

findings indicated that faculty and classes have significant influence on student college experience. On the other hand, students' college experience influences significantly satisfaction. In similar approach to the above study, [33] conducted a study and tested the same variables. The findings indicated that faculty and classes has significant influence on students' partial college experience. Student college experience influences significantly the satisfaction.

Based on above, this study proposes that services quality, price, student-lecturer relationship, and university characteristic influence the international student satisfaction.

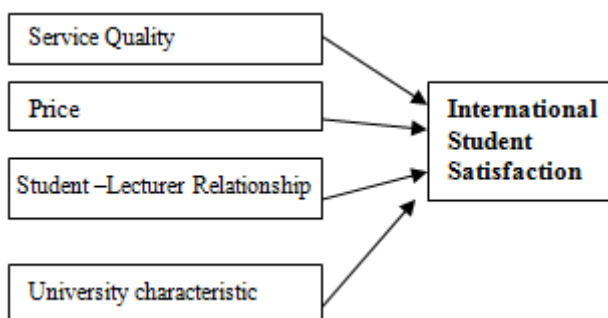


Figure 1: Theoretical Framework

Thus, the hypotheses of this study are as follows:

H1: There is a relationship between service quality and student satisfaction

H2: There is a relationship between price and students satisfaction

H3: There is a relationship between student-lecturer relationship and student satisfaction

H4: There is a relationship between university characteristic and student satisfaction

3. Research Methodology

This research employs quantitative approach. The population of this study was the international students at Malaysian private higher education universities. According to [6], there are 28,900 international students at private higher educational universities in Malaysia. However, due to cost and time consideration, the population includes only seven private universities. It was estimated that the total number of international students at these seven private universities at 10,000 students. Random sampling technique was employed. The questionnaire was distributed to 370 international students at universities..

3.1 Instrument

The instrument of this research is a questionnaire; the questionnaire is adapted from other researchers. The questionnaire consists of two sections. First section is the demographic information. Second section is related to the variables of the study. The measurement of student satisfaction, student-lecturer relationship, university characteristic were adapted from [35]. Service quality was adapted from [36] price or fees were adapted from [37].

3.2 Pre-test and data collection

Pre-test was conducted to ensure that the instrument is reliable. A total of 30 master students answered the questionnaire at one private university. The reliability was checked and found acceptable in pilot and field study. Service quality alpha was .83, price and fees' alpha was .82 while relationship between student and lecturer was .80, university characteristics was .83 and student satisfaction is .82. The data was collected manually and online. Respondents were volunteers. A total of 202 questionnaire were return complete and usable. This made the response rate 55%, which is acceptable, compared with other researchers who have done research in this area.

4. Findings

Respondents are international student. A majority of 68.8 percent of the respondents are males. A total of 45 percent of the respondents are in the age group of 29-36 year followed by 26.2 percent in the age group of 37-43 and 24.3 percent in the age group of 22 to 28 years. More than 73 percent of the respondents are younger than 36 years. In term of educational background, almost 92 percent of the respondents have formal education range from bachelor degree to doctoral level. The majority of 72 percent of respondents have been in Malaysia for more than 3 years.

4.1 Descriptive of Variables

This section provides a descriptive analysis of the variables. The mean score value is interpreted based on the Table 1 below:

Table 1: Descriptive Statistic for all Variables

Variables	Mean	Std. Deviation
Service Quality	3.15	.76045
Price & Fees	3.14	.79357
Student Lecturer Relationship	3.07	.80270
University Characteristic	3.45	.74384
Student Satisfaction	3.30	.84969

Table 1 shows that the highest mean score value of 3.45 is for university characteristic. This indicates that the respondents have placed their agreement on the items of the statement of the variable. An overall mean score value of 3.30 is given to the student satisfaction. This shows that the respondents have moderately agreed on the items of statement. This is followed by service quality, and prices and fees, with overall mean score value of 3.15 and 3.14 respectively. The lowest mean score value of 3.07 is given to the student lecturer relationship.

