



# Evaluating Student Satisfaction with University Facilities: A Comprehensive Study

## Author

**Ms. Twinkle Nagar**

Teaching Assistant

P P Savani University, Surat - 394125

## Co – Author

**Dr. Fatemabibi Abubaker Salehbhai**

Assistant Professor,

P P Savani University, Surat - 394125

## Co – Author

**Dr. Varsha Rokade**

Associate Professor,

Maulana Azad National Institute of Technology,

Bhopal – 462003

## Postal Address:

Girls Hostel, P P Savani University,

NH 8, GETCO,

Near Biltech,

Dhamdod,

Kosamaba,394125

## Abstract

Educational institutions are significantly affected by student satisfaction, which affects their capacity to engage alumni, guarantee academic success, and retain students. The standard of academic, social, and emotional experiences that students have at universities is greatly influenced by the amenities on campus, such as the libraries, study spaces, and classrooms. This study looks at the critical problem of facility standards differences among Indian colleges, which have been made worse by the COVID-19 pandemic and subsequent changes in education. The research intends to provide insights into how infrastructure effects academic achievement, student involvement, and the university's general reputation by measuring student satisfaction with these facilities and identifying critical influencing elements. In accordance with the National Education Policy (NEP) 2020, the outcomes will direct strategic enhancements that will help institutions become more competitive and

successfully assist student achievement in a continuously evolving educational landscape.

**Keywords:** - Student Satisfaction, University Facilities, Technology, Class infrastructure, Resources

## Introduction

Student satisfaction is one of the most important factors for academic institutions because it correlates with retention, academic performance, and alums experience. The quality of infrastructures—classrooms, libraries, sports, etc.—significantly affects student learning in educational, social, and emotional ways. Statistics say that satisfied students perform better academically and, at the same time, are more interested, which, in turn, leads to increased retention and more involved alums.

Facilities at universities have a critical role in raising retention rates, academic success rates, and overall student happiness. In addition to attracting prospective students, attractive, well-equipped facilities also help to foster a supportive campus community that encourages student participation in a range of activities. These facilities give students access to a wealth of research resources in libraries and enable hands-on learning experiences in contemporary classrooms and labs. Furthermore, happy students are more inclined to recommend their university, raising its profile and drawing in more funding. Universities must place a high priority on infrastructure upgrades if they hope to maintain their competitiveness and encourage student achievement.

Student satisfaction with university amenities has become a critical problem due to the intensifying rivalry among Indian universities. Inequalities in the standard of facilities have an effect on academic achievement and student satisfaction, which in turn affects universities' reputations and enrolment rates. Inadequate facilities, such labs and libraries, can hinder student learning and cause unhappy students to transfer, which can have a financial impact on the university. According to recent research, the COVID-19 epidemic and educational reforms are two examples of the elements influencing the evolution of satisfaction trends. To establish a helpful learning environment in line with the National Education Policy (NEP) 2020, facilities improvements are essential.

## Literature Review

Omar and others, 2021 Polytechnic Malaysia aims to improve student satisfaction by offering first-rate campus amenities that provide a comfortable atmosphere for learning and living. The purpose of this study is to investigate how Politeknik Tuanku Syed Sirajuddin's housing, transportation, and recreational amenities affect students' satisfaction. A quantitative survey approach was used, and 335 students participated in the research. The multiple regression analysis's findings show that satisfaction is greatly impacted by all three types of facilities, with accommodations having the most impact. According to these results, Polytechnic management have to give upgrading these facilities top priority in order to provide greater assistance to students.

Wei & Stein, 2024 This study looks into undergraduate satisfaction at a small, private university in Japan. It emphasizes elements like the social milieu, instructors, facilities, support systems, academic tenacity, and student involvement. The research employs quantitative methodologies and assesses information that mirrors the demographic makeup of the university. The primary findings highlight the significant influence of instructors, facilities, and support services on student happiness; gender and academic year disparities were noted. Resilience and participation, however, did not show up as important indicators. According to the research, improving facilities, improving the Caliber of instruction through faculty development, and tailoring

engagement tactics to year- and gender-specific needs will increase student satisfaction and address issues in Japan's cutthroat higher education system.

