

Students Satisfaction at the Services Offered by the German Jordanian University

**Ikram Al-Khawaldeh
Prof. Mohammad Shehada**

Talal Abu-Ghazaleh University College for Innovation

Abstract:

The rapid growth in the number of private and public universities in Jordan and in the whole world and the technological advancement in communication and information, contributed to making higher education a highly competitive business. Such environment urged universities to seek new opportunities for expansion and to introduce new services either on the qualitative or quantitative levels. Students are left with two options to select between universities. Those who focus on providing values, new technologies and up-to date knowledge rather than those who provide old styles and methods of teaching.

Students' satisfaction is a key element in educational services, this study sought to examine the level of students' satisfaction at the services provided by the German Jordanian University (GJU) using a questionnaire of 20 questions that examine five dimensions related to service: (Laboratories, Curriculum & Study Plans, Admission & Registration, Fees & Tuitions and Faculty Members). The sample included 190 students of both undergraduate and graduate levels.

The findings of this study revealed that students are satisfied - regardless of high fees and tuition - with the different services provided by the GJU except with Admission and Registration which showed negative satisfaction.

In addition, analysis showed that study results were not influenced by various demographic and functional variables except for the Year of Study.

Keywords: Services Offered, Student Satisfaction, German Jordanian University, Laboratories, Curriculum & Study Plans, Admission & Registration.

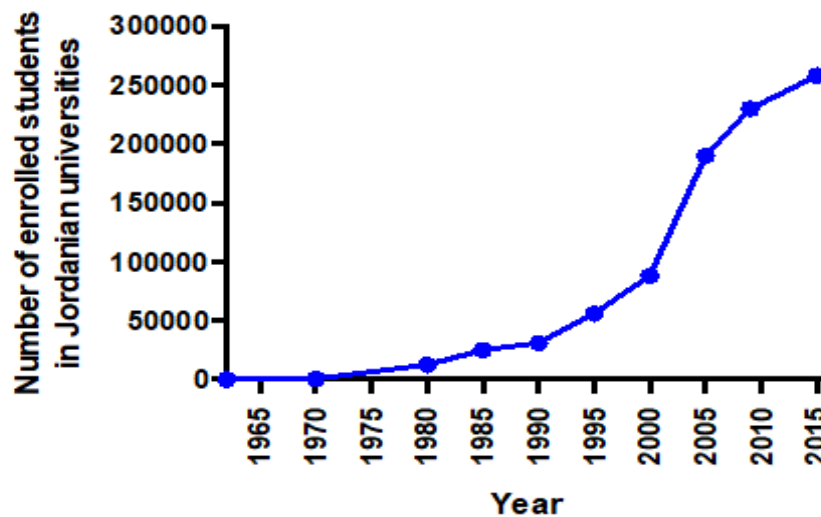
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I. INTRODUCTION:

Due to the increased competition, both public and private universities are facing many challenges in their attempt to attract quality students and offer them service that would meet the level of their expectations. Maintaining a high quality services should be the long-term objective of any university. Jordan, as a small country, has a high number of universities and services offered by some of these universities are lousy and the greed is master of the situation.

"Higher education in Jordan is regulated and monitored by the Ministry of Higher Education and Scientific Research (MHESR), which was created in 1985. Jordan is home to 11 public and 24 private universities with more than 35,000 faculty and staff members, 267,000 undergraduate students, and 18,000 graduate students. Jordanian universities provide a diverse spectrum of academic programs (948 for the BSc level; 476 for master's level and 105 for PhD level). Interest in higher education is evident from the increasing number of universities and enrolled students." (Mahafzah, 2017).



Increasing number of students attending universities in Jordan

Figure (1): Number of enrolled students in Jordanian universities

II. OBJECTIVES:

As students' satisfaction is a key factor in the educational services, the main objectives of this study are to identify the significance and the degree of influence of the following factors on students' satisfaction in German Jordanian University:

- A. Laboratories
- B. Curriculum & Study Plan
- C. Admission & Registration
- D. Fees and Tuitions
- E. Faculty Members

Examining the relationship between different Independent, Dependent, Demographic and Functional variables is to build a theory that summarizes the most critical factors mostly contributing to satisfaction.

