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EVALUATION OF STUDENTS SATISFACTION FACTORS ON THE EXAMPLE OF STATE AND PRIVATE UNIVERSITIES

Summary: High competition on the educational market requires a proper approach to the university management. It seems necessary to evaluate a university also from the point of view of students themselves. The paper is devoted to the evaluation of the satisfaction of students in different areas of university functioning. The research was performed at three universities: one state and two private. It covered teaching process, university infrastructure and university reputation.

Key words: student satisfaction, teaching process, university infrastructure, university reputation.

1. Introduction

In the era of market economy, appropriate university management requires focusing on correct university resources management and scientific research, but also on the evaluation of students' satisfaction. In the era of high competition among universities the one which wants to win has to be able to satisfy the needs of the broadly understood customer, in this case a student. The 20th century brought a series of changes in the functioning of Polish universities. Private universities appeared on the market. Wanting to attract students, they started to put forward more and more attractive educational offer. Today we can notice that many state universities lose competition in gaining students – especially as far as weekend students are concerned, who pay for studies even at state universities. Thus, it seems that it is necessary to take notice of students' needs and satisfaction. A lot of universities conduct regular investigation of students' satisfaction, being aware that the increase of the student satisfaction with studies has become an important competition factor [Navaro et al. 2005; Aldridge, Rowley 1998]. A lot of other authors consider that it is important to take into account clients' needs in university management [Alvarez, Rodriguez 1997; Sallis 1993]. The paper presents the research whose aim was to evaluate the student satisfaction factors on the example of a selected state university and two private ones. The research was conducted in the form of a questionnaire.

2. Research methods

2.1. Questionnaire structure

The questionnaire is built up in the form of 33 questions, each with a closed list of proposed answers. The research has allowed to evaluate the students' satisfaction with factors selected on the basis of the results of a pilot research. The factors were grouped in the questionnaire in the following areas:

- the teaching process – especially the students' satisfaction with:
 - the size of class groups,
 - the number of practical exercises,
 - the number of language classes,
 - the curriculum,
 - the optional courses offer,
 - the number of native speakers;
- the teachers – especially the student satisfaction with:
 - the teachers competence,
 - the number of consulting hours,
 - the teachers attitude towards the students;
- library – especially the student satisfaction with:
 - the number and quality of library resources,
 - the library opening hours,
 - the quality of the electronic data bases;
- the university infrastructure – especially the student satisfaction with:
 - the number of university computer laboratories,
 - the access to wireless Internet,
 - the external look and the equipment of university buildings;
- the dean office – especially the student satisfaction with the access to and the service delivered by the administration staff.

Also an attempt was made to perform a general evaluation of a university, evaluating among others its reputation as well as job chances after graduation.

2.2. Research sample

The research was performed at a group of 600 students from three universities: one state university and two private ones, from the Lower Silesia region. It was conducted in the form of a questionnaire addressed to the students of economy (both week and weekend students). In the state university 217 students took part in the questionnaire, in both private ones – 383 students in total. Among the 217 students from the state university 132 were week students and 85 – weekend students. The respective proportion between the students from the private universities was 72 to 100. The

research is a continuation of a pilot investigation, conducted earlier on a group of 100 student of Wrocław University of Technology, which aim was the identification of student satisfaction factors [Alvarez, Rodriguez 1997].

2.3. The applied statistical analysis method

The research was completed by a statistical analysis, using the Statistical Package for the Social Sciences – SPSS. It was used in the cases where it seemed natural to assume that the respondent had the knowledge about the analyzed factors before he/she chose the university.

The chi-square Pearson test was used for our research needs. In order to find out whether there is a relationship between the satisfaction of a student (with a selected factor) and the university chosen by him/her, the hypothesis H_0 is stated: no such relationship exists, against the alternative hypothesis: there is such a relationship. Not rejecting hypothesis H_0 leads to a conclusion that there is no relationship between the satisfaction with a given factor and the selected university. Rejecting H_0 means that a relationship between the two variables is to be expected. The significance level was assumed to be 5%.

3. Research results

In this section we present the results of the research in the individual areas of university functioning.

3.1. Teaching process

The evaluation of the teaching process should be an essential element of the university choice by a future student. It is owing to the teaching process that the student gains knowledge and acquires skills that he/she will make use of in his/her future job. A particular role is played by the number of practical exercises. A lot of students complain that universities equip them only with theoretical foundations, which are not necessarily convergent to the future practice in business. Hence many universities, especially private ones, have had the idea to strengthen the cooperation with people from the business world, who have a day-to-day contact with business practice. A special attention should also be paid to knowledge of foreign languages. In the globalisation era foreign language knowledge is an important advantage, and is often a necessary condition while applying for a well-paid job. Thus the universities should ensure the possibility of learning foreign languages during a significant number of classes taught by very good language teachers. It seems that today foreign language education should also be linked to the specialisation field of selected studies. The need to modernize and broaden the teaching offer concerns not only the obligatory classes, belonging to the so called “curriculum minimum”, but also the optional

classes, thanks to which the student can acquire the knowledge in the domain that is of interest to him/her. These issues were investigated in the research.

While evaluating the teaching process, we took into account the number of students in one class. This factor seems especially important in the era of limited financial resources put at the disposal of universities, which are forced to combine smaller class groups into more numerous ones. Among the students of the state university more than 79% are satisfied or very satisfied with the number of students in one class. Only less than 18% think that this number is too high. Among the private universities students this percentage equals to 85%. These results may surprise, if we take into account the fact that the mean number of students¹ in one class equals to 29.