Ubogu 2023, investigated at how the COVID-19 pandemic affected higher education, leading to a shift to e-learning and widespread school closures. In order to investigate these effects, Ubogu (2023) conducted a descriptive survey with 220 Delta State University, Abraka final-year students. It was shown that students' opinions of the school closures were unfavourable, negatively affecting their happiness with e-learning and their educational experience. In order to ensure that students from underprivileged backgrounds have equal access to online education, the author recommends that governments and stakeholders provide financial aid to universities, particularly in the form of improved internet connection.

Zhai 2023, focused his study on identifying the elements of private institutions in Zhejiang, China that affect student loyalty and happiness. 500 students enrolled in two different colleges provided input for the study, which then used structural equation modelling (SEM) and confirmatory factor analysis (CFA) to analyze the data. The results showed that factors that affected student happiness and loyalty included academic characteristics, infrastructure facilities, placement services, and the Caliber of professors and instruction. On the other hand, the study discovered that the college administration had no appreciable impact. The study indicates that raising these particular areas could raise total student loyalty and happiness.

Alam and Mezbah-ul-Islam studied how user happiness in Bangladeshi public universities is impacted by library service quality in 2023 using Structural Equation Modelling (SEM). 521 participants, comprising professors, MPhil/PhD researchers, and students, were involved in the study, situated throughout nine public universities. The findings showed that, with regard to 58% of the variation in user satisfaction, staff competencies, approachability, tangible facilities, and library resources all had a significant impact. This work promotes more research in this area and uses a novel use of SEM to assess the quality of library services in Bangladesh.

Kanduri and Radha's 2023 study looked at the factors that influence student satisfaction in management education institutions in Telangana, India. They used regression analysis to identify the key factors in their study, which included 873 students enrolled in various management programs. The results showed that basic services, in particular instruction quality, staff knowledge, course selections, and library facilities, had the biggest impact on student happiness. The survey also found that neither student happiness nor the chance of them recommending the school to others were significantly impacted by gender. The crucial significance that fundamental educational services have in influencing student happiness is highlighted by this study.

Yousaf et al. 2023 from the University of Agriculture Faisalabad investigated how service quality influences student happiness in university hostels. The cleanliness of the facilities, food safety regulations, and the knowledge of the workers serving food in the hostel mess hall were the main topics of this study. The study found average levels of student satisfaction and considerable problems with contamination through the use of surveys and microbiological studies. The results underscored the significance of introducing enhanced hygiene protocols and food handling techniques in mitigating the likelihood of foodborne infections. The study also provided suggestions for enhancing general hostel services in order to raise student happiness.

## Research Methodology

### Research Objective

- Assess how satisfied students are with the resources provided by the university.
- Identify the critical elements influencing how satisfied students are with university services.
- Examine how classroom infrastructure affects student involvement, motivation, and academic outcomes.
- Examine the relationship between the general and academic satisfaction of students and their contentment with university facilities.
- Evaluate how well instructional strategies promote critical thinking, problem-solving, and knowledge application.

### Research Design

In the data analysis for this study, the researcher used a descriptive survey design to accomplish the study's goals. The goal of the study was to find out if there were any meaningful connections between students' satisfaction and academic facilities, athletic and recreational facilities, transportation facilities, overall campus planning and layout, and finally, the satisfaction between campus housing and private housing. The information collected aimed to comprehend the relationship between student happiness (independent variable) and the dependent variables, which comprised transportation, general campus planning, academic facilities, recreational facilities/entertainment, and hostel amenities.

While the nature of this research is regression analysis, "A statistical technique that relates a dependent variable to one or more independent variables".

