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The Empirical Study of Teacher's Skills, Teacher's Attitudes and Training Environment on Students Satisfaction: The Case of Graduate School in Mongolia

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Abstract

The aim of this study seeks to examine the correlations between teachers' skills, teachers' attitude and training environment for student satisfaction. We try and understand the factors which influence student satisfaction in higher education, as well as the consequences of it. We collected and analyzed data from descriptive research can help understand factors on student satisfaction. The data were collected from 63 participants who study graduate school at Mongolian University of Life Science. This study discussed the effects of above mentioned results, the implications for theory and practice along with the limitations. Our study is significant in considering both theoretical and practical issues and for practices in graduate school. Data were estimated by SPSS 21 and Smart PLS 2.0 statistic programs.

Keywords: Mongolian University of Life Science, satisfaction, skill, attitude and environment

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I. Introduction

There are lots of studies examined that the dissatisfaction of students, on the contrary, could have ominous consequences for both the university and the student, namely unsuccessful students. Locke (1976), one of the most well-known researchers in job satisfaction, defines the concept as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Locke differentiates the concept of satisfaction from other similar concepts like morale and job involvement by clarifying his belief that satisfaction is based on a past or present assessment.

However, Anderson & Sullivan (1993) and Kristensen *et al.* (1999) suggest that the influence of expectations is completely mediated by quality perceived. Still, on the other hand, Walker (1995) suggests that the impossibility of evaluating the main service causes students among other aspects to focus more on class environment and on the teachers' presentation.

In higher education, this reality is very similar, with the aggravation that within this sector study concerning satisfaction is in truth still very scarce in Mongolian cases.

II. Conceptual Framework and Hypothesis

II.1. Student Satisfaction

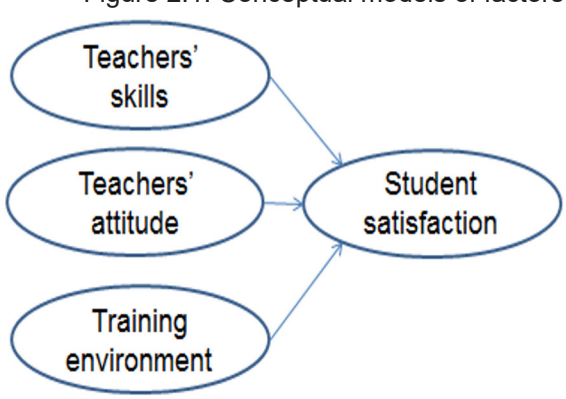
Hoppock (1935) offered one of the earliest definitions of job satisfaction. He described the construct as being any number of psychological, physiological and environmental circumstances which leads a person to express satisfaction with their job.

Our study explains how teachers' skills, attitude and training environment are influential on student satisfaction. The conceptual model of factors on student satisfaction is drawn in Figure 2.1.

There are numerous theories attempting to explain job satisfaction, but three conceptual frameworks as content, process and situational theory seem to be more prominent in the literature.

Satisfaction would be the only method for judging a school's quality, this measure can greatly impact external perceptions of a university who are interested in statistics like student retention (Athiyaman, 1997). Students will often choose their university or specific academic department based on its reputation, and universities and even the same school academic departments

Figure 2.1. Conceptual models of factors on Student satisfaction



H1: *Teachers' skills will have a positive impact on student satisfaction.*
H2: *Teachers' attitude will have a positive impact on student satisfaction.*
H3: *Training environment will have a positive impact on student satisfaction.*

will often compete in attracting the best students. Unfortunately, many would argue that what pleases students is often not the most beneficial for their understanding of the different course's concepts (Winer, 1999).

Evolution is not a useful measurement for assessing the quality of the faculty members' support their opinion by arguing that employers are often dissatisfied with students. Performance is saying that new graduates are not ready for work, so they feel that the expectations of students should continue to be more challenging than what student's desire. Balancing the satisfaction of students with the opinions of these external parties is a challenge for administrators and professors, but this equilibrium must be found (Winer, 1999).

The researcher also notes the importance of student evaluation of professors as it can be an excellent way to assess the effectiveness of faculty's teaching. Research has even found a positive relationship between student assessments of faculty effectiveness and the self-assessments of professors themselves (Howard *et al.*, 1985).

