## University Student Satisfaction A Systematic Literature Review

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| INFO | ABSTRACT |
|---|---|
| | Student satisfaction can indicate the overall university experience, making it a contentious topic in the higher education literature. For this reason, the author conducted systematic literature discussing Student Satisfaction. This review aims to provide the available constructive literature on student satisfaction with a theoretical and empirical background published during the past 5 years, from January 2017- January 2022, to identify student satisfaction definitions and factors influencing student satisfaction. The author searched for articles in three databases (Scopus, Ebsco, and Proquest). The contribution of this research becomes a reference in understanding and determining the factors of student satisfaction in higher education.<br><br>**Keywords:** Student Satisfaction, Higher Education, Literatur Review |

## INTRODUCTION

Student satisfaction at a university is receiving good attention and is increasing. The development of the higher education sector can continue to grow due to new trends, such as increased competition between universities, internalization of education according to patterns, growth in quality standards and student demands. Student satisfaction with the university experience is a contentious topic in the higher education literature (Masserini et al., 2019). Student or customer satisfaction has been widely referenced in the literature related to marketing and business in achieving organizational goals. Furthermore, student satisfaction is the benchmark for an organization's performance to achieve a competitive advantage and compete (Sohail & Hasan, 2021). Student satisfaction plays an important role in the quality of university education (Martínez-Roget et al., 2020). Several studies have used student satisfaction at the university level worldwide as a measuring indicator. Recent literature explains that students who are satisfied with receiving an education at a university will recommend the university to colleagues, thereby increasing their attractiveness and having the possibility of that colleague continuing their education until graduation. The literature shows different factors influencing student satisfaction (Mallika Appuhamilage & Torii, 2019). Satisfaction has two different perspectives on measuring student satisfaction. (Feifei et al., 2021) First, satisfaction is an evaluation process by looking at the process from initial registration to graduation. Another view is that student satisfaction is the result of an evaluation that is measured after students have

received educational services, similar to the evaluations made by consumers after using goods that have been purchased.

Educational institutions are said to be successful if they identify the factors that increase student satisfaction and realize that investing early on is better for retaining their students. Understanding the factors contributing to student satisfaction may lead to improving educational inputs. (Temesgen et al., 2021)

The author performed a systematic literature review of studies published during the past 5 years, from January 2017- January 2022, to identify student satisfaction definitions and factors influencing student satisfaction. Also, the author searched for articles in five databases (Scopus, Ebsco, Proquest). A variety of student satisfaction definitions have been found.

## RESEARCH METHOD

Given the diversity around the descriptions of student satisfaction and measurement of the concept, the author followed a systematic review process to identify the main scientific basis for student satisfaction with a university. The main difference between systematic and traditional narrative reviews is that they use a replicable, scientific and transparent process. However, A systematic review differs from a meta-analysis because it does not use statistical and econometric procedures for synthesizing findings and analyzing data. This study followed the following three steps:

1. Planning a review includes defining questions from research and the steps in conducting a review.
2. Conducting a review covering specific inclusion/exclusion criteria, data extraction and article selection
3. Some of the reported reviews need to have a presentation and discussion of the results.

Based on the purpose of this study, the following terms were used to find related articles\in the database "(Student Satisfaction)" and "(Higher Education or Private University or College)" and (explanation or concept).

### Research Question

The orientation of the systematic literature covers the following topics: (1) the definition of student satisfaction and (2) the factors that influence student satisfaction.

**Table 1 presents the three research questions (RQ).**

| ID | RESEARCH QUESTIONS (RQ) |
|---|---|
| RQ1 | Student satisfaction define |
| RQ2 | Factor students satisfaction |

### Literature Search

In this review, the author examined the literature published within the last 5 years (from Jan 2017 to Jan 2022) and indexed three databases for the following keyword: "Student Satisfaction" and ("Higher Education" or "private university" or "college"). The number and percentage of studies available in each database are listed in Table 2.

**Table 2. Search results in databases using the keywords**

| Database | Number of Studies | % Studies |
|---|---|---|
| Scopus | 1857 | 21,43% |
| Ebsco | 2162 | 24.95% |
| Proquest | 4645 | 53.61% |
| Total | 8664 | 100% |

## RESULTS AND DISCUSSION
## Answering the Research Questions
## RQ1: Student Satisfaction Definition

Consumer satisfaction can be defined as a general assessment of the facilities offered, which are obtained through service  (Dewi et al., 2021). A strong understanding of the relationship between student satisfaction, image and service quality, industry relations and program quality allows for better policy-making and strategic decisions in strengthening organizational management. (Dubey & Sahu, 2021) Student satisfaction can be interpreted as the success and pleasure they receive from the learning environment. (Lukman et al., 2020; Sembiring & Rahayu, 2020) Satisfaction is defined as the response to consumer fulfillment. Student Satisfaction Ultimate service quality thoroughly covers academic, operational and managerial services. (Latip et al., 2020) Student satisfaction is the perception of service attainment positively. (Goh et al., 2017; Roohul Amin, Dr. Asma Khuwaja, 2020) Satisfaction compares performance and expectations based on experience with products and services. (Roohul Amin, Dr. Asma Khuwaja, 2020) Student satisfaction is achieving the requirements under which services are completed.