Research Problem:

Despite the fact that German Jordanian University is relatively new university in comparison to other Jordanian universities; but it seems to be attracting a large number of students during a short period of time – not only students from Jordan but from other countries in the region.

This study examines a number of key variables to determine which factors might be the drivers for students' satisfaction and which ones might not reach to the level of their satisfaction; and what makes the university a choice of preference with the presence of other public universities that are more affordable.

Significance:

This study shed the light on the significance of five different variables that might have an effect in attracting students from Jordan and other neighboring countries. This study could be of value considering the competitive advantage that the university offers in comparison to other entities within the Educational Sector especially with the increase number of public and private universities that offer more choices for students.

The results of data analysis could be helpful to the decision makers at GJU in evaluating different services from students' point of view. Enhancing and improving services to reach the required level is essential for any university in order to add value for its students and compete with other academic institutions. So if students were considered as customers then this study would be considered as customer and market oriented to measure the level of customers satisfaction.

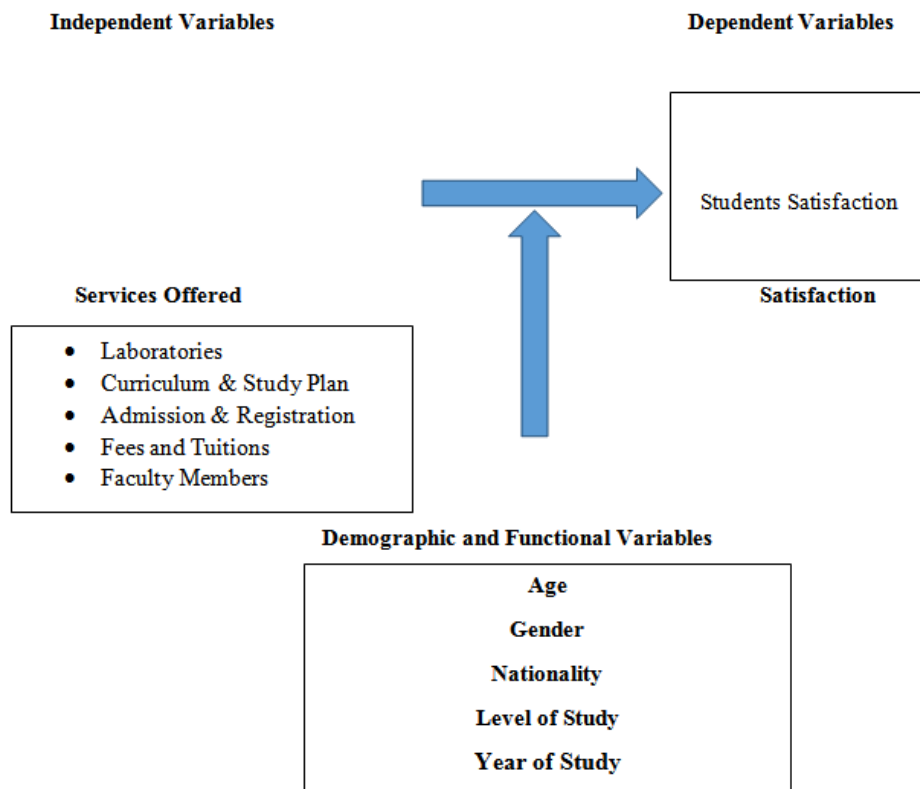
Musselin(2018),states "Competition in higher education is no longer only occurring between individuals and countries, but has become institutional, leading to a multi-level form of competition and transforming universities into competitors", he proceeds "In recent years, from the 1980s for the pioneering countries to the 2000s for the laggards public authorities have implemented new public management approaches to higher education institutions". (Ferlie *et al.*, 2008). "They have also been very active in developing

competitive schemes and new instruments, thus implementing government-sponsored competition”. (Naidoo, 2016).