Some of the more widely used criteria include reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding the customer, and tangibles (Lagrosen *et al.*, 2004).

II.2. Teachers' Skills

Higher Education (HE) has faced different challenges as a reflection of social-economic aspects that characterize societies in distinct times. Nowadays, Higher Education Institutions are pressured for an increasing competitiveness that demands high standards of knowledge and quality, internationalization and mobility programs, strategies that distinguish them from the others and focus on attracting new students and offering post-graduation options for those who are already enrolled in the system. In recent years, HEIs have also been strained by some governments' agenda because of the issue of employability and this dimension has more and more often dictated financial support according to the obtained results (HEFCE, 2001). Student satisfaction has become a major challenge for the universities and it has been recognized that student satisfaction is the major source of competitive advantage and this satisfaction also leads towards student retention, the attraction for new students and positive word of mouth communication, as well (Arambewela & Hall, 2009).

Hunter (1979) proposed that teaching is the process of making decisions and executing approaches to improve learning possibilities before, during, and after teaching students. Ander & Burns (1990) argued that teaching is an act of interpersonal interaction that involves language as communication, and can help students learn or change their learning behavior. However, teaching is not merely explaining or hinting at rigid instructional materials. Instructors need to establish good learning environments, through which to elicit learning, motivation and teach learners to learn on their own, and understand how to learn by doing and do by learning (Vermeule & Schmidt, 2008). Teaching involves more than "teaching" and "learning". It is a composite concept that implicates complex concepts and activity processes. According to the literature review, in our study, it was hypothesized as below:

Hypothesis 1

H1: Teachers' skills will have a positive impact on student satisfaction.

II.3. Teachers' Attitute

Learning and teaching skills are a complex construct that is difficult to define. Most definitions of learning describe it as a relatively permanent change in behavior or ability in response to practice or experience (Shuell, 1986). Learning outcomes show a significant relationship with success in the initial phase of gradates' careers (Vermeulen & Schmidt, 2008). Student feedback is increasingly being considered as an important indicator of the quality of education (Harvey, 2001). Student feedback such as performance, including academic performance and student satisfaction, is important in understanding the students' perspective on their learning experiences. However, it may not necessarily represent what students have learned (Sockalingam, 2013). Increasingly, student satisfaction is also becoming an important indicator of the quality of teaching. Several studies suggest that both student satisfaction and grades are important indicators of student retention (Aitken, 1982; Bean, 1980). These various study findings indicate that teachers' attitude can affect the impacts on student satisfaction. According to the literature review, in our study, it was hypothesized as below:

Hypothesis 2

H2: Teachers' attitude will have a positive impact on student satisfaction.

II.4. Training Environment

Student centered learning facilitated by the adoption of technology in the classroom has been identified as one of the key goals of the British Columbia education plan (Abbott, 2011). Despite this investment in tools and training, the adoption of new teaching practices to reflect the change from a teacher-centered to a student-centered model of instruction has been slow to materialize (Keengwe *et al.*, 2008). Teachers with high efficacy tend to experiment with methods of teaching to meet their students' needs, spend more time planning, persist longer with students who struggle, and promote achievement, efficacy, and motivation in their students (Henson *et al.*, 2001). Teacher self-efficacy varies in different contexts as teachers may exhibit different levels of efficacy depending on the subject, student population, or school environment (Tschannen-Moran & Woolfolk Hoy, 2001). Chen (2010) found efficacy to be the most an important determinant of the extent to which pre-service teachers integrate technology for student-centered learning into their practice. Currently, no valid and reliable instrument for measuring teacher self-efficacy in relation to the use of technology for student-centered learning exists. These various study findings indicate that training environment can affect the impacts on student satisfaction. According to the literature review, in our study, it was hypothesized as below:

Hypothesis 3

H3: Training environment will have a positive impact on student satisfaction.

As a result, we agree with the research scholars, above whose findings, we utilized in our study. In our study, teachers' skills, teachers' attitude and training environment are independent variables and student satisfaction is the dependent variables. Teachers' skills, teachers' attitude and training environment will influence student satisfaction.

III. Research Methodology

III.1. Data collection and Questionnaire design

Scholars suggest that the research paradigm refers to the philosophies and beliefs of how research is to be implemented (Ticehurst *et al.*, 2000).

