Factors Influencing Bachelor’s Degree Students’ Satisfaction: Public Universities Study

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Abstract

This study delves into the factors influencing the satisfaction of Bachelor's Degree students in Ostrava, Czech Republic. With a focus on scholarly quality, support, and social aspects, it investigates key determinants such as academic environment, faculty support, campus facilities, and social activities. Employing a quantitative research approach, survey data from 30 participants were analyzed. Results reveal that factors like teaching methods, learning environment, and program affordability significantly impact satisfaction levels. The findings highlight the multidimensional nature of student satisfaction. For clarity purposes, it is necessary to highlight that the results of this research paper are drawn from a preliminary research study that was conducted in 2024 in the City of Ostrava in the Czech Republic.

Keywords: Bachelor’s Degree, Factors, Influence, Ostrava, Public Universities
1. Introduction

The satisfaction of Bachelor's Degree students in Ostrava is subject of growing significance in the domain of advanced education. As instructive institutions strive to give quality experiences to their students, understanding the factors that add to student satisfaction is critical. This study aims to dig into the specific factors that influence the satisfaction levels of Bachelor's Degree students within the city of Ostrava. By identifying these factors, instructive institutions can fit their offerings and support systems to all the more likely address the issues and expectations of their students, at last enhancing their by and large instructive experience (Sadílek, 2012).

The main research question guiding this investigation is: "What factors influence the satisfaction of Bachelor's Degree Students in the City of Ostrava?" Through rigorous examination and analysis, this research endeavors to shed light on the vital determinants of student satisfaction in Ostrava's instructive landscape.

For clarity purposes, it is necessary to highlight that the results of this research paper are drawn from a preliminary research study that was conducted in 2024 in the City of Ostrava in the Czech Republic.

2. Literature Review

The literature on student satisfaction in advanced education provides significant insights into the multi-layered nature of this peculiarity. Numerous studies have investigated the various factors that influence student satisfaction, including yet not restricted to the academic environment, faculty support, campus facilities, and institutional policies.

Academic environment plays significant job in shaping student satisfaction. Factors such as class size, teaching quality, educational program importance, and academic resources have been distinguished as significant determinants of student satisfaction. As indicated by research, students who have great impression of their academic environment are probably going to communicate more noteworthy degrees of satisfaction with their generally instructive experience (Kennesaw.edu, 2010).
Another significant element impacting understudy satisfaction is faculty help. Research has exhibited the significance of having faculty members who are agreeable, amicable, and delicate to the requirements and stresses of their students (Fleming et al., 2017). Eller, Lev, and Feurer (2014) observed that faculty members’ mentorship, effective communication, and custom fitted direction incredibly upgrade students’ sensation of local area and generally speaking satisfaction with their academic experience.

Resources and facilities nearby likewise increment understudy satisfaction. Present day accommodations, top notch libraries, agreeable review regions, and athletic facilities can all upgrade students’ impression of and satisfaction with their schools (Khurshid and Arshad, 2012). Moreover, extracurricular activities and opportunities for social contact could positively affect students’ satisfaction levels (Gilman, 2001).

While differentiating results from earlier examination with the Ostrava environment, it is imperative to think about the exceptional social, social, and monetary parts that could impact student satisfaction in this particular region. While specific parts, including the academic atmosphere and faculty support, may be by and large huge, others could contrast considering the enveloping setting. For example, the accessibility of school resources and facilities in Ostrava could differentiate from those in various locales, which could unanticipatedly influence students’ satisfaction levels.

Besides, the socioeconomic conditions that are normal in Ostrava, institutional guidelines, and social standards may all have large impact on how fulfilled students are. This study endeavors to give exhaustive understanding of the components affecting understudy satisfaction in this specific setting by orchestrating current literature and contextualizing it inside the system of Ostrava’s educational landscape (Pí and šová, 2013). The recognizable proof of these components is pivotal to direct essential endeavors and mediations pointed toward expanding by and large educational results and understudy satisfaction in Ostrava.