Hypothesis

- H0:** Students are not satisfied with the services offered by GJU at (0=0.5).
- H01:** Students are not satisfied with the Laboratories at GJU at (0=0.5).
- H02:** Students are not satisfied with the Curriculum and Study Plan at GJU at (0=0.5).
- H03:** Students are not satisfied with the Admission and Registration at GJU at (0=0.5).
- H04:** Students are not satisfied with the Fees and Tuition at GJU at (0=0.5).
- H05:** Students are not satisfied with the Faculty Members at GJU at (0=0.5).
- H06:** Students’ satisfaction and the services offered at the German Jordanian University makes no difference when it comes to Demographic and Functional variables (Age- Gender- Nationality- Level of Study-Year of Study) at (0=0.5).

Figur (2) : Study Model



III. LITERATURE REVIEW:

Kotler & Clarke (1987) define “Satisfaction as a state felt by a person who has experience performance or an outcome that fulfill his or her expectation” as cited in (Hanaysha, Jalal, et.al, 2011). “Satisfaction can be defined as an experience of fulfillments of an expected outcomes”.

“Students’ satisfaction can be defined as a short-term attitude resulting from an evaluation of students’ educational experience, services and facilities. Earlier it was measured by common satisfaction frameworks but later higher education specify satisfaction models were developed”.(Weerasinghe, IMS and Fernando, R. Lalitha, 2017).

“Over the last several years the environment of higher education institutions is changed. Students’ satisfaction is the key to the success of educational institute. The more the university facilitates students by providing facilities that make their experience conducive and help them in attainment of necessary skills and abilities more the students satisfied”. (Khurshid, Fauzia, et.al, 2012).

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A study that was carried out by two scholars at School of Business Management, University Utara Malaysia about students satisfaction towards the university; they examined this issue from different perspective

which is the service quality. They focused on three dimensions of service quality in higher education institutions, and treated students as customers and service recipients and came up with recommendations for the management to work on improvement. (Wei, C.C., et.al, 2011)

(Appleton-Knapp, Krentler, 2011) identified two groups of influences on student satisfaction in higher education as personal and institutional factors. Personal factors like age, gender, student's preferred learning style; and institutional like quality of instructions, promptness of instructor's feedback.

On the other hand, (Wilkins, Balakrishnan, 2013) considered quality of lecturers, quality of physical facilities and effective use of technology as key factors of student satisfaction.

In summary, "students' satisfaction can be defined as a short-term attitude resulting from an evaluation of students' educational experience, services and facilities".

German Jordanian University



Figure (3): German Jordanian University

"The German-Jordanian University (GJU) is a public university located in Amman, Jordan. It was established in 2005 by a Royal Decree. An agreement was reached between the Ministry of Higher Education and Scientific Research of the Hashemite Kingdom of Jordan and the Federal Ministry of Education and Research of the Federal Republic of Germany. In August 2004, a committee was created to work closely with the Ministry of Higher Education and Scientific Research. At the same time, a German office was opened at the University of Magdeburg-Stendal to cooperate with the Federal Ministry of Education and Research BMBF and the German Academic Exchange Services DAAD, which provided funds for this project for a period of four years.

The launch was on April 25th, 2005 under the patronage of His Majesty King Abdullah II and in the presence of Her Excellency Ms. Edelgard Bulmahn, the German Federal Minister of Education and Research; His Excellency Dr. Khaled Touqan, the Minister of Higher Education and Scientific Research in Jordan at the time; His Excellency Professor Jan-Hendrik Olbertz, the Minister of Cultural Affairs of Saxony-Anhalt; the DAAD Vice President, Professor Max Huber; and many other notables.

The University adopted the German applied-sciences model, with the focus on practical knowledge exchange of knowledge. The University's is concerned with providing highest quality programs. Over 20 programs, with almost 5,000 students mainly from Jordan in addition to other international students. GJU has made several agreements of cooperation with other Arab universities in the region, in addition to European, North American, and Asian universities.