Gummesson (2000) identified that the concept of the paradigm was brought to the fore by Thomas, in the early 1960's, and can be used to represent "people's value judgments, norms, standards, frames of reference, perspectives, ideologies, myths, theories, and approved procedures that govern their thinking and action" (John, 2004).

The purpose of causal research is to find out the variables that might establish the cause-and effect relationships between the variables causing particular actions and responses. Cooper *et al.* (1998) described that most causal research relies on designed experimentation and simulation programs. Hussey (1997) studied the variables to find out the variables that might establish the cause-and effect relationships between the variables causing particular actions and responses (Sulaiman *et al.*, 2012). Zikmund (2003) described exploratory research as the initial stage for research projects that plan to explore the nature of a problem before proceeding to the next step of research. Exploratory research is also commonly used to divide a big problem into a number of smaller and more precise sub-problems before making more detailed investigations (Tak, 2012).

Thus, our research includes two kinds of problems in terms of theoretical and practical perspectives. The first, in theoretical perspectives, previous researchers demonstrated much attention on satisfaction in many sectors. Second, from the practical perspectives, in school year 2017-2018 spring semester. The method suitable for our study questions include questionnaires. Questionnaires are a common method of collecting primary data in the survey. Based on the discussion above, the questionnaire method was chosen for the following reasons:

- The questionnaires were collected by online and hand paper in March 2018.
- The questionnaires were able to gather data in a short period of time.
- The questionnaires were administrated to students who study in the major of economics; accountant, business management and others.

In our study, Likert scales were easy to use and understand. Zikmund (2003) identified that in some instances, the respondents need to select an appropriate answer from a list of specific answers or multiple choices in the closed-ended questions. Veal & Kumar (2005) presented Likert scales are used to indicate respondents' opinions by measuring their agreement and disagreement levels for each question. Kumar (2005) noted that in general, Likert scales have three, five, seven, or ten points depending on how fine researchers want to measure the intensity of people's opinions. Bass & O'Conner (1974) defined that although larger Likert scales make it possible to discriminate opinions more finely, they can also confuse the respondents In general, seven-point scales are found to reduce inaccuracy, whereas five-point scales restrict choice more (Tak, 2012). Therefore, five-point scales were used in this empirical study.

III.2. Selection of SPSS and SmartPLS software program

There are many software programs used to process data analysis, including Statistical Package for the Social Sciences (SPSS), SmartPLS, SAS, STATPAK or Excel. The most popular program is the Statistical Package for the Social Sciences. In this study, SPSS and SmartPLS-2.0 were chosen for their simplicity and completeness. The internal reliability of each factor was assessed using Cronbach's alpha coefficient. This is followed by the examination and presentation of the demographic profile of respondents using Descriptive Statistic. Our study was conducted to check the consistency of all related factors in the study based on Cronbach's Alpha value.

Firstly, according to Zikmund (2000) descriptive analysis refers to the transformation of the raw data into a form that will make it easy to understand and interpret. Secondly, the Cronbach Alpha testing will be used as it is the most well accepted reliability test tools applied by social researchers (Sekaran, 2003). Cronbach (1946) identified that in Cronbach's Alpha reliability analysis, the closer Cronbach's Alpha to 1.0, the higher the internal consistency reliability. Cronbach's measures:

1. Reliability less than 0.6 considered poor.
2. Reliability in the range 0.7 is considered to be acceptable.
3. Reliability more than 0.8 are considered to be good

Thirdly, in order to determine whether there are significant relationships among the independent variables and dependent variable, Pearson Correlation Coefficient analysis was being carried out. The scale model suggested by Davies (1971) used to describe the relationship between the independent variables and the dependent variable, or as shown that 0.7 and above - very strong relationship, 0.50 to 0.69 - strong relationships, 0.30 to 0.49 - moderate relationship, 0.10 to 0.29 - low relationship, 0.01 to 0.09 - very low relationship. Finally, Multiple Regression Analysis was conducted to examine which, among the three dimensions in independent variables was the most important in explaining the relationship (Norizan, 2012). SPSS and SmartPLS were used to test the relationships between variables.