It seems that today the possession of practical skills by the students is especially important. Figure 1 presents the satisfaction of the students with the numbers of practical exercises:

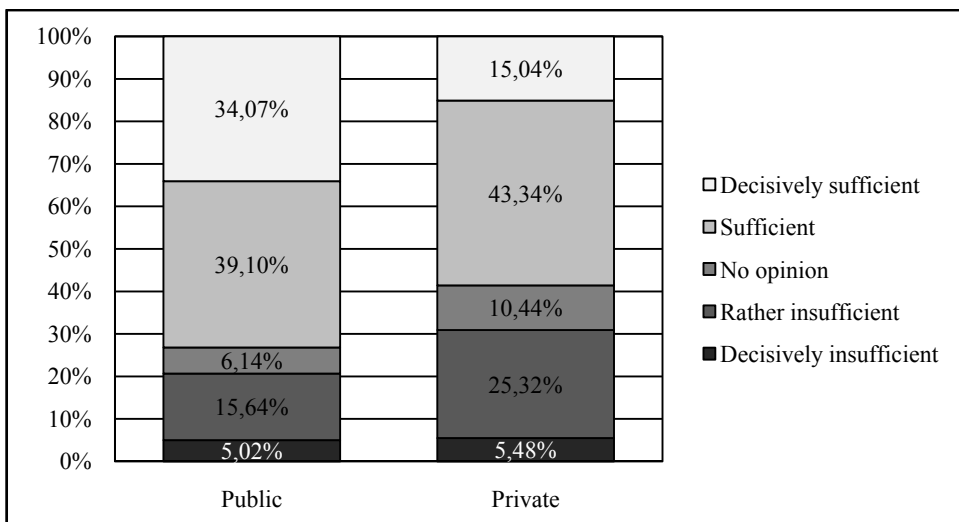


Figure 1. Satisfaction of the students with the number of practical exercises

Source: own elaboration.

Figure 1 shows that 73% of students of the state university think that the number of practical classes is sufficient or decisively sufficient. Only 21% think that the number of such classes should be higher. Among the students of the private university the percentage of the students satisfied with the number of practical classes is lower and equals 59%. The research results show that either the state owned universities

¹ Data obtained from the investigated universities.

put a greater emphasis on practical skills, so much appreciated by the employers, or for the private universities students they are less important.

The knowledge in the chosen specialisation, although important from the point of view of an employer, is not a sufficient reason to employ the graduate from a given university. Today a very important factor is the foreign language knowledge. That is why the universities offer to students the possibility to learn various foreign languages on different levels. Figure 2 shows the satisfaction of the students with the number of language classes. We assume that this number had been known to the students before they chose a university.

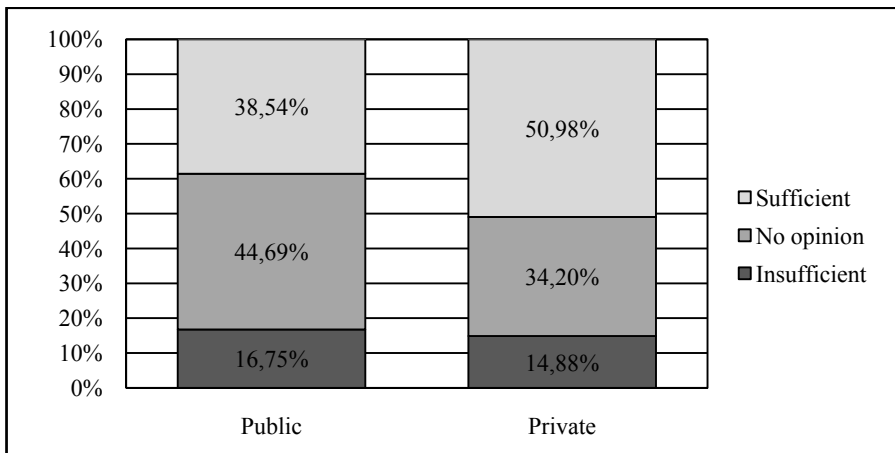


Figure 2. Satisfaction of the students with the number of language classes

Source: own elaboration.

Figure 2 shows that among the students of the state owned university only 38% think that the number of language classes is sufficient. It is surprising that more than 44% have no opinion as to the language classes. This percentage among the private universities students is smaller and equals about 34%. We can explain it through the lack of interest in learning foreign languages, which in the era of globalisation is surprising.

For the relationship between the choice of the university and the number of language classes we got the significance level value equal to 0.02, which means that hypothesis H0 is rejected in favour of hypothesis H1. There is thus a relationship between the satisfaction with the number of language classes and the choice of the university.

The effectiveness of the language learning depends on a high level of language teachers employed by the university. What counts above all are their qualifications and capabilities of “waking the interest” of the class participants. A lot of universities employ native speakers, hoping that thanks to this language learning will be more

effective. However, it is important to remember that this is true only for the native speakers who have the corresponding background and capabilities. Among the students of the state owned university more than 30% and among those of the private university about 33% of the respondents think that the number of classes led by native speakers is sufficient. It may be surprising that more than 1/3 both of the state university students and the private university students think that the number of native speakers is of no importance. It is thus worth considering whether it makes sense to employ native speakers if such a high number of questioned students does not see any sense in that.

While evaluating the teaching process, a special attention was paid to the curriculum (obligatory courses) and to the optional courses offered. It seems natural that while choosing a university the students should check whether the obligatory and optional courses fulfil their expectations as to the given studies direction. Thus we assumed that the students check the courses offered by various universities before choosing one of them. Figure 3 shows the satisfaction of the students with the curriculum (obligatory courses).

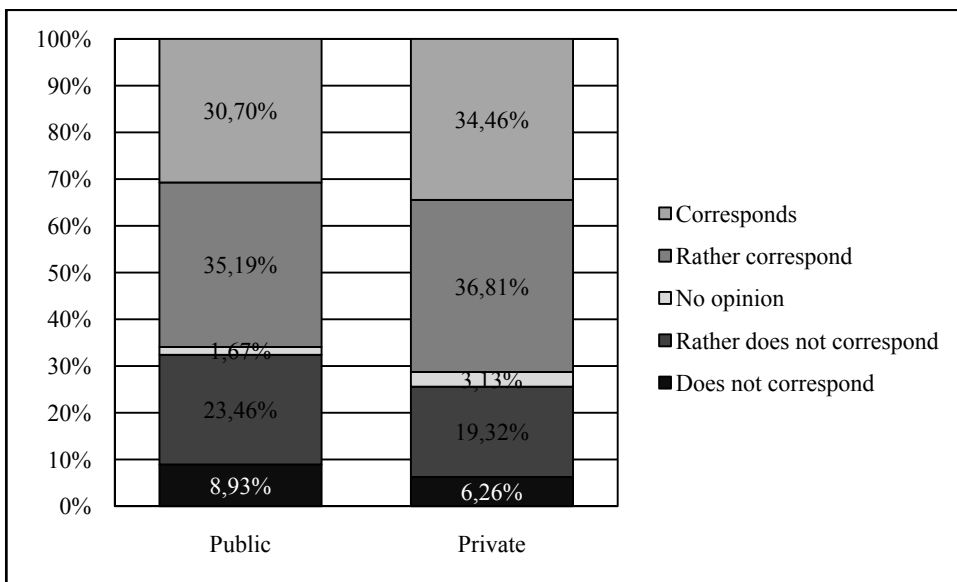


Figure 3. Satisfaction of the students with the curriculum (measured by the degree it corresponds to the student's expectations)

Source: own elaboration.