The University has a goal of preparing qualified graduates who would be able to compete in the labor market and within the industry; to be efficient members that contribute to society development; to be able to keep abreast with the technological advancement; and to contribute to the economic development of Jordan and the region.

IV. RESEARCH METHODOLOGY:

Table (1) Nature of Research

| Approach | Type of Data | Defining Problem | Theory |
|------------|--------------|----------------------------|--|
| Case Study | Qualitative | Descriptive/ Analytical | Building a Theory through testing a number of hypotheses in order to reach to an explanation |

Population:

Population of study consists of all students who are currently studying at the German Jordanian University. Student body consists of 3,700 students in both the Bachelor and the Master’s programs.

- 3350 students are currently enrolled in the Bachelor program.

- 350 are registered in the Master’s program.

Unit of Analysis:

Sampling:

Data was collected from students using a structured survey questionnaire with a five- point Likert rating scale ranges from 1=strongly disagree to 5 =strongly agree in order to measure the level of satisfaction of students towards given statements.

Questionnaire was uploaded on line and distributed,after official approval form the university administration, by email to all students. A sufficient number of responses was received within 3 days as shown in Table (2) below.

Table (2) Sampling

| Population | Sample selection | Received questionnaires | Invalid Questionnaires | Final Sample |
|---------------------|------------------|-------------------------|------------------------|--------------|
| All Students at GJU | all | 190 | 42 | 148 |

| Age | | Gender | | Nationality | | Level of Study | | Year of Study | |
|----------|-------|--------|-------|-------------|-------|------------------------|-------|-----------------|-------|
| 17-20y | 64.9% | Male | 64.2% | Jordanian | 88.5% | Undergraduate Bachelor | 93.2% | 1 st | 33.1% |
| 21-25y | 29.7% | Female | 35.8% | Other | 11.5% | Graduate Master | 6.8% | 2 nd | 19.6% |
| 26-30y | 4.1% | | | | | | | 3 rd | 26.4% |
| 31 above | 1.4% | | | | | | | 4 th | 10.1% |
| | | | | | | | | 5 th | 10.8% |
| | 100% | | 100% | | 100% | | 100% | | 100% |

Table (3): Final Sample Distribution

Limitations of the Study:

There was a delay in distributing the questionnaire due to administrative procedures at the university. Moreover, receiving a number of invalid questionnaires due to some errors in using the online application. The study was carried on students of GJU in particular and results cannot be generalized on other universities in Jordan or abroad.

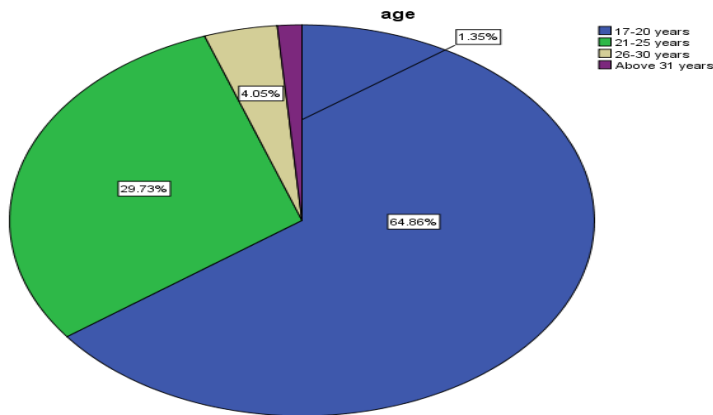
Statistical Analysis:

Sample Characteristics

| | | Age | | | |
|-------|-------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 17-20 years | 96 | 64.9 | 64.9 | 64.9 |
| | 21-25 years | 44 | 29.7 | 29.7 | 94.6 |