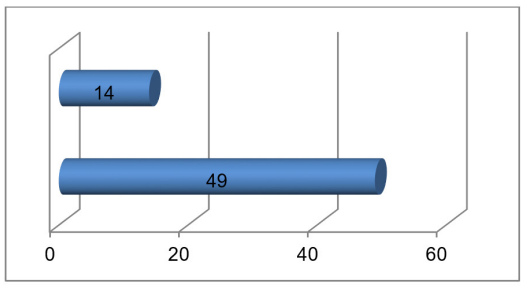
According to the Churchill (1999) and Zikmund (2003), the raw data was examined for completeness, consistency, respondent eligibility and accuracy. In this research, all the questionnaires were numbered in the sequence of their returned dates and we checked for the completeness of the questionnaire and eligibility of the respondents. Generally, one hundred questions were used in this survey. However, respondents did not answer all the questions, because they had either skipped or misunderstood the questions.

After the reliable questionnaires were identified and the data was entered, data analysis began. This section describes the demographic characteristics of the respondents. Of all the 63 respondents were studying on graduate school of MULS.

Table 3.1. Information of participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	11	17.5	17.5	17.5
	2.00	52	82.5	82.5	100.0
	Total	63	100.0	100.0	

Graph 3.1. The information for graduated school



There are 63 participants who studied at graduated school. 14 of them were graduated private university, 49 of them graduated public universities in Mongolia.

In graduate students, the outer loadings of 10 items measuring teachers' skills ranged from 0.387 to 0.796, Cronbach's alpha of 0.881 and AVE was 0.419. The outer loadings of 10 items measuring teachers' attitude ranged from 0.742 to 0.828, Cronbach's alpha of 0.884 and AVE was 0.520. Outer loadings of 10 items measuring training environment ranged from 0.599 to 0.827, Cronbach's alpha of 0.889 and AVE was 0.534. Outer loadings of 11 items measuring student satisfaction ranged from 0.525 to 0.823, Cronbach's alpha of 0.914 and AVE was 0.543 in Table 3.2.

IV. Conclusion

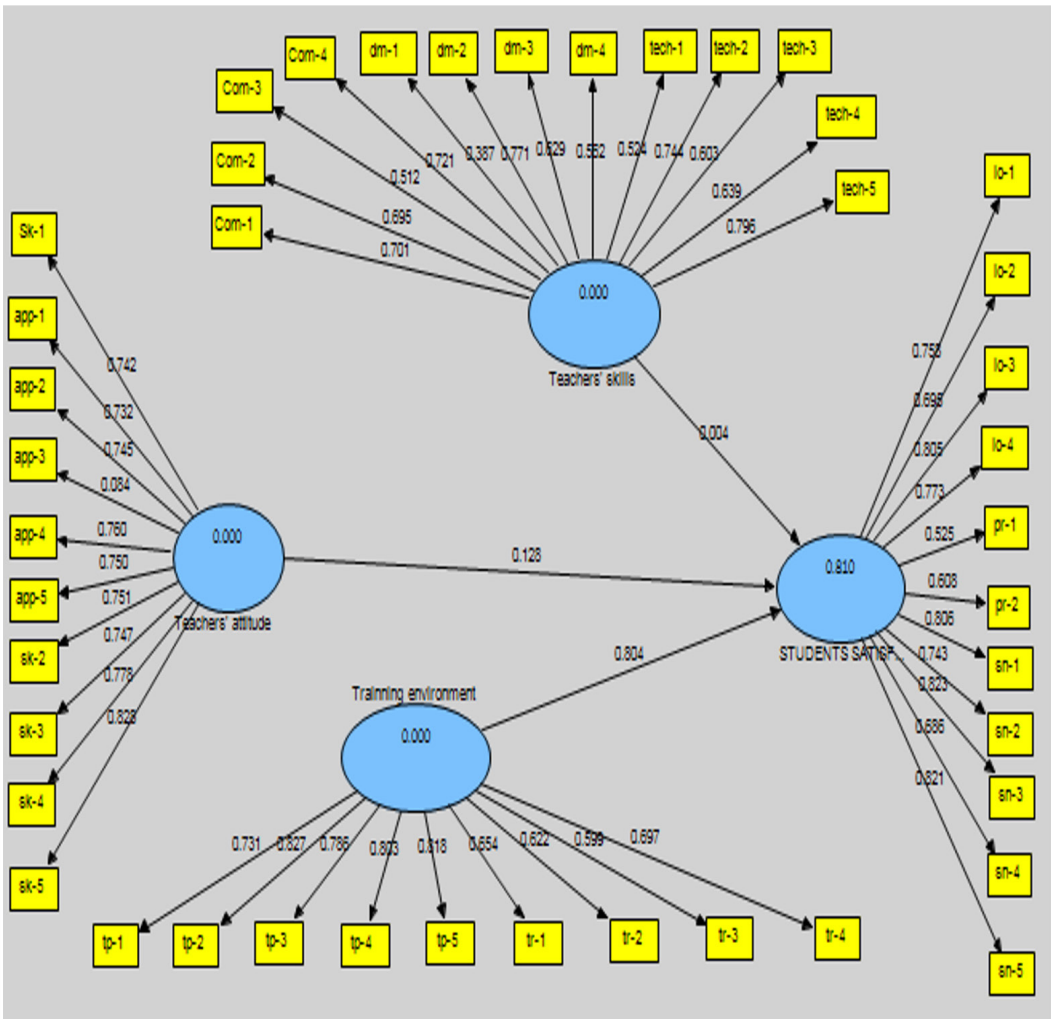
The findings showed that all effects such as teachers' skills, teachers' attitude and training environment have a positive relationship with student satisfaction of Graduate school at Mongolian University of Life Science. It means that students can take more impacts in order to retain more satisfied employees are more productive than those who are less