The research shows that among the state university over 66%, and among the private universities over 71% of the students think that the curriculum offered to them by their universities corresponds to their expectations. It may worry that about

33% of the respondents from the state university and about 26% of those from the private ones are not satisfied with the curriculum of their studies.

In order to make the choice of courses more attractive, many universities offer additional courses, which aim is to deliver knowledge from the field that is of interest to the student.

Figure 4 shows the satisfaction of the students with the offer of optional courses.

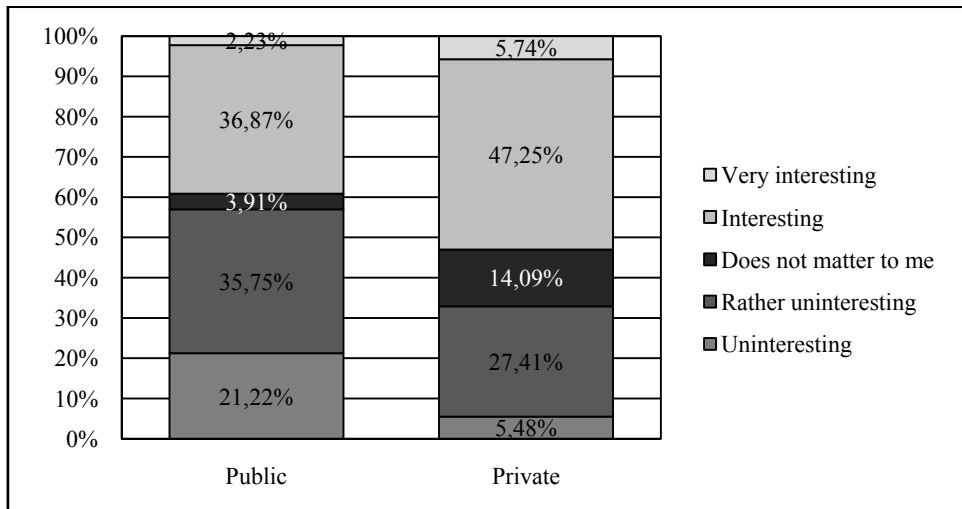


Figure 4. Satisfaction of the students with the offer of optional courses

Source: own elaboration.

It may worry that for over 56% of the students of the state university the optional courses being offered are not interesting. Only 39% of those students are satisfied with this offer. Among the private university students the percentage of dissatisfied respondents is lower and is equal to 41 %.

While evaluating the students' satisfaction we also have to take into account the time spent in classes (see Figure 5). Only 22% of the state university students think it is appropriate. 70% think that days are overloaded with classes. Among the private university students 64% are dissatisfied. These results may be surprising, especially if only 26% of the state university students are weekend students.

Figure 6 presents the evaluation of the teaching quality in the state university and in two private ones:

We can say that the teaching quality is seen higher by the state university students. Over 83% of the state university students are satisfied with the quality of the teaching process. The respective percentage in the private universities is decisively lower and equals to 45%. Almost half (48%) of the respondents from the private universities

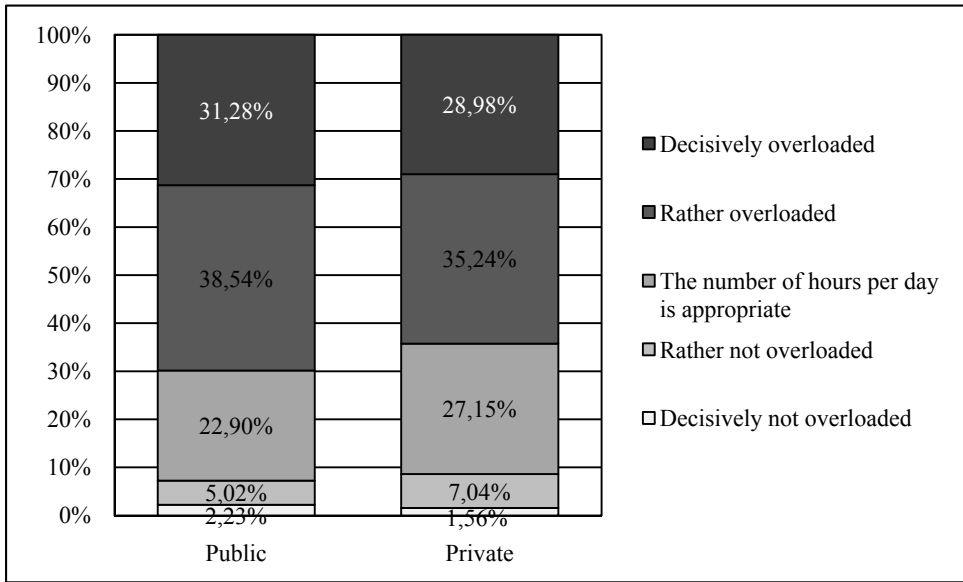


Figure 5. Satisfaction of the students with the timetable

Source: own elaboration.