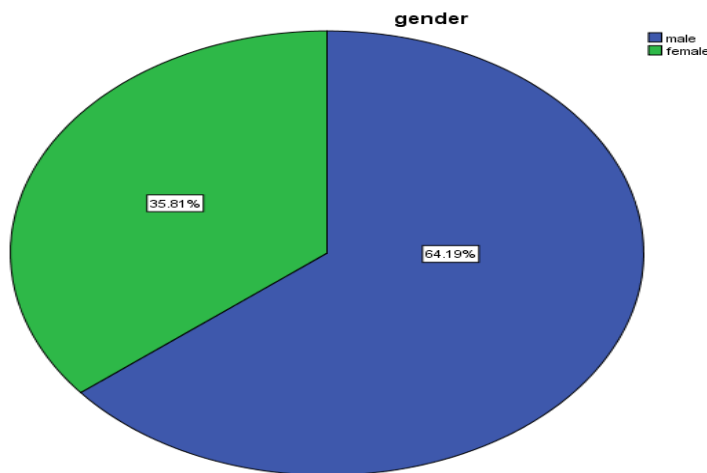
Students Satisfaction at the Services Offered by the German Jordanian University

| | | | | |
|----------------|------------|--------------|--------------|-------|
| 26-30 years | 6 | 4.1 | 4.1 | 98.6 |
| Above 31 years | 2 | 1.4 | 1.4 | 100.0 |
| Total | 148 | 100.0 | 100.0 | |



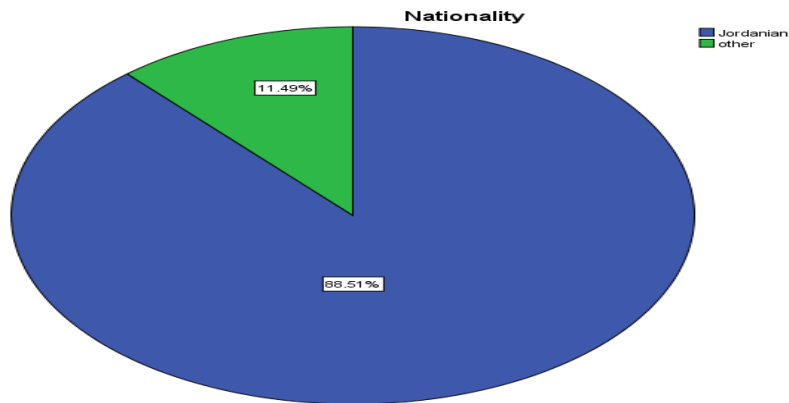
Gender

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|------------|--------------|---------------|--------------------|
| Valid male | 95 | 64.2 | 64.2 | 64.2 |
| Valid female | 53 | 35.8 | 35.8 | 100.0 |
| Total | 148 | 100.0 | 100.0 | |



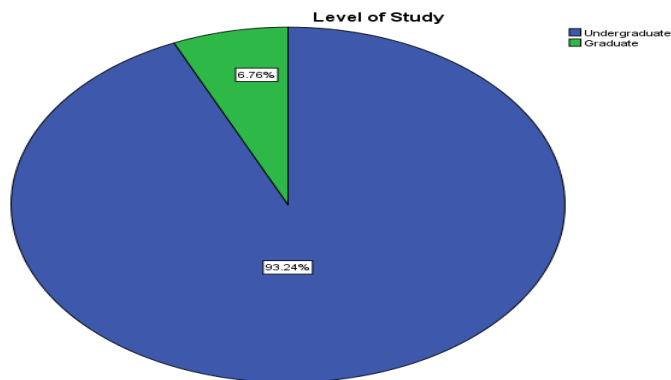
Nationality

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------|------------|--------------|---------------|--------------------|
| Valid Jordanian | 131 | 88.5 | 88.5 | 88.5 |
| Valid other | 17 | 11.5 | 11.5 | 100.0 |
| Total | 148 | 100.0 | 100.0 | |