### Population

The population is made up of a variety of elements with a number of shared traits, which include the study fields. Or, the population is the entire group of people, occasions, or objects that researchers are interested in examining. Muhibbin Syah contrasts this by referring to the population as the overall study subject. It is clear from the viewpoints expressed above that when the term "population" is used, it does not just refer to people but also to other artificial and natural items.

Population also refers to all the traits and properties that the object or subject under investigation possesses, rather than just the quantity of objects or individuals researched.

### Sampling and Sampling Design

Samples will be used to collect research data. The degree to which the sample's attributes can accurately reflect the population's characteristics will determine if the sample is a good representation of the population. Because the research analysis was based on sample data and the conclusions would be generalized to the population, the sample selection in this study was carefully done.

The sample method used in this study was cluster random sampling, which involves randomizing groupings

rather than individuals.

Therefore, in this study, cluster randomization rather than individual student randomization was used to sample the class as a whole. The sample used in this study was 206 people, drawn from two groups.

Sampling method – Random Cluster S

Sampling Size – 205

## Data Collection Method

This study used a survey method with a scale instrument to obtain its data. The Likert- based student satisfaction scale is the one that is in use. The student satisfaction scale will include both favorable and unfavorable items, and will offer four (4) different replies for the degree of agreement, including Very Satisfied (VS), Somewhat Satisfied (SS), Somewhat Dissatisfied (SDS), and Very Dissatisfied (VDS).

The presence of negative and positive comments on a scale is meant to reduce the possibility of respondents lying.

In addition to the two claims, the minimization of faking was accomplished by not requesting the responder's complete identification and by assuring the respondent that there would be no consequences for any response they provided. According to the category of favorable or unfavorable remarks, each component of the statement has the potential to receive a score or value that ranges from one to four in the measurement.

The researcher contacts participants directly to distribute and collect the questionnaires. The following statistics are used: mean, standard deviation, Chi- square, Pearson correlation, Anova, and regression analysis.

Scale	Degree of satisfaction
1	Very dissatisfied
2	Dissatisfied
3	Neutral
4	Satisfied
5	Very Satisfied

Scale used to measure occupant's satisfaction

Figure presents the degree of mean scores based on the scaled rating of class interval criterion.

Figure 1: Level of Satisfaction – Likert Scale

Source: [https://www.researchgate.net/figure/Scale-used-to-measure-occupants-satisfaction\\_tbl1\\_316264997](https://www.researchgate.net/figure/Scale-used-to-measure-occupants-satisfaction_tbl1_316264997)

## Research Hypothesis

A research hypothesis is a short-term solution to the study's problem formulation. The fact that the response is essentially theoretical leads to the characterization that it is a transient one. As a result, the hypothesis might be created using a mental model as a temporary solution to the problem that has been identified.

The following are the study's hypotheses-

- Hypothesis for the effectiveness of class infrastructure: "Improved classroom infrastructure positively impacts students' academic performance.
- Hypothesis for the effectiveness of resources and facilities: "Access to adequate resources and facilities enhances students' learning experiences and academic achievement."
- Hypothesis for the effectiveness of teachers: "Effective teaching practices significantly influence students' academic achievement and success."

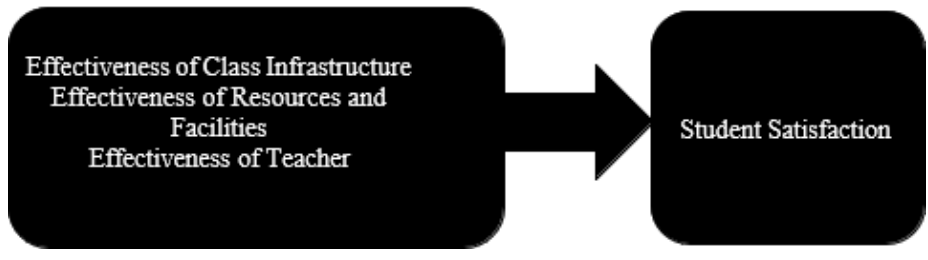
### **Limitation**

- The sample size may have an effect on the ease of handling and overall representation of the data.
- If students are concerned about the repercussions for their grades, they can be less truthful in their answers.
- Researcher biases can influence the design of studies and the interpretation of their results.
- Focusing on certain amenities may limit the understanding of overall pleasure.