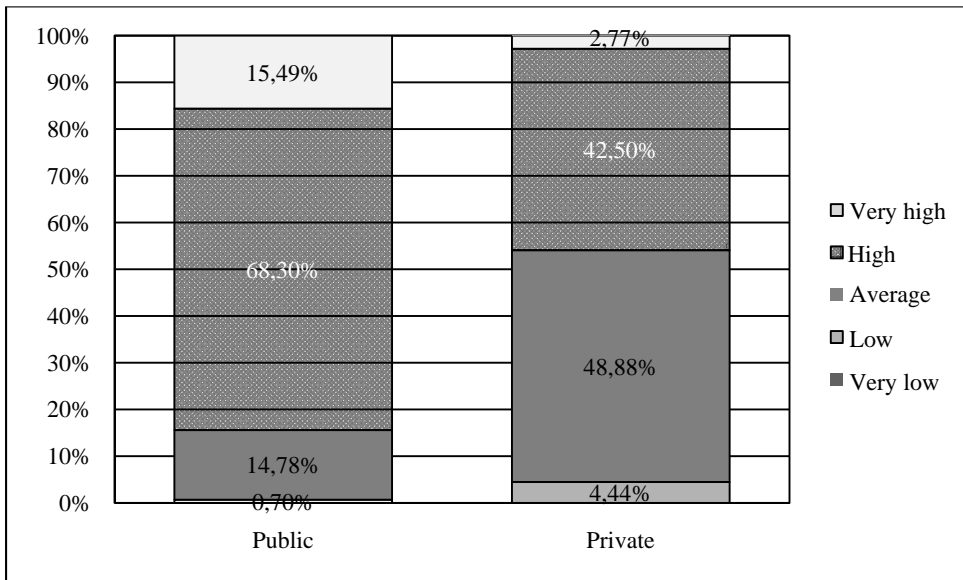


Figure 6. Evaluation of the teaching quality

Source: own elaboration.

think that the level of their university education is average. This number is much higher as compared to the state university, where only 15% evaluate the teaching process as average.

It is not possible to draw from the above results the conclusion that private universities are better perceived as far as the teaching process is concerned. Although the students of the private universities are more satisfied with the number of practical exercises, the number of students in one class, the offer of optional courses and the number of language classes, they regard the teaching quality itself as worse. It seems that the students of the private universities are aware that the teaching quality in their schools is lower than that in the state universities.

3.2. Teachers

For a student it is possible to be satisfied with the studies only if, apart from a well organized teaching process, the university employs highly qualified teachers. It depends on them whether the knowledge transmitted to the student is attractive and up-to-date. During the pilot research at the Wrocław University of Technology, at a group of 100 students, we found out that for the average student the scientific title of a teacher does not matter. What is important, are the way the knowledge is presented and a friendly attitude towards the student.

From the research analysed here it follows that about 70% of the state university students are satisfied with the competences of their teachers, only 15% assess negatively their degree of preparation for the classes. Similar result was obtained among the students of the private universities (69%). These results may be regarded as satisfactory. They show that the students positively assess their teachers, their knowledge and teaching capabilities.

Apart from professional qualifications, an important factor influencing the student satisfaction is the availability of the teachers at the university. Often there is a need for a personal contact. Because of the specificity of the university teacher profession and the unregulated working time it happens that the contact with a teacher is restricted to the class time. This is true especially in case of private universities, where the number of consulting hours is limited. A need to increase the number of consulting hours is signalled by 23% of the state university students and 26% of the private universities students. Thus the research leads to the conclusion that the majority of students are satisfied with the number of consulting hours of their teachers.

While evaluating the teacher from the point of view of the student, a special attention has to be paid to the attitude of the teacher towards the student. Figure 7 shows how the students questioned in the research assess this aspect.

Figure 7 shows that for the majority of students the attitude of the teachers towards the students is friendly. More than 81% of the private university students see the relationship between them and the teachers as good. Among the students of the private universities this percentage is smaller and equals to 65%. These results should

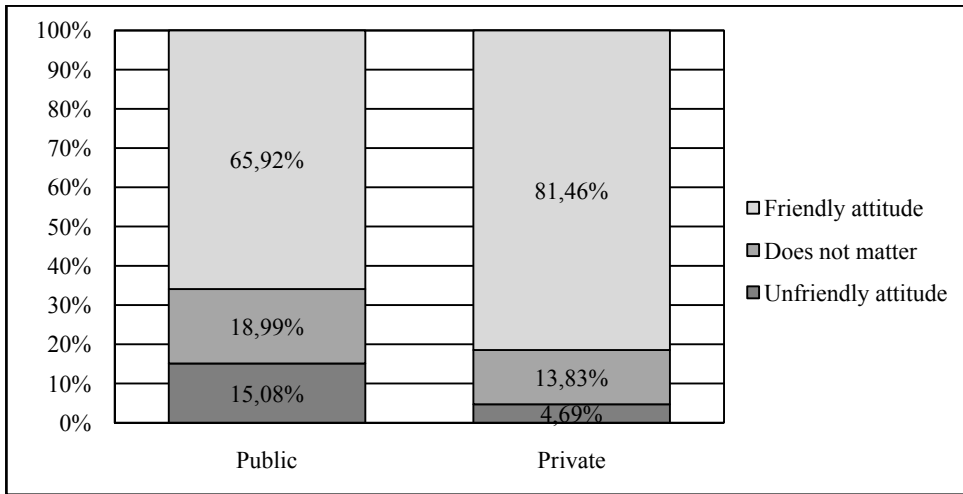


Figure 7. Evaluation of the attitude of the teachers towards the student

Source: own elaboration.