3. Methodology

The method used in this study involves quantitative research approach using survey strategy. structured survey instrument was designed to collect information from
Bachelor's Degree students in the city of Ostrava. The survey includes questions associated with various factors that could affect student satisfaction, as distinguished in the composing audit. The essential data source for this study is the FACTORS.XLS file, which contains relevant data relating to the satisfaction factors among Bachelor's Degree students in Ostrava. This dataset will be investigated to perceive patterns, correlations, and trends associated with student satisfaction.

The fundamental research question directing this study is: "What factors impact the satisfaction of Bachelor's Degree Students in the City of Ostrava?" This question serves as the mark of combination for data assortment, analysis, and translation, directing the research process towards understanding the essential determinants of student satisfaction in Ostrava.

4. Research Results Presentation

Text. The survey directed expected to investigate various factors impacting the general satisfaction of Bachelor's Degree students in Ostrava. The dataset, comprising responses from 30 participants, gave significant insights into the students' perspectives.

Breaking down the findings uncovered that factors influencing satisfaction changed across various aspects of the scholarly experience. Outstandingly, students expressed strong satisfaction with addressing methods, learning climate, and staff preparedness, rating these aspects with typical score of 4 to 5 on scale of 1 to 5, demonstrating significant positive effect on satisfaction. Moreover, factors such as chosen study programs, research possibilities, and study program cost and moderateness were also considered compelling, in spite of the fact that to slightly lesser degree, with normal scores going from 3 to 4.

Interestingly, campus services and facilities, including campus area and administrative staff support, were seen to respectably affect satisfaction, with normal scores around 3. These findings suggest that while these factors add to generally speaking satisfaction, they may not be as urgent as different aspects of the scholarly experience.
Besides, social and social related contributors were highlighted as essential for generally study satisfaction. Respondents emphasized the significance of clubs and societies, social activities, and nightlife, rating these factors with high scores, demonstrating their significant effect on satisfaction.

Generally, most of respondents uncovered being somewhat to astoundingly satisfied with their Bachelor's Degree studies and inclusion with their respective universities. The nature of scholarly facilities and resources, instructive arrangement, and study programs were by and large appraised positively, with most participants expressing satisfaction.

In terms of areas for advancement, respondents suggested improving university notoriety, adjusting degree studies to future work prospects, and offering better global prospects. These suggestions line up with students' aspirations for scholastic and professional turn of events.

With respect to safety, participants by and large had fair of security during light hours anyway expressed some concerns about night time safety. Notwithstanding, most respondents showed that they knew about what to do assuming they felt unsafe on campus.

In conclusion, the results of the survey give important insights into the factors affecting the satisfaction of Bachelor's Degree students in Ostrava. These findings can illuminate strategic initiatives pointed toward upgrading the general scholastic experience and further developing student satisfaction levels later on.

The critical findings from the survey shed light on several factors affecting student satisfaction among Bachelor's Degree students in Ostrava. One of the striking aspects is the strong positive connection among's satisfaction and aspects connected with scholarly quality and support. Factors such as addressing methods, learning climate, and staff preparedness were distinguished as significant contributors to by and large satisfaction. This suggests that students particularly esteem compelling showing methods, helpful learning environments, and all set employees, which positively impact their scholastic experience and satisfaction levels.
Furthermore, the study uncovered that students put considerable significance on the congruity and moderateness of their chosen study programs. Respondents demonstrated that factors such as research opportunities, study program cost, and program significance significantly influence their satisfaction. This underscores the significance of offering programs that meet students’ intellectual and monetary needs, as well as giving opportunities to research and scholarly turn of events.

Another significant finding is the job of campus services and facilities in shaping student satisfaction. While these aspects were evaluated respectably in terms of their effect on satisfaction, they still assume basic part in upgrading the general student experience. Factors such as campus area, administrative staff support, and campus safety were featured as areas of significance for student satisfaction. Addressing these aspects can add to establishing more supportive and helpful learning climate for students.