### **Conceptual framework**

The investigation was quantitative, deductive, and applied. Examining how university study facilities affect student satisfaction was the goal. Based on the substantial literature review indicated above, which served as the basis for the development of the study's hypotheses, a conceptual framework was created to achieve the research purpose. According to the conceptual framework, the study's dependent variable is student happiness, while the independent variables are lecture room amenities, computer lab amenities, Support services amenities, Technological, Safety security and entertainment amenities, overall availability and accessibility, Data were gathered for the cross-sectional comparison study between February and March 2023. About 10% of the population of the study, which included undergraduates at the universities of Bhopal, were chosen for the stratified sampling technique sample. Utilizing statistical software in the SPSS 20 edition, the acquired data were examined. To guarantee the discriminant and convergent validities of the model, confirmatory factor analysis was employed. Correlation and regression were employed to test the hypotheses, and the Chi-square and Anova test was utilized to compare the connections among the variables.

Figure 2: University Service Facilities Framework



## Data Analysis

### Reliability Test

“Test reliability refers to the degree to which a test is consistent and stable in measuring what it is intended to measure”.

**Table 1: Reliability Scale Analysis**

Cronbach's Alpha	N of Items
0.850	2

A reliability coefficient (alpha) higher than or equal to 0.7 is considered as acceptable. The reliability test accomplished that all items of the questionnaire have been reliable since the scores of the test was 0.850 which is higher than 0.7. hence, the response generated for all the variables used in this research were reliable enough for the data analysis.

### Chi-Square

“Is a statistical test used to determine whether there is significant difference between expected data and observed data”.

- Commonly used to analyze categorical data
- To test the dependence of two variables

### Formula -

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

where

$O_i$  = observed value (actual value)

$E_i$  = expected value

Figure 3: Chi Square Distribution Formula

Source: <https://www.cuemath.com/chi-square-formula/>



	Chi-Square Value	Df	Asymptotic Significance p-value
Pearson Chi-Square	.444 <sup>a</sup>		.336
Likelihood Ratio	.431		.339
Linear-by-Linear Association	.16		.734
Total of Valid Cases	105		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is 1.42.

The P - values are greater than 0.05, which is the usual cut-off for statistical significance, the test shows that there is no statistically significant correlation between education and the caliber of classroom infrastructure. Also, there is no linear relationship between the two variables as the linear-by-linear association value. The overall findings imply that education level may not be a reliable indicator of the caliber of classroom infrastructure.

**Table 3: Education Classroom Technology Availability Analysis**

**Chi-Square Tests**

	Chi-Square Value	Df	Asymptotic Significance p-value
Pearson Chi-Square	.404 <sup>a</sup>		.16
Likelihood Ratio	.376		.17
Linear-by-Linear Association	.822		.77
Total of Valid Cases	105		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is 1.07.

At a significance level of 0.05, the results of the Pearson Chi-Square, Likelihood Ratio, and Linear-by-Linear link tests indicate that there is no statistically significant link between the two variables. The p-values for each of the three tests are greater than 0.05, which shows that the null hypothesis of the two variables' independence is accepted.

Overall, the findings indicate that there is no correlation between education and the presence of technology in the infrastructure of the classroom.

**Table 4: Education Cleanliness and Maintenance Analysis**

**Chi-Square Tests**

	Chi-Square Value	Df	Asymptotic Significance p-value
Pearson Chi-Square	.982 <sup>a</sup>		.201
Likelihood Ratio	.728		.51
Linear-by-Linear Association	.759		.684
Total of Valid Cases	105		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .71.

The p-values for all three tests are higher than the alpha level of 0.05, which suggests that there is no

significant correlation between these variables according to the chi-square results.