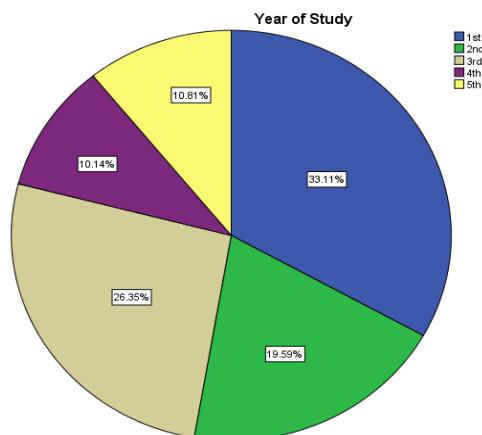
Level of Study

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| Valid Undergraduate | 138 | 93.2 | 93.2 | 93.2 |
| Valid Graduate | 10 | 6.8 | 6.8 | 100.0 |
| Total | 148 | 100.0 | 100.0 | |



Year of Study

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid 1st | 49 | 33.1 | 33.1 | 33.1 |
| Valid 2nd | 29 | 19.6 | 19.6 | 52.7 |
| Valid 3rd | 39 | 26.4 | 26.4 | 79.1 |
| Valid 4th | 15 | 10.1 | 10.1 | 89.2 |
| Valid 5th | 16 | 10.8 | 10.8 | 100.0 |
| Total | 148 | 100.0 | 100.0 | |



Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---------------------|-----|---------|---------|--------|----------------|
| a1 | 148 | 1.00 | 5.00 | 3.4865 | 1.03337 |
| a2 | 148 | 1.00 | 5.00 | 3.1486 | 1.06500 |
| a3 | 148 | 1.00 | 5.00 | 3.7905 | 1.02522 |
| b4 | 148 | 1.00 | 5.00 | 3.4189 | 1.06913 |
| b5 | 148 | 1.00 | 5.00 | 3.4595 | .95745 |
| b6 | 148 | 1.00 | 5.00 | 4.3784 | .87603 |
| b7 | 148 | 1.00 | 5.00 | 4.5946 | .69828 |
| b8 | 148 | 1.00 | 5.00 | 3.8311 | .95752 |
| c9 | 148 | 1.00 | 5.00 | 3.3446 | 1.18788 |
| c10 | 148 | 1.00 | 5.00 | 2.5068 | 1.30147 |
| c11 | 148 | 1.00 | 5.00 | 3.5946 | 1.11781 |
| c12 | 148 | 1.00 | 5.00 | 2.6486 | 1.13008 |
| c13 | 148 | 1.00 | 5.00 | 2.9662 | 1.10912 |
| d14 | 148 | 1.00 | 5.00 | 3.8514 | .99908 |
| d15 | 148 | 1.00 | 5.00 | 2.5338 | 1.07801 |
| d16 | 148 | 1.00 | 5.00 | 4.1689 | .88363 |
| e17 | 148 | 1.00 | 5.00 | 3.2162 | 1.12812 |
| e18 | 148 | 1.00 | 5.00 | 3.3514 | .93942 |
| e19 | 148 | 1.00 | 5.00 | 3.2297 | 1.10099 |
| e20 | 148 | 1.00 | 5.00 | 3.7838 | 1.04028 |
| Valid N (list wise) | 148 | | | | |

It was found that there are negative attitudes toward questions (10, 12, 13 and 15) because their means are less than the mean of scale (3) whereas there are positive attitudes towards the rest of questions mentioned in table (2) because their means are above the mean of scale (3).

Reliability test:

Cronbach Alpha coefficient was used to test research reliability. α Value was (0.816) which is deemed good because it is greater than accepted percent (0.60).

T-Test

H0: Students are not satisfied with the services offered by GJU.

| Mean | Std. Deviation | T value | P value |
|--------|----------------|---------|---------|
| 3.4652 | .49145 | 11.516 | 0.000 |

One sample t test was used to test the above hypothesis, the test shows that (calculated t = 11.516) is significant at (0.05) level, that means students are satisfied with the services offered by GJU.

H01: Students are not satisfied with the Laboratories at GJU.

| Mean | Std. Deviation | T value | P value |
|--------|----------------|---------|---------|
| 3.4752 | .85103 | 6.793 | 0.000 |

One sample t test was used to test the above hypothesis, the test shows that (calculated t = 6.793) is significant at (0.05) level, that means students are satisfied with the Laboratories at GJU.