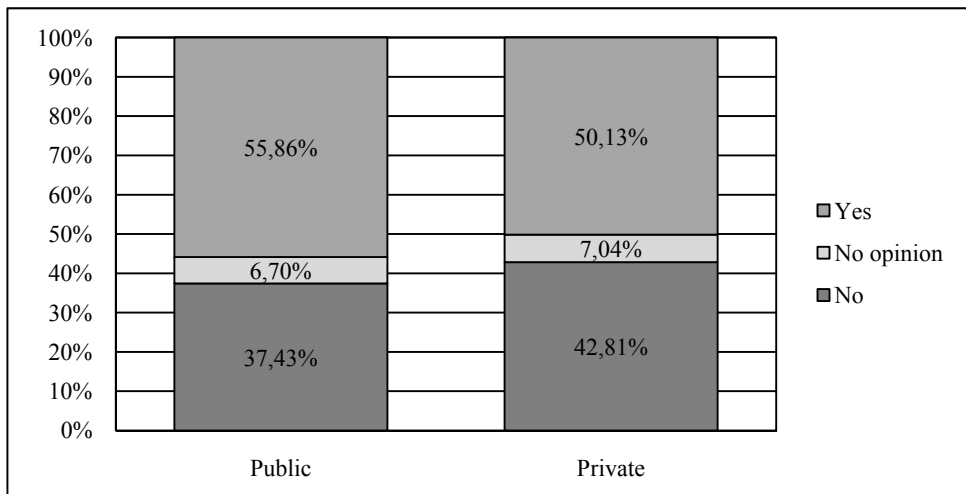


Figure 8. The influence of the difficulty of the final test/exam on the teacher’s evaluation

Source: own elaboration.

not surprise, because in the private universities which were the object of the research, the teachers are regularly evaluated by the students. A negative assessment usually leads to the break of the cooperation of the school with the respective teacher. The research shows that only 5% of the students of the private universities find the attitude of their teachers unfriendly.

In order to verify the objectivity of the teachers' evaluation, it is important to check whether the students in the evaluation take into account the difficulty of passing the final test/exam. It may turn out that a teacher is evaluated negatively only because he/she is too demanding or too strict.

Unfortunately, in all the three universities more than half of the students admit that they evaluate their teachers taking into account the difficulty of the final test/exam. It may thus happen that a teacher who was evaluated as a good one is simply one who does not make any problems at the final test/exam. The management of the schools should take this aspect into account while making personal decisions.

In conclusion, we can say that in the evaluation of the teaching process, the teachers should of course be taken into account. Especially important for the satisfaction of the students are: the teacher's competence, their attitude towards the students and their availability at the university. The first two factors were assessed better among the students of the private universities. They also assess a little better the qualifications of their teachers and their attitude towards the students.

3.3. Library

While evaluating the satisfaction of the students it is necessary to take into account, apart from the teaching process and the teaching staff, a lot of other factors, for example the university library. Its functions often seen from the point of view of its management and staff differ from those seen from the point of view of the students [Aldridge, Rowley 1998]. The library plays an important role in the learning process. Its basic function is collecting books, other prints and electronic data bases and making them available. While evaluating the library from the point of view of the students, it is necessary to take into account the satisfaction of the students with the library resources – their richness and availability. Over 54% of the state university students are satisfied with the resources of the library of their university. Among the students of the private universities, this percentage is lower and equals to 40%. It seems that the basic reason is the fact that the private universities in Poland are relatively new organisations, as compared to the state universities, and because of financial limits they have not been able to build up a sufficiently large collection of prints yet. It seems interesting that more than 30% of the students of the private universities have no opinion as to the resources of their library. The respective percentage among the state university students equalled 20%. The lack of opinion about the library resources may indicate that such part of students rarely uses the services of their libraries.

An important element of the library evaluation, apart from the library resources, is its availability. Figure 9 shows the satisfaction of the students with the library opening hours.

Figure 9 shows that more than 71% of the students of the state university are satisfied with the opening hours of the library. Only 20% wish greater availability of

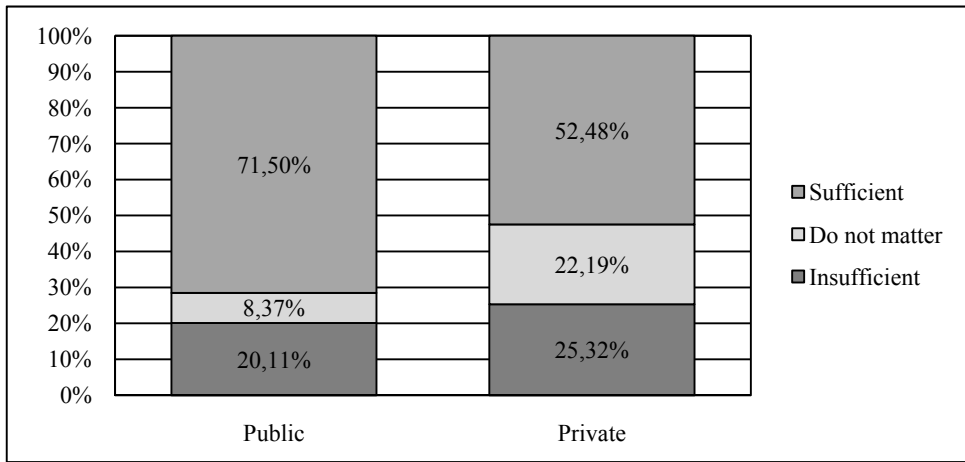


Figure 9. Satisfaction of the students with the opening hours of the library

Source: own elaboration.

the library. This percentage for the private universities equals to about 26%. It is interesting that for more than 22% of the respondents from the private universities the opening hours of the library do not matter. This may mean that these students are not interested in using their library.

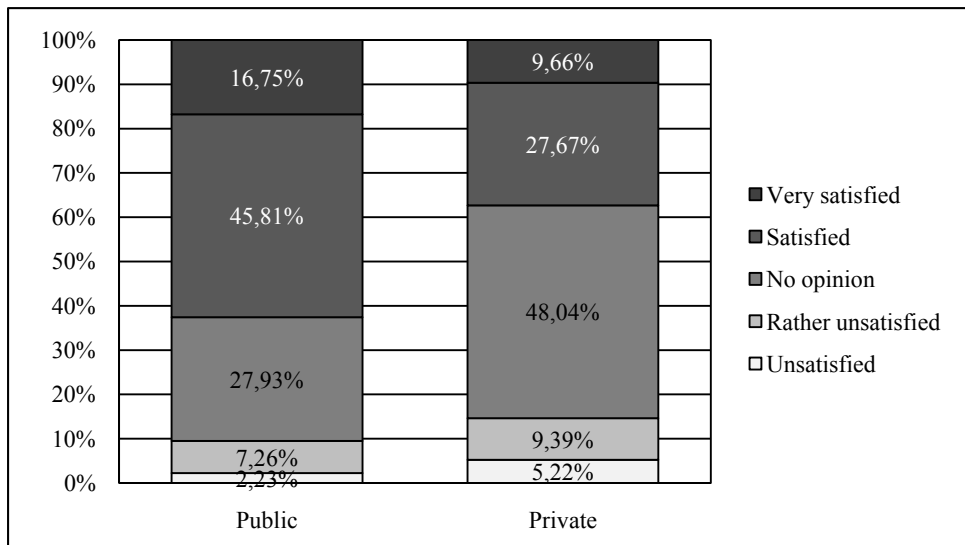


Figure 10. Satisfaction of the students with the electronic data bases of the university library

Source: own elaboration.

