provided by the Counselling Directorate of the University, the surveyed students responded that they were effectively beneficial as indicated by a mean response value of 3.42.

Furthermore, it was observed that food services provision at the cafeteria/canteen is moderately healthy as indicated by the students with a mean response value of 3.09. Concluding on this final subscale, the responding students acknowledged that the hostel facilities at the university are befittingly conducive with a mean response value of 3.937 as compared to other hostel facilities privately managed within the immediate enclave of the university.

5.2 Reliability Test

A number of reliability tests were used to determine the quality of the data-gathering instruments' quantifiable items. Factors that influence student satisfaction with the University's systems/facilities were the study's key constructs that were taken through the confirmatory and exploratory factor analysis approach. That is educational resources/learning facilities, Administrative Procedures (AP), and other amenities or facilities. The scale of reliability and dimensionality of the study's constructs were investigated using an exploratory factor analytical technique.

Table 3: Reliability test result

Variables	Cronbach's Alpha of Item
Learning Facilities (CA = .700)	
How satisfied are you with lectures at ATU	.69
How well maintained are the facilities/laboratories in your Department	.71
How easy is it to obtain the resources you need from the University's library system	.70
How satisfied are you with the industrial attachment programme	.68
How satisfied are you with your practical lessons/project work	.70
Administrative Procedures (CA= .717)	
How easy is it to register for your programme at the beginning of every academic year	.70
How satisfied are you with the examinations/examination processes	.72
How safe do you feel on campus	.71
How satisfied are you with the policies the University sets	.70
Other Facilities (CA = .700)	
How helpful is your academic counsellor	.70
How conducive are the hostel facilities at the University	.69
How useful is the school clinic	.69
How useful are the services provided by the Counselling Directorate	.70
How healthy is the food served at the cafeteria/canteen	.71

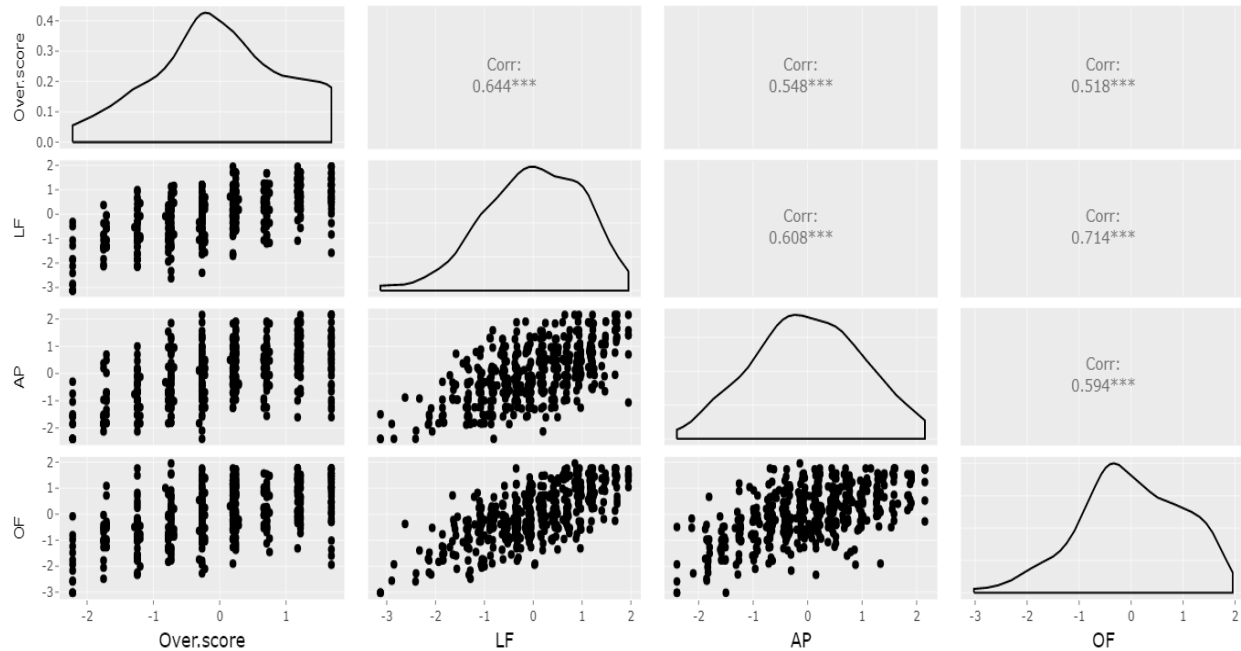
Note: CA: Cronbach Alpha; Source: Field Survey, 2022