4.2 Pearson Correlation

In order to test the hypotheses of this study, a regression analysis is employed. However, before applying the regression, the Pearson Correlation is employed to check the correlation between the variables. Table 2 shows the results of Pearson correlation analysis. It shows that the correlations between the variables are within the acceptable range.

Table 2: Pearson Correlation

	SQ	Price	SLR	UC	SS
SQ	1				
Price	.702	1			
SLR	.591	.760	1		
UC	.577	.630	.611	1	
SS	.583	.677	.720	.711	1

<0.05, N=202

Note: SQ: service quality, SLR: student lecturer relationship, university characteristic, and SS: student satisfaction

4.3 Multicollinearity Test

Collinearity test is conducted to find the Collinearity between the variables. Table 3 shows that there is no Multicollinearity between the variables because the VIP value is less than 10 and the sig greater than 0.10. This indicates that the variables are not correlated with each other and they do not predict each other.

Table 3: Multicollinearity

Coefficients		Collinearity Statistics	
Model		Tolerance	VIF
1	Service Quality	.475	2.107
	Price & Fees	.312	3.203
	Student Lecturers Relationship	.392	2.550
	University Characteristic	.534	1.871

a. Dependent Variable: Student Satisfaction

N=202

4.4 Result of Hypotheses Testing

A regression analysis was conducted to find the effect of the independent variables on the dependent variables. Table 4 shows the result of the linear regression analysis.

Table 4: Coefficient

Model		Unstandardized Coefficients		t	Sig.
		B	Std. Error		
1	(Constant)	.005	.184	.025	.980
	Service Quality	.179	.069	2.58	.000
	Price & Fees	.126	.081	1.55	.000
	Student Lecturer Relationship	.380	.072	5.30	.000
	University Characteristic	.431	.066	6.51	.000

R <0.05, N=202, P<0.05

The table shows that the four hypotheses were accepted. The highest predictor of international student satisfaction is university characteristic with beta of 0.431 followed by student lecturer relationship with beta of 0.380, service quality of 0.179 and lastly, price or fees with beta of 0.126. The value of R square equals to 0.647. This indicates that a 65 percent of the variation in the international student satisfaction can be explained by the four independent variables of this study namely, service quality, price and fees, student – lecturer relationship, and university characteristic.

4.5 Discussion

This study has developed four main hypotheses related to the relationship between the independent variables and the dependent variable. The first hypothesis of this study

predicted that the relationship between student satisfaction and the service quality to be significant. Based on the result of regression analysis, the relationship is significant and positive. (R= 0.179, P-value < 0.05, N=202). Shekarchizadeh et al. [38] found that the service quality of university have a strong impact on international student satisfaction. Another study conducted by Slethaug and Manjula (2012) found that frustration with services provided by the university result in dropping courses and leaving the university. Sumaedi et al [28] found positive relationship between service quality and student satisfaction. Similarly, [29] proposed that the relationship between service quality and international students satisfaction is direct and significant. Thus, it can be concluded that the service quality is one of the factors that influence the international students' satisfaction in Malaysian private universities.

The second hypothesis of this study predicted the relationship between price or fees and the international student satisfaction to be significant. The relationship is significant (R= 0.126, P< 0.05, N=202). The finding can be interpreted, as the positive perception of price will lead to more satisfaction. It could be interpreted that the amount of prices or fees of the university are equal to the value that the student obtained from the university represented by the educational and non-educational services. This finding is in agreement with the literature. The major concern for students is the tuition fees that they have to pay to obtain the educational services (22). Thomas and Galambos[39] found there is significant relationship between prices and students satisfaction. Perceived price has been considered as a main deterrent of the student satisfaction. Sumaedi et al. [28] found significant relationship between price and the student satisfaction. Thus, universities have to give the student educational and non-educational services that are equal to the value of money that they paid.