It is also important to assess the quality of the electronic data bases of the university library.

Figure 10 shows the satisfaction of the students with the quality of the electronic data bases of the university library. From the data it follows that over 62% of the state university students are satisfied or very satisfied with the library electronic data bases. Among the students of the private university this percentage is definitely lower and equals only to 37%. Nearly half (48%) of the respondents from the private university have no opinion as to the electronic data bases of their university. This may mean that such part of the private university students does not use these sources of information. The above results are not surprising. The electronic library resources are definitely richer in the state universities. It is so, because these resources are used above all in the research, and in Poland the research is done in state universities to a much greater extent than in private ones.

In order to conclude the research concerning the satisfaction of the students with the university library we have to say that its results are much more positive for the state university than for the private ones. Clear majority of the state university students is satisfied with the resources of their library. They also assess better the opening hours of the library and the quality of the electronic data bases. Taking into account the fact that it is required that the students amplify their knowledge by themselves and do literature research, it seems necessary to increase the library resources in private universities.

3.4. University infrastructure

An important factor influencing the student satisfaction is the university infrastructure. It may make the studies at a given university more “student friendly”. Of a special importance is the number of “open” computer laboratories, i.e. laboratories which are available to a student at any time of the day. Figure 11 shows that almost 60% of the state university students are satisfied with the number of “open” computer laboratories. The same percentage for the private universities is much lower and equals only to 31%. More than 44% of the students of the private universities think it is necessary to increase the number of the “open” laboratories. The research shows that the demand for computer laboratories is higher among the state university students, where only 11% think they do not need them. Among the private university students more than 23% are not interested to use the computer laboratories of their universities.

Today a very important factor influencing the satisfaction of a student with the studies at a given university is the quality of wireless Internet. It ensures quick access to information sources and to the university computer systems supporting the teaching process management. It also facilitates the contact with the teachers. The research shows that more than 64% of the state university students are satisfied with wireless Internet in their university and more that 34% think that the access to it is

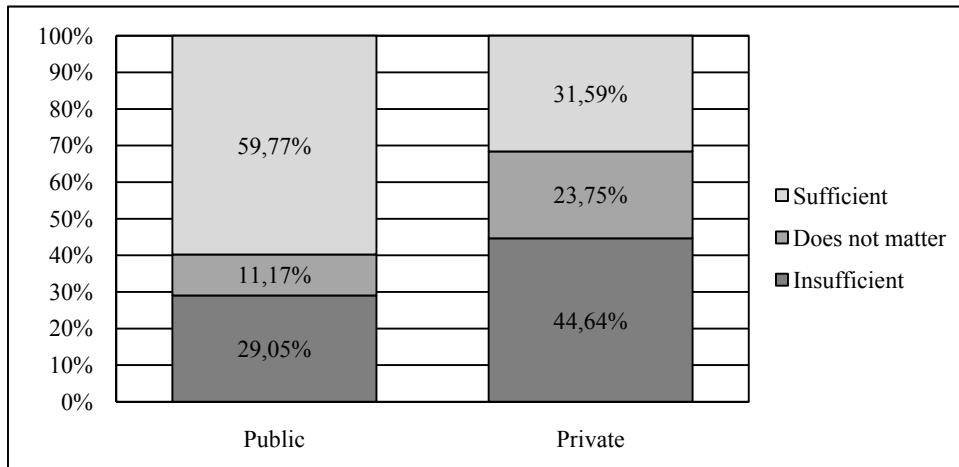


Figure 11. Satisfaction of the students with the number of “open” computer laboratories

Source: own elaboration.

not sufficient. In the private universities only about 52% respondents are satisfied with the access to Internet. 18% are unsatisfied and 30% think that in their university there is no wireless Internet (as compared to only 2% at the state university).

We assume that the information about wireless Internet was known to the students when they chose the university. Thus we used a statistical test and found out that the significance level was so low that hypothesis H0 is to be rejected. Therefore there is a relationship between the choice of the university and wireless Internet availability.

Another important issue influencing the satisfaction of the students is the external look of university buildings and their environment. The corresponding results are show in Figure 12.

Figure 12 shows that about 80% of the state university students have a high or very high opinion of the university buildings. There is only 19% unsatisfied students. The buildings of the private universities are seen as bad or very bad by 32% of the respondents. Only 67% of the state university students are satisfied in that respect. These results are more negative for the private universities. Most of them have been functioning for only a short period of time. Some of them also are faced with the problem of the lack of teaching surface; they have to rent rooms from other organisations.

It is natural to assume the look of the buildings was taken into account by the respondents while choosing the university. The statistical test confirms a relationship between this aspect and the choice of the university (the significance level for hypothesis H0 is equal to 003).

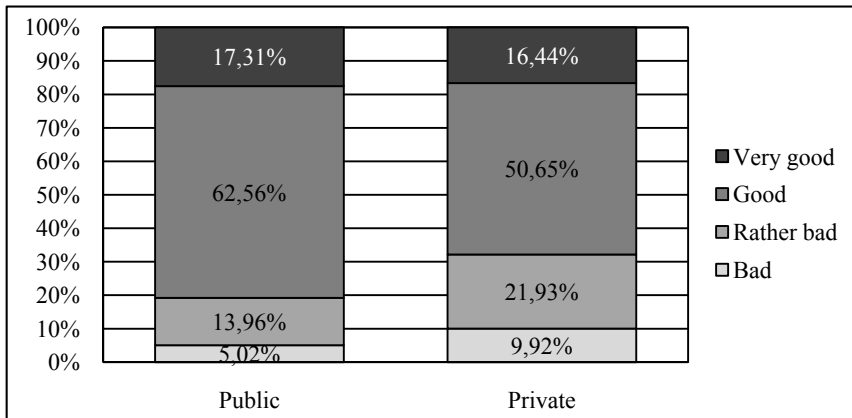


Figure 12. Evaluation of the external look of the university buildings and their environment

Source: own elaboration.