Table 3 above, evidently shows that the Cronbach Alpha values of the constructs for the different sections, ranged between 0.70 and 0.72, indicating the reliability of the study constructs as they

are all considered to be internally consistent within the required threshold of .70 (Flynn et al., 1990).

5.3 Correlational Analysis of the Study

Figure 2: Scatterplot Matrix Showing the Relationships between Overall Score (Overscore), Learning Facilities (LF), Administrative Procedures (AP) and Other Facilities (OF).



LF = Learning Facilities,
 AP =Administrative Procedures,
 OF = Other Facilities,
 Overscore = Overall Satisfactory Score.

It can be seen from the figure above that there is a positive relationship between Overall Score (Overscore), Learning Facilities (LF), Administrative Procedures (AP) and Other Facilities (OF). Table 4 below shows the numerical results of the strength of the relationships between Overall Score, Learning Facilities (LF), Administrative Procedures (AP) and Other Facilities (OF).

Table 4: Correlation between Overall Score, Learning Facilities, Administrative Procedures and Other Facilities

	Overall Score	Learning Facilities	Administrative Procedures	Other Facilities
Overall Score	1			
Learning Facilities	0.64 (0.00)	1		
Administrative Procedures	0.55 (0.00)	0.61	1	
Other Facilities	0.52 (0.00)	0.71	0.59	1

P-values in parenthesis

From the table above, it is evidently clear that there is a strong positive relationship between Overall Score (Overscore), Learning Facilities (LF), Administrative Procedures (AP) and Other Facilities (OF) with a Pearson Product Moment Correlation of 0.64, 0.55 and 0.52 respectively. All variables are significant at $\alpha = 0.05$.

6. DISCUSSIONS AND CONCLUSIONS

This study investigated the determinants of student satisfaction and their influence on the overall levels of satisfaction with students of the University. Evidently, the results reveal that all three subscales have a significant and positive impact on student satisfaction though with varying degrees of strength. Analysis of these findings further suggests that all three variables significantly and positively correlated with student satisfaction as predicted by the hypotheses and it is concluded that Learning Facility (LF), Administrative Procedure (AP) and Other Facilities (OF) enhance student satisfaction at the university.

However, the most influential factor among all variables with the highest level of overall student satisfaction is the provision of adequate Learning Facilities (LF). Students reported that they are contented when their Learning Facilities (LF) are up to standard and adequate. They were happy with the newly refurbished library and laboratories in the University. The library, they reported has a large repository of e-resources and they were happy that they could access it from anywhere. The current study again suggests that the perception of having obsolete Learning Facilities (LF) can affect student satisfaction levels.

Again, respondents indicated that they were very satisfied with the University’s arrangement for practical lessons and industrial attachment programmes. Students who do not get a place to do their industrial attachment are enrolled on the University’s Virtual Internship Programme (VIP) or they are placed in the various offices in the University to do their internship. This to the students is a plus for the University. Respondents were also happy with the teaching staff of the University. They reported that they have highly qualified staff who have the technical know-how to impart knowledge to them (the students). This is a pointer that university administrators who wish to

enhance their students' college experience may have to consider upgrading their Learning Facilities (LF).