The third hypothesis of the study proposed that the relationship between students and their lecturer is one of the factors that increase the international students' satisfaction. The relationship between student and lecturer has significant impact on the international student satisfaction (R=0.380, P-value<0.05, N=202). Douglas et al. [27] urge for better management between the service providers (Lecturer) and the service receiver who are the students. Sohail and Shaikh [40] pointed out that the only determinant of student satisfaction is the good relationship between students and lecturer. They [33] found that the relationship between advising staff and student satisfaction is significant. It could be concluded that the relationship between the students and their lecturer is important indicator of the international students' satisfaction. A satisfied student will be more encouraged to ask questions and discuss related matters with his lecturers. Thus, relationship between students and their lecturers is a factor of international student satisfaction.

The fourth hypothesis of this study predicted the relationship between university characteristic and the international student satisfaction to be significant. Findings showed that university characteristic is the most important indicators of international student satisfaction (R= 0.431, P-value= 0.05, N=202). Physical environment of higher educational institution could lead to student's satisfaction (34). Huang

and Wang [9] pointed out that the relationship between the combination of class design and students satisfaction is significant. Wells and Daunt (34) propose a conceptual model where the physical environment of a higher educational institution can lead to student satisfaction as an outcome. Sojkin et al. [41] identified social conditions and educational facilities among the key determinants of student satisfaction in higher education. Thus, it can be seen that the most important indicator of the international students' satisfaction is the university characteristic include the physical design, entertainment facilities such as football pitch and swimming pool in addition to the design of classroom and the environment inside the class.

5. Conclusion, Implication, and direction for Future works

This study has been conducted in Malaysia. Seven private universities were the target population of this study. The hypotheses of this research were tested by employing regression analysis. The findings revealed that all the hypotheses were accepted. Decision makers have to focus on the international student satisfaction to increase the number of international students in their universities. A key area to focus on is the university characteristic. Entertainment environment must be created at the university where fun and study can be mixed together. The decision makers also must create a culture where students and their lecturers can meet and discuss so that the relationship can be enhanced.

Quality of education plays vital role in the satisfaction of students. Most of the discussed literature showed that the service quality is one of the most important indicators of satisfaction. Services include the educational services that are provided by the academic staff and the non-educational services that are provided by the non-academic staff. The relationship between non-academic staff who are the frontline employees that provide the non-educational services to students should be enhanced.

Prices have been always associated with satisfaction. The lower the prices the more likely that the student to be happier. A high price with low level of service including educational and non-educational services will result in less satisfied students. Tuition fees of the university should be compared with other universities that provide the same educational services. This enables the university to have a benchmark in term of prices. Further, the university can increase the prices of tuition based on its services. Unique services enable the university to impose premium prices however; average educational services will only entitle the university to impose average prices.

Communication between the students and their lecturer is important to increase the satisfaction of international student. Creating an environment where students can informally meet and discuss with their lecturer is a way to increase the interaction and reduce the gap between the two parties. In formal way, the university can create a periodical meet with their lecturer to discuss the issue that can hinder the satisfaction of students.

University environment plays major role in increasing the satisfaction of international student. The existence of leisure facilities such as football yard, swimming pool, transportation facilities, and restaurant increase the student satisfaction. This is because, these facilities are essential for the students during the time of study.

Student satisfaction is a major area of research study and is quite interesting. Due to time considerations, this study was limited to seven private universities and was only among international students. Therefore, the following studies can be conducted to further the endeavor of this study: Future researcher can be carried to compare the satisfaction between student in private and public universities. This could be conducted by taking three private and three public university and distribute a questionnaire to find the international student satisfaction. Few studies were found to investigate the international student satisfaction using quantitative approach. There is need for a qualitative study that can identify the dimension of the international student satisfaction. Such study can be conducted using an interview approach or focus group approach to closely examine the factors that affect the international student satisfaction. This study was limited to only four variables. Further study can be conducted by incorporating some other variables such as the culture, proficiency of English language, cost of living, security, ranks of the university and so on.

Lastly, the university must periodically assess the satisfaction of student by conduct survey that can identify the area that needs improvement. Doing so will provide the university with positive word of mouth and encourage other student to join the university. Ultimately, this will lead to more competitiveness and create the opportunity for more revenues and better international academic rank.

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