Another aspect influencing the satisfaction of the students with the university classes is the comfort and equipment of classrooms. Today more and more classrooms are equipped with air conditioning, modern multimedia tools, good sound system and ergonomic seats. These elements, together with the external look of the buildings, not only become a “visit card” of the university, but also improve the comfort of participating in classes.

Figure 13 shows that more than 74% of the students of the state university have a high or very high opinion of the equipment and comfort of the classrooms. The respective percentage among the respondents of the private universities is decisively lower and equals about 54%. More than 45% of the students of the private universities



Figure 13. Evaluation of the equipment and comfort of the classrooms

Source: own elaboration.

are unsatisfied with their classrooms. This percentage among the state university students is low and equals 26%.

An important factor influencing the student satisfaction is the possibility of pursue their hobbies or scientific passions in various scientific circles or sport clubs. They not only give the opportunity to spend time in an interesting and creative way, but also to develop one's personality. Among the state university students more than half (53%) are satisfied with the opportunities of pursuing their scientific and sport interests. Only 19% think that the university does not propose interesting forms of spending free time. Among the students of the private universities the percentage of satisfied students equals only to 35%. More than 26% are not satisfied with this aspect of their universities.

Evaluating the university infrastructure, we have to mention the lack of parking space, which is characteristic for all the investigated universities. Today more and more students use cars. The parking infrastructure is the aspect which both the students of the state university and those of the private universities assess as the worst one, as far as the university infrastructure is concerned. It seems that this factor is neglected by the management of the universities. The reason is certainly a high cost of ensuring an appropriate number of parking places.

To conclude the problem of the satisfaction of the students with the university infrastructure we have to emphasise that it is seen more positively by the students of the state university. They are more satisfied with the number of "open" computer laboratories, the access to wireless Internet, the external look and the equipment of the university buildings. This cannot surprise, because only state universities receive money from the state budget funds for the modernization of their infrastructure. Private universities have been present on the Polish market for a short time and in order to guarantee to their students appropriate conditions, they have to search for financial means on their own. It should be possible for them, sooner or later, to appropriately equip the existing rooms, but the modernisation or construction of buildings and parking places may be difficult even in the long term perspective.

3.5. Dean office

The last area of factors influencing the student satisfaction we took into account in our research was the work of the dean office. As this is the place of the most frequent contacts of a student with the university, it is important to evaluate the quality of service there. More than 60% of the students of the state university are satisfied with the service in the dean office. Over 30% see the need of improvement, especially of the attitude towards the student. In the private universities only 40% of the students are satisfied with the service quality in the dean office, and 46% have a negative opinion about it. These results can surprise. It seems less striking that the students are treated as intruders in case of a state university, where most of them do not pay for the studies, but in case of private universities, where the students are the principle income source, it is completely inconceivable.

It is worth mentioning that some private universities, in order to improve the service quality in the dean office, introduce a so called “year tutor”. The year tutor is an employee of the dean office who is responsible for the service of the students who started the studies in one selected year. This person continues his/her service till “his/her” students graduate. It seems that the introduction of such a person would facilitate the contact of the students with the dean office, reduce the paper work and make possible a better information exchange between both sides. Figure 14 shows the opinion of the students about the introduction of a year tutor.

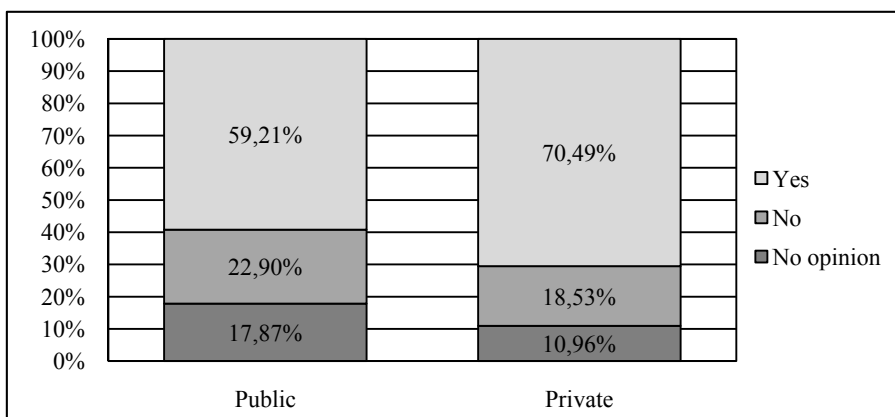


Figure 14. The opinion of the students about the introduction of a year tutor

Source: own elaboration.

The research shows that most of the students would like to have a year tutor in the dean office. The respective percentage is especially high in case of the private universities (more than 70%). Only 19% of the students of the private universities do not see the need to introduce such a function. Among the students of the state university about 23% do not think it is necessary to introduce the function of a year tutor, which may be caused either by the fact that these student are satisfied with the work of the dean office or by their unconsciousness of the possible advantages of such a solution.

To sum up the satisfaction of the students with the work of the dean office, we can say that it is higher in case of the state university. This may be surprising, because, as mentioned before, especially private universities should take seriously their relations with the students.

3.6. General evaluation of the universities

In the market economy the choice of a university made by a student should be related to a high degree to the reputation of a university and to the chances on the job market after graduating from this university. As far as the reputation is concerned, the research shows that more then 98% of the students of the state university are satisfied

with its reputation. Among the respondents of the private universities 84% think that their university has a good reputation, and only 10% think it has a bad one. These results can be surprising, especially with respect to the private universities. Building up a reputation usually takes some time and is strongly related to the teaching quality. The research shows that although the majority of the students of the private universities think that their university has a good reputation, almost half of them have neither favourable nor negative opinion about the teaching quality.

Figure 14 shows the evaluation of the students of another factor: the chances of having a good job after graduating.