## RQ2: What Factors Influence Student Satisfaction?

Student satisfaction is a multidimensional process that is influenced by different factors. Student Satisfaction is treated in many studies using different approaches, depending on the specific goals of each research.

| Author and Year | Factors |
|---|---|
| (Kakada et al., 2019) | Cost of education,  computer laboratory and class schedules, faculty support, assessment and feedback, social life, student learning, canteen, the reputation of a university, Co-curriculum |
| (Dubey & Sahu, 2021) | The positive learning environment, knowledge and performance,  the prestige and value of the institution, effective communication, and interaction in the teaching-learning process |
| (Sohail & Hasan, 2021) | Service experience, relationship to perceived value, quality of service provided and consequences of service evaluation |
| (Yee et al., 2018) | External Environment, internal Environment, image, perceived value (cost) |
| (Lee & Seong, 2020) | Student evaluation of teaching, course modules, perceptions of academic quality and satisfaction |
| (Roohul Amin, Dr. Asma Khuwaja, 2020) | Reliability in its service delivery, the tangibility of the institution and its infrastructure, the responsiveness of its service providers, assurance of empathy |
| (Brkanlić et al., 2020) | The human factor, service, price, physical evidence, service process, distribution promotion |
| (Goh et al., 2017) | Price fairness, trust image,  service quality,  perceived value |
| (Khurshid et al., 2021) | Cleanliness, tangibility,  availability,  access,  security |

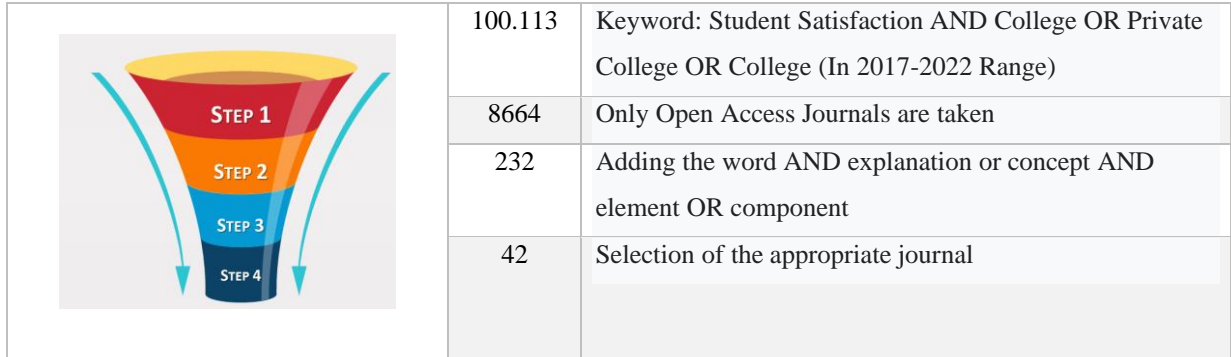| | 100.113 | Keyword: Student Satisfaction AND College OR Private College OR College (In 2017-2022 Range) |
|---|---|---|
| | 8664 | Only Open Access Journals are taken |
| | 232 | Adding the word AND explanation or concept AND element OR component |
| | 42 | Selection of the appropriate journal |

**Figure 1. SLR Funnel Diagram**

**CONCLUSION**

Past research has been reviewed to identify the main determinants of student satisfaction. The academic program's characteristics are crucial to students' satisfaction in general. These characteristics include the caliber of instruction, the curriculum, and the accomplishment of students' academic and professional objectives. Although there are differing opinions on the significance of the physical features of service, the availability and quality of facilities and services, such as guidance and IT support, are also crucial. However, it is crucial to note the responsiveness of both academic and service employees. In larger schools, non-academic factors such as "student-centeredness" and the student's social integration might be particularly crucial. Positive perceptions are not as crucial to overall satisfaction as positive perceptions of academic variables, but negative perceptions may lead to unhappiness with the whole academic experience. Non-academic variables frequently appear to be the reason for dissatisfaction.

This study, like previous systematic reviews, has limitations. First, only a few journal publishers were used: Scopus, Proquest, and Emerald. Future studies will hopefully be able to broaden their search to include a different database. Second, the literature examined was solely comprised of scientific papers. Other types of literature could be considered in future investigations. Third, the author's subjectivity and previous literature were used to determine which articles were included and excluded, as well as the coding. Future studies are expected to be more objective, with focus groups or in-depth discussions with specialists.

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