The respondents also indicated that they were satisfied with the University's Administrative Procedures (AP). The participants revealed that the University's Administrative Procedures (AP) were favourable and flexible enough not to defeat their purpose of being on campus. They have their concerns addressed promptly and adequately. Respondents were also fairly satisfied with the University's registration formalities, examination processes as well as safety protocols. Resit examinations are organised for students who trail their papers. The University have a lot of policies guiding students on campus life and other pertinent issues. It was reported that the University's policies are comprehensive and easily accessible. They were also satisfied with the security protocols that have been instituted by the University. The presence of the security guards and lights was reassuring. They felt safe on campus. Satisfaction with Administrative Procedures (AP) though not rated as high as satisfaction with Learning Facilities (LF), was reported as being an important indicator of college satisfaction. University administrators/project managers might want to focus on this area as well to enhance university/college satisfaction.

Respondents also reported that they were contented with the Other Facilities (OF) like the counselling services provided, hostel facilities and healthcare services. They had academic counsellors who provided them with all the academic advice they needed and professional counsellors to assist them manage their stress effectively so as not to impact negatively on their academic work. They reported that the school clinic facility was satisfactory with an ambulance service to transport emergencies to the regional hospital for further management. They indicated that the hostels in the University are affordable. Other Facilities (OF) though significant were the least rated among the three variables. That is not to suggest that the educators/project managers should overlook this variable.

The findings discussed above are in consonance with the findings of Lee and Shin (2022), Zalazar-Jaime, Moretti and Medrano (2022), Mai (2005), DeShields, Kara and Kaynak (2005), Jorgensen, Fichten and Havel (2014) and Babar and Kashif (2010) which underscored the importance of adequate and state of the art Learning Facilities (LF) in playing a role in university/college satisfaction. The outcome of the current study was however not in harmony with that of Bryant and Bodfish (2014) whose study did not depict a link between student satisfaction and graduation rates.

To conclude, according to the results, Learning Facility (LF) collectively constitute the most influential determinant on the student satisfaction spectrum, whereas Administrative Procedure (AP) is the next important factor and Other Facilities (OF) is the least ranked factor among all three variables. This is indicative of the fact that lecturers' expertise, well-maintained facilities/laboratories, easy accessibility to library resources, industrial attachment programme and practical lessons/project work go a long way towards enhancing student satisfaction at the university.

The originality of this study lies in the setting of the research. Most of these college satisfaction studies have been done in other countries within the sub-region. Additionally, the main research instrument was modified to suit the population under study.

6.1 Implications of the Study

The implications of these findings may be beneficial in future optimal policy projections of the University. Policymakers/project managers must ensure that policies/guidelines aimed at promoting student satisfaction are set along Learning Facilities (LF) and Administrative Procedures (AP). Heads of educational institutions must prioritise the provision of adequate and efficient Learning Facilities (LF) to ensure student retention, academic success and satisfaction. Policies and strategies aimed at promoting an atmosphere conducive for academic excellence to flourish must be set to positively impact students' experience and satisfaction with their overall scores.

6.2 Recommendations

In light of the above, it is recommended that improving student satisfaction determinants and hence levels of satisfaction be taken into consideration. The Learning Facilities (LF) factor in the study was found to be a strong predictor of student satisfaction. Therefore, efforts should be made to train and retain qualified and experienced lecturers for promoting quality teaching. Additionally, a conducive and student-friendly learning environment must also be provided in the university, together with the upgrading of laboratory and other teaching facilities to enhance students' experience. Moreover, routine audits after the implementation of recommendations will be useful in determining their success in affecting student satisfaction with Learning Facilities (LF) and Administrative Procedures (AP).

The findings of these audits can be used to ensure improved quality of teaching including the provision of state-of-the-art laboratories/Learning Facilities (LF) and periodic modification of the academic curricula to reflect contemporary challenges and meet the fast-changing pace of the requirement for the world of work.

6.3 Directions for Future Studies

Future studies based on qualitative findings may help determine why students had these levels of satisfaction based on the primary analysis of these assessments.

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