Research Article

THE DETERMINATION OF FACTORS FORGRADUATE STUDENTS' SATISFACTION: THE CASE OF UNIVERSITY OG INTERNAL AFFAIRS, MONGOLIA

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ABSTRACT

Student satisfaction has been considered an important factor in measuring the quality assurance of learning approach and a key factor in the success of learning programs. The study on the graduates' satisfaction our goal is to study how the impact of satisfaction that our graduates while learning the knowledge and skills of graduates for learning activities and teachers' attitude. We have tried to involve as many graduate students as possible detail branch and department of graduates. We collected and analyzed data from descriptive research can help understand factors on graduate students' satisfaction. The data were collected from 56 participants who graduated in 2022 spring semester in the Executive Leadership Academy at University of Internal Affairs, Mongolia. This study discussed the effects of above-mentioned results, the implications for theory and practice along with the limitations. Using empirical data and