H02: Students are not satisfied with the Curriculum & Study Plan at GJU.

| Mean | Std. Deviation | T value | P value |
|--------|----------------|---------|---------|
| 3.9365 | .62642 | 18.187 | 0.000 |

One sample t test was used to test the above hypothesis, the test shows that (calculated t = 18.187) is significant at (0.05) level, that means students are satisfied with the Study Plan at GJU.

H03: Students are not satisfied with the Admission and Registration at GJU.

| Mean | Std. Deviation | T value | P value |
|--------|----------------|---------|---------|
| 3.0122 | .85340 | 3.0122 | .863 |

One sample t test was used to test the above hypothesis, the test shows that (calculated t = 3.0122) is not significant at (0.05) level. That means students are not satisfied with the Admission and Registration at GJU.

H04: Students are not satisfied with the Fees and Tuitions at GJU.

| Mean | Std. Deviation | T value | P value |
|--------|----------------|---------|---------|
| 3.5180 | .66812 | 9.432 | 0.000 |

One sample t test was used to test the above hypothesis, the test shows that (calculated t = 9.342) is significant at (0.05) level, that means Students are satisfied with the Fees and Tuitions at GJU.

H05: Students are not satisfied with the Faculty Members at GJU.

| Mean | Std. Deviation | T value | P value |
|--------|----------------|---------|---------|
| 3.3953 | .77920 | 6.171 | 0.000 |

One sample t test was used to test the above hypothesis, the test shows that (calculated t = 6.171) is significant at (0.05) level, that means Students are satisfied with the Faculty Members at GJU.

H06: There is no difference of students satisfaction with the services offered by the German Jordanian University in regards to Demographic and Functional variables (Age- Gender- Nationality- Level of Study-Year of Study)

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. |
|-----------------|-------------------------|-----|-------------|---------|------|
| Corrected Model | 5.236 ^a | 5 | 1.047 | 4.913 | .000 |
| Intercept | 33.623 | 1 | 33.623 | 157.742 | .000 |
| age | .395 | 1 | .395 | 1.855 | .175 |
| gender | .071 | 1 | .071 | .331 | .566 |
| Nationality | .252 | 1 | .252 | 1.183 | .279 |
| level | .173 | 1 | .173 | .812 | .369 |
| year | 1.165 | 1 | 1.165 | 5.466 | .021 |
| Error | 30.268 | 142 | .213 | | |
| Total | 1812.632 | 148 | | | |
| Corrected Total | 35.503 | 147 | | | |

ANOVA test is used to test the above hypothesis, it is found that F value = 5.466 is significant at 0.05 level for the variable “year of study” whereas F values for the other variables are not significant at 0.05 level. That means there is a difference of students’ satisfaction with the services offered by the German Jordanian University in regards to Year of Study.

V. CONCLUSION

Based on the results of statistical analysis it has been found that Students are satisfied with the following services offered by GJU.

- **Laboratories**
- **Curriculum and Study Plan**
- **Fees and Tuitions**
- **Faculty Members**

While on the other hand students are not satisfied with Admission and Registration.

In regards to Functional and Demographic variables, it has been found that Year of Study has a significant influence on study results while other variables (Age, Gender, Nationality, and Level of Study) did not have the same significance.

VI. RECOMMENDATIONS AND FUTURE RESEARCH

• According to the final results of the study, our recommendations to the Administration of GJU is to have more attention to the Admission and Registration Department and to work on improving and maintaining a high quality of service. It would be also advised to look deep into the complaints of students in this regard for the benefit of the ultimate image and reputation of the university.

• As long as the results of this research can only apply to German Jordanian University as a case study, I would highly recommend other scholars and researchers to conduct comparative studies among universities in order to have more comprehensive and objective overview and evaluation of services provided by different public and private universities in Jordan. Replication of this study would be valuable to the future research.

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