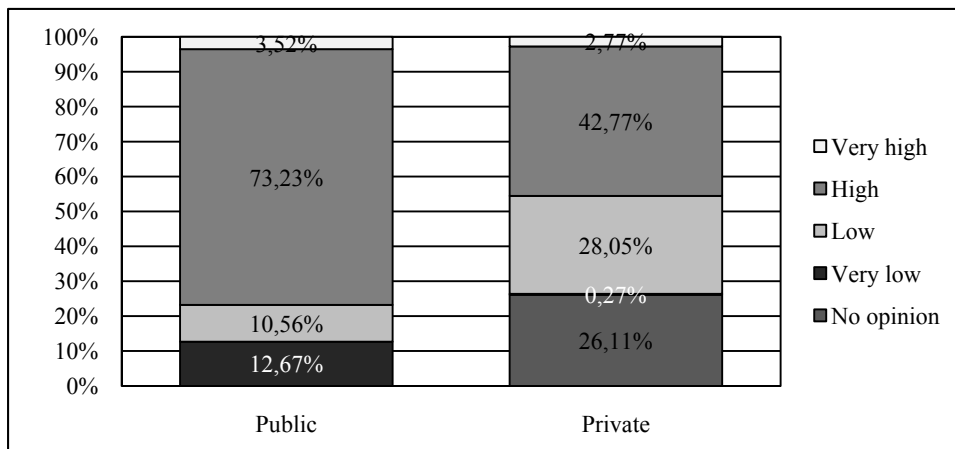


Figure 15. The evaluation of chances of having a good job after graduating

Source: own elaboration.

Figure 15 shows that almost 77% of the state university students think that the chances of having a good job after graduating are high. The respondents of the private universities are much less optimistic – the respective percentage equals to 45%. More than 28% of the private universities' students think they have low chances to find a good job – the respective percentage for the state university equals to 11%.

We assumed that the chances of finding a good job were taken into account before choosing a university. We thus verified the corresponding hypothesis. Hypothesis H0 had to be rejected (the significance was equal to zero), thus the corresponding relation is confirmed.

It seems that young people, while choosing a university, often take into account the opinion of their friends, who are students already. In our research we asked the students whether they would recommend their university to other young people. The results are shown in Figure 16.

The research shows that over 88% of the students of the state university would recommend their university to their friends. Among the students of the private universities this percentage is decisively lower and equals to 67%. More than 16%

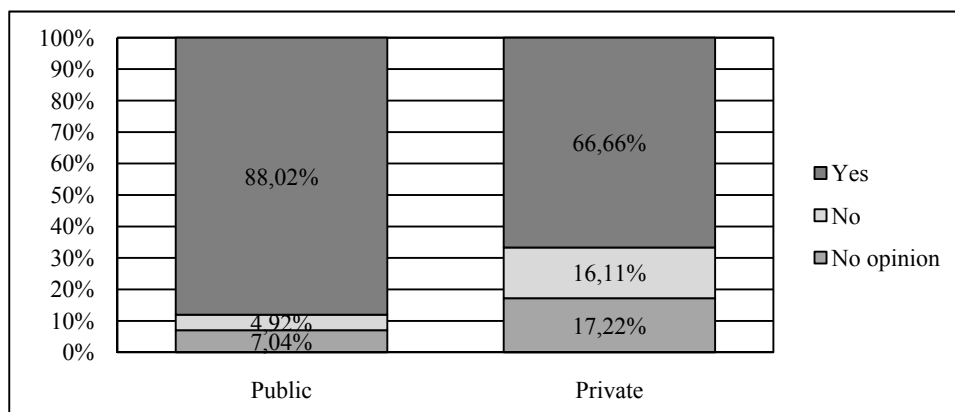


Figure 16. Information whether the students would recommend their university to other young people
Source: own elaboration.

of the students of the private universities would not recommend their university, in the case of the state university this percentage equals to only 5%.

The statistical test have confirmed that hypothesis H0 is to be rejected with significance level equal to 0. There is a relationship between the choice of the university and the recommendation of friends.

The research shows that the students have a higher opinion of the reputation of the state university than of the private universities. They also think the state university prepares them better to be successful on the job market. The state university students are also more disposed to recommend their university to their friends.

4. Conclusion

The process of demographic changes, as well as the growing mobility of the students, who choose the most attractive educational offer, make the universities adapt themselves to new conditions. Because of high competition both the private and state universities have to undertake actions leading to increase the satisfaction of the students of studying at a given university. The paper presents the results of research which goal was to evaluate the satisfaction of the students with several aspects of studying – the research was performed at one state university and two private ones. From the research it follows that the students of the private universities are more satisfied (with respect to the students of the state university) because of with the number of language classes and the offered curriculum. Also the majority of them think that their teachers have sufficient competence and a friendly attitude toward the students. However, the students of the private universities have a lower opinion about the university infrastructure, and especially the library resources, the number of computer laboratories, the external look and equipment of the university buildings

and the service in the dean office. The research shows also that the students of the state university assess higher the reputation of their university and are more disposed to recommend it to others.

One of the conditions of good management of a university is the knowledge of the students' opinion about all the aspects which influence their satisfaction. This requires implementing a modern evaluation system. The research presented here can suggest which factors should be taken into account and how they should be formulated. It may be worth considering to question separately different student groups – divided according to the marks they get (better students will probably take into account to a smaller degree the easiness of passing the final exam), according to the specialization they study (some specializations accept only better students) and to the number of years they have studied (students who are closer to graduation usually see things differently from the beginners).

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OCENA CZYNNIKÓW SATYSFAKCJI STUDENTÓW NA PRZYKŁADZIE UCZELNI PAŃSTWOWEJ I UCZELNI PRYWATNYCH

Streszczenie: W dobie gospodarki rynkowej wymagane jest odpowiednie podejście do zarządzania szkołą wyższą. W związku z tym niezbędna wydaje się ocena szkoły wyższej z punktu widzenia studenta. Artykuł przedstawia badania, których celem była ocena czynników zadowolenia studenta na przykładzie wybranej państwowej uczelni wyższej oraz dwóch uczelni prywatnych.