These findings collectively imply that there is no evidence to show a link between education and class infrastructure upkeep and cleanliness.

**Table 5: Education Teaching Material Quality Analysis**

**Chi-Square Tests**

	Chi-Square Value	Df	Asymptotic Significance p-Value
Pearson Chi-Square	3.348 <sup>a</sup>		.10
Likelihood Ratio	3.271		.10
Linear-by-Linear Association	.177		.78
Total of Valid Cases	105		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is 1.07.

The results of the chi-square test show that there is only a tenuous relationship between education and the caliber of the instructional materials used in various classroom settings. The significance level, however, is insufficient to rule out the null hypothesis.

Overall, the data point to a tenuous relationship between schooling and the caliber of the instructional materials used in various classroom infrastructures, but further study with a larger sample size is required to substantiate these conclusions.

**Table 6: Education University Facilities Analysis**

**Chi-Square Tests**

	Chi-Square Value	Df	Asymptotic Significance p-Value
Pearson Chi-Square	.442 <sup>a</sup>		.68
Likelihood Ratio	.307		.77
Linear-by-Linear Association	.039		.844
Total of Valid Cases	105		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .71.

Education and Class Infrastructure/University Services do not significantly correlate, according to the Pearson chi-square value with degrees of freedom and an asymptotic significance.

Based on the available data, the findings generally imply that there is no meaningful association between education and class infrastructure/university services.

**Table 7: Education Academic Resource Availability Analysis**

**Chi-Square Tests**

	Chi-Square Value	Df	Asymptotic Significance p-Value
Pearson Chi-Square	.203 <sup>a</sup>		.84
Likelihood Ratio	.627		.47
Linear-by-Linear Association	.095		.758
Total of Valid Cases	105		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .36.

The p-values for both the Pearson and Likelihood Ratio tests are higher than the alpha level of 0.05, the results of test show that there is no significant relationship between academic resources and the efficiency of resources and facilities.

Overall, based on these findings, it might be inferred that there isn't much proof that academic resources have a big influence on how well resources and facilities work.

**Table 8: Education Support Services Analysis**

Chi-Square Tests			
	Chi-Square	df	Asymptotic Significance p-value
Pearson Chi-Square	.546 <sup>a</sup>	10	.910
Likelihood Ratio	.586	10	.972
Linear-by-Linear Association	.516	1	.473
Total of Valid Cases	105		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .36.

At a significance level of 0.05, the p-values show that there is no correlation between education and the efficiency of resource and facility support services. The linear-by-linear association test's p-value, indicating that there may be a weak positive relationship between the two variables.

The study's overall conclusions point to a possible weak correlation between education and the efficiency of resource and facility support services.

**Table 9: Education Opportunities Analysis**

Chi-Square Tests			
	Chi-Square	df	Asymptotic Significance p-value
Pearson Chi-Square	.016 <sup>a</sup>	55	.885
Likelihood Ratio	.928	55	.916
Linear-by-Linear Association	.43	1	.505
Total of Valid Cases	105		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .36.

There is no statistically significant correlation between education and the efficiency of resources and opportunities, according to the test's Pearson chi-square value and accompanying p-value.

The effectiveness of resources and opportunities are not significantly correlated with education, according to the results of these assessments.

**Table 10: Education Technology Resources Analysis**

Chi-Square Tests			
	Chi-Square Value	Df	Asymptotic Significance p-value
Pearson Chi-Square	.464 <sup>a</sup>		.497
Likelihood Ratio	.305		.577
Linear-by-Linear Association	.052		.819
Total of Valid Cases	105		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .36.

The p-values for each of the three tests are higher than the threshold for conventional significance (0.05), the null hypothesis—that there is no relationship between the two variables—cannot be disproved.

These data collectively imply that the availability of technology resources and Facilities may not have a substantial impact on how successful education is.

**Table 11: Education Dining Services Analysis**

Chi-Square Tests			
	Chi-Square Value	Df	Asymptotic Significance p-value
Pearson Chi-Square	1.987 <sup>a</sup>		0.370
Likelihood Ratio	.959		0.375
Linear-by-Linear Association	.86		0.385
Total of Valid Cases	105		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.42.

According to the test’s chi-square value of 1.987 and p-value of 0.370, there is no meaningful correlation between the two variables.

Overall, the results point to the absence of any connection between education and the efficiency of dining services.

**Table 12: Education Safety and Security Analysis**

Chi-Square Tests			
	Chi-Square Value	Df	Asymptotic Significance p-value
Pearson Chi-Square	.774 <sup>a</sup>		0.37
Likelihood Ratio	.010		0.986
Linear-by-Linear Association	.85		0.367
Total of Valid Cases	105		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .36.

The p-values of all three tests, which are higher than 0.05, demonstrate the lack of a significant link between these factors in the data.

Therefore, based on these findings, it might not be appropriate to draw conclusions about the connection between education and safety and security.

**Table 13: Education Availability and Accessibility Analysis**

Chi-Square Tests			
	Chi-Square Value	Df	Asymptotic Significance p-Value
Pearson Chi-Square	.839 <sup>a</sup>		.379
Likelihood Ratio	.065		.825
Linear-by-Linear Association	.010		.920
Total of Valid Cases	105		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .36.

The p-values for all three tests are greater than 0.05, indicating that the results are not statistically significant. Therefore, it can be concluded that there is no significant relationship between education and the effectiveness of resources and facilities in terms of overall availability and accessibility based on this study.

**Table 14: Education Teaching Level Analysis**

Chi-Square Tests			
	Chi-Square Value	Df	Asymptotic Significance p-Value
Pearson Chi-Square	.503 <sup>a</sup>		.485
Likelihood Ratio	.354		.574
Linear-by-Linear Association	.535		.475
Total of Valid Cases	105		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is 1.42

The observed relationship between the variables was not statistically significant, as shown by the asymptotic significance (p-value) for all tests being higher than the usual cut-off of 0.05.

In conclusion, there was no significant correlation between education and teacher effectiveness at the level of instruction.

**Table 15: Education Teaching Style Analysis**

Chi-Square Tests			
	Chi-Square Value	Df	Asymptotic Significance p-Value
Pearson Chi-Square	.912 <sup>a</sup>		.338
Likelihood Ratio	.155		.691
Linear-by-Linear Association	.690		.414
Total of Valid Cases	105		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .36.

According to the presented statistical findings, there is no correlation between education level and the perceived efficacy of a teacher's teaching method. The comparatively high-values for each of the three tests are evidence for this.

The results therefore indicate that education level may not be a strong predictor of perceived efficacy of teaching style, although additional study with a larger sample size may be required to support this finding.

**Table 16: Education Communication Skill Analysis**

Chi-Square Tests			
	Chi-Square Value	df	Asymptotic Significance p-Value
Pearson Chi-Square	.314 <sup>a</sup>	1	.591
Likelihood Ratio	.228	1	.639
Linear-by-Linear Association	.55	1	.464
Total of Valid Cases	105		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.78. There is no significant link between these variables, according to the test's Pearson Chi-Square value and corresponding asymptotic significance.

Overall, the findings point to a lack of a connection between schooling and successful teacher/professor communication, however the results' credibility may be compromised by some cells' low predicted counts.

**Table 17: Education Professor Availability and Extra Help Analysis**

Chi-Square Tests			
	Chi-Square Value	df	Asymptotic Significance p-value
Pearson Chi-Square	.893 <sup>a</sup>	1	.345
Likelihood Ratio	.149	1	.702
Linear-by-Linear Association	.540	1	.462
Total of Valid Cases	105		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .36. According to all three tests, there is no statistically significant correlation between educational level and the perception of the value of extra help and teacher/professor availability. Any differences between the groups that are found are most likely the result of chance because the p-values for all three tests are more than 0.05.

Overall, it can be said that there is no evidence to support the idea that a student's level of education influences how effective extra help and teacher/professor availability are perceived.

**Table 18: Education Positive Classroom Environment Analysis**

Chi-Square Tests			
	Chi-Square Value	df	Asymptotic Significance p-value
Pearson Chi-Square	.063 <sup>a</sup>	1	.819
Likelihood Ratio	.649	1	.424
Linear-by-Linear Association	.309	1	.579
Total of Valid Cases	105		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .71. The results of the test showed that there is no significant correlation between education and a teacher's ability to foster a good learning environment, with a chi-square value with p-value greater than the significance level of 0.05.

**Table 19: Education Overall Satisfaction Analysis**

Chi-Square Tests			
	Chi-Square Value	Df	Asymptotic Significance (p-value)
Pearson Chi-Square	9.583 <sup>a</sup>	3	.667
Likelihood Ratio	1.467	3	.653
Linear-by-Linear Association	.808		.679
Total of Valid Cases	105		

a. 33 cells (68.8%) have expected count less than 5. The minimum expected count is .36.

The results show the statistical tests of associations between educational characteristics and overall student satisfaction. There is no evidence of a significant relationship between schooling and overall satisfaction, according to the non-significant findings of the Pearson Chi-Square and Likelihood Ratio tests.

**Regression –**

“A statistical technique that relates a dependent variable to one or more independent variables”.

**Formula –  $Y = Mx + b$**

Where,

Y= the dependent variable of the regression equation

M = slope of the regression equation

x = dependent variable of the regression equation

b = constant of the equation

**Table 20: Regression Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.277 <sup>a</sup>	.077	-.007	.482	1.401

a. Predictors: (Constant), OVERALL\_SATISFACTION, Q11\_ERF\_ACADEMIC\_RESOURCES, Q15\_ERF\_DINING\_SERVICES, Q16\_ERF\_SAFETY\_SECURITY, Q13\_ERF\_OPPURTUNITIES, Q21\_EOT\_PROFESSOR\_HELP, Q12\_ERF\_SUPPORT\_SERVICES, Q8\_CI\_CLEAN\_MAINTENANCE, Q7\_CI\_TECHNOLOGY, Q20\_EOT\_COMMUNICATION\_SKILL, Q14\_ERF\_TECH\_RESOURCES, Q10\_CI\_UNISERVICES\_LIBRARY\_LAB\_STUDENT\_SUPPORT, Q6\_CI\_QUALITY, Q9\_CI\_TEACHING\_MATERIAL, Q17\_ERF\_OVERALL\_AVAILABILITY\_ACCESSIBILITY, Q19\_EOT\_TEACHING\_STYLE, Q22\_EOT\_POSITIVE\_ENVIRONMENT

b. Dependent Variable: Q3\_EDUCATION

The dependent variable EDUCATION and the collection of independent variables seem to have a weakly positive relationship in the regression model, according to the model summary.

The R square value of 0.077 indicates that only 7.7% of the variation of the dependent variable is explained by

the independent factors.

Given that the modified R square is -0.007, the model appears to have a poor fit, and the inclusion of more independent variables is unlikely to make matters better.

**Table 21: Regression Anova**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	.618	7	.088	1.017	.554 <sup>a</sup>
Residual	3.387	87	.039		
Total	7.005	94			

a. Predictors: (Constant), OVERALL\_SATISFACTION, Q11\_ERF\_ACADEMIC\_RESOURCES, Q15\_ERF\_DINING\_SERVICES, Q16\_ERF\_SAFETY\_SECURITY, Q13\_ERF\_OPPURTUNITIES, Q21\_EOT\_PROFESSOR\_HELP, Q12\_ERF\_SUPPORT\_SERVICES, Q8\_CI\_CLEAN\_MAINTENANCE, Q7\_CI\_TECHNOLOGY, Q20\_EOT\_COMMUNICATION\_SKILL, Q14\_ERF\_TECH\_RESOURCES, Q10\_CI\_UNISERVICES\_LIBRARY\_LAB\_STUDENT\_SUPPORT, Q6\_CI\_QUALITY, Q9\_CI\_TEACHING\_MATERIAL, Q17\_ERF\_OVERALL\_AVAILABILITY\_ACCESSIBILITY, Q19\_EOT\_TEACHING\_STYLE, Q22\_EOT\_POSITIVE\_ENVIRONMENT

a. Dependent Variable: Q3\_EDUCATION

In relation to overall satisfaction, the significance level of Q7\_CI\_TECHNOLOGY is 0.034, which is lower than the standard cut-off of 0.05. This suggests that Q7\_CI\_TECHNOLOGY and overall satisfaction have a statistically significant association.

**Table 22: Regression Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	.839	.536	.565	1.565	.119
Q6_CI_QUALITY	.088	.062	.49	1.409	.160
Q7_CI_TECHNOLOGY	.139	.065	.221	2.132	.034
Q8_CI_CLEAN_MAINTENANCE	.027	.065	.041	0.419	.676
Q9_CI_TEACHING_MATERIAL	.034	.065	.06	0.581	.539
Q10_CI_UNISERVICES_LIBRARY_LAB_STUDENT_SUPPORT	.04	.068	.068	0.536	.526
Q11_ERF_ACADEMIC_RESOURCES	.069	.073	.087	0.952	.342
Q12_ERF_SUPPORT_SERVICES	.009	.074	.012	0.127	.899
Q13_ERF_OPPURTUNITIES	.02	.073	.032	0.395	.695



Q14_ERF_TECH_RESOURCES	096	078	025	0232	0220
Q15_ERF_DINING_SERVICES	003	071	021	0448	0449
Q16_ERF_SAFETY_SECURITY	075	076	086	0989	0324
Q17_ERF_OVERALL_AVAILABILITY_ACCESSIBILITY	059	084	072	0704	0482
Q19_EOT_TEACHING_STYLE	057	082	087	0912	057
Q20_EOT_COMMUNICATION_SKILL	077	077	092	0996	0321
Q21_EOT_PROFESSOR_HELP	010	074	013	030	0396
Q22_EOT_POSITIVE_ENVIRONMENT	000	080	055	0490	014
OVERALL_SATISFACTION	1.319	075	0805	1.956	052

a. Dependent Variable: Q3\_EDUCATION

Positive coefficients on the predictor variables indicate that as these factors rise, total satisfaction follows suit. Additionally, some predictor has negative coefficients, indicating that as these variables rise, overall satisfaction tends to decline.

Overall, we can determine which predictor factors are most closely correlated with overall satisfaction using the unstandardized coefficients.

## CONCLUSION

In summary, the research underscores the significance of exceptional university amenities in ensuring student contentment and persistence. Variables such as cleanliness, security, practicality, and user-friendliness play a crucial role in enhancing the well-being of students. To enhance student satisfaction and retention rates, it is essential for universities to prioritize top-notch facilities that cater to the diverse requirements of their students. Furthermore, the condition of classrooms, efficient resources, and competent teaching methods all contribute to the development of outstanding student outcomes. Active learning techniques and carefully designed learning environments can further improve student engagement and academic success. To keep up with evolving student expectations, it is necessary to maintain open lines of communication with them and continually emphasize improvement. Ultimately, the study emphasizes the importance of exceptional facilities, resources, and knowledgeable teachers in supporting student success, involvement, and overall satisfaction.

## Recommendation

- To comply with ethical standards, get institution clearance, guarantee informed consent, uphold confidentiality, and put participant safety first.
- Take a mixed-methods approach, using surveys to collect quantitative data and interviews to get in-depth information.

- Consider the various elements that affect student satisfaction, such as safety precautions, resource accessibility, and infrastructure quality.
- Involve students in the research process and make a conscious effort to get their input to make sure their requirements are met.

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