Table 3.2. List of Items for each Construct of Students

Items	Codes	Factor Loading	AVE	Cronbach's Alpha	Items	Codes	Factor Loading	AVE	Cronbach's Alpha
Teachers' skills	com-1	0.701	0.419	0.881	Teachers' attitude	sk-1	0.742	0.520	0.884
	com-2	0.695				sk-2	0.751		
	com-3	0.512				sk-3	0.747		
	com-4	0.721				sk-4	0.778		
	tech-1	0.524				sk-5	0.828		
	tech-2	0.744				app-1	0.735		
	tech-3	0.603				app-2	0.745		
	tech-4	0.639				app-3	0.084		
	tech-5	0.796				app-4	0.760		
	dm-1	0.387				app-5	0.750		
	dm-2	0.771			Students Satisfaction	lo-1	0.758	0.543	0.914
	dm-3	0.629				lo-2	0.695		
	dm-4	0.562				lo-3	0.805		
Training environments	tr-1	0.654	0.534	0.889		lo-4	0.773		
	tr-2	0.622				sn-1	0.806		
	tr-3	0.599				sn-2	0.743		
	tr-4	0.697				sn-3	0.823		
	tp-1	0.731				sn-4	0.686		
	tp-2	0.827				sn-5	0.821		
	tp-3	0.786				pr-1	0.525		
	tp-4	0.803				pr-2	0.608		
	tp-5	0.654							

Note: com-communication, tech- technical skills, dm- decision making, sk-skills, app- approach, tr-training activity, tp-training program, lo-loyality, sn-oursource information, pr-outsource activity

Figure 3.1. Results of Structure Analysis of Graduate students



satisfied.

Actually, three hypotheses were supported in all major of chosen that hypothesis 1, 2, 3 were related and positive impact on student satisfaction.

Finally, the results from our study may help the essential features of supervisors in detecting the things that need to be improved in our university in order to improve the student satisfaction of their effects on teachers' skills, teachers' attitude and training environment.

Recommendations

This research recommends that the higher education sector can be surveyed every fiscal year to determine innovative ways to capture the essence of student satisfaction of graduate school at MULS. Based on the results of this study, the following recommendations are made in our university for the effects of teachers' skills; teachers' attitude and training environment have a positive relationship with student satisfaction. Therefore, future research, practices, and policies will make effort in presenting the

recommendations. This study did not include any religion, living area, prior military service or ethnicity.

The scope of this study involves only the first grade undergraduate students for graduate school. Due to time limitation, it is recommended that future survey could be expanded to remote areas isolated areas draw the results regarding more impacts on student satisfaction.

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