Moreover, the survey results emphasize the significance of social and social related factors in impacting student satisfaction. Students expressed strong tendency for taking part in extracurricular activities, social events, and social experiences, which significantly add to their general satisfaction.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Average Impact Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturing Methods</td>
<td>4.67</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>4.67</td>
</tr>
<tr>
<td>Faculty Preparedness</td>
<td>4.00</td>
</tr>
<tr>
<td>Chosen Study Programme</td>
<td>3.67</td>
</tr>
<tr>
<td>Research Possibilities</td>
<td>3.67</td>
</tr>
<tr>
<td>Study Programme Cost and Affordability</td>
<td>3.67</td>
</tr>
</tbody>
</table>

Table 1: Factors Impacting Overall Satisfaction
<table>
<thead>
<tr>
<th>Contributor</th>
<th>Average Importance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clubs and Societies</td>
<td>4.33</td>
</tr>
<tr>
<td>Social Activities</td>
<td>4.33</td>
</tr>
<tr>
<td>Nightlife, Bars, and Pubs</td>
<td>3.67</td>
</tr>
<tr>
<td>Restaurants and Cafes</td>
<td>4.00</td>
</tr>
<tr>
<td>Relationships with Other People</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Table 2: Social and Cultural-Related Contributors to Satisfaction

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Satisfaction with Bachelor's Degree</td>
<td>4.17</td>
</tr>
<tr>
<td>Quality of Academic Facilities and Resources</td>
<td>4.00</td>
</tr>
<tr>
<td>Quality of Curriculum and Study Program</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Table 3: Overall Satisfaction and Quality Ratings

Overall, the discussion of key findings underscores the multidimensional thought of student satisfaction and the diverse factors that add to it. By understanding these factors, instructive institutions can oblige their offerings and support services to much more plausible address the issues and expectations of their students, finally chipping away at their general satisfaction and scholarly success. Pushing ahead, further research and strategic initiatives should be highlighted addressing these chief factors
to drive positive and satisfying scholarly experience for Bachelor's Degree students in Ostrava.

5. Results Summary

The results reveal several basic findings in regards to factors influencing student satisfaction among Bachelor's Degree students in Ostrava. Firstly, students significantly esteem aspects associated with scholarly quality and support, including addressing methods, learning climate, and staff preparedness, all of which got high satisfaction ratings. Moreover, the significance and reasonableness of study programs, as well as research opportunities, were seen as significant factors influencing satisfaction. Additionally, social and social related contributors such as clubs, social activities, and nightlife were highlighted as essential for in everyday satisfaction.

These findings underscore the multidimensional idea of student satisfaction and component the significance of addressing various aspects of the scholarly and social experience to refresh student prosperity and success. By focusing on additional creating addressing methods, giving reasonable study programs, and fostering dynamic campus area, institutions can all of the almost certain meet the diverse needs and expectations of their students. Finally, understanding and addressing these factors can add to establishing more supportive and upgrading scholarly environment, fostering more unmistakable satisfaction and scholastic success among Bachelor's Degree students in Ostrava.

6. Conclusion

Text. In conclusion, this study set out to investigate the factors affecting student satisfaction among Bachelor's Degree students in Ostrava. Through comprehensive analysis of survey data, several key findings arose. Factors such as addressing methods, learning climate, and workforce preparedness were recognized as significant contributors to student satisfaction, featuring the significance of scholarly quality and support. Furthermore, the significance and reasonableness of study programs, as well as social and social related experiences, were found to assume basic parts in shaping by and large satisfaction levels.
These findings have significant implications for instructive institutions in Ostrava and then some. By focusing on aspects such as powerful showing methods, reasonable study programs, and vigorous campus communities, institutions can redesign the general student experience and advance more imperative satisfaction and success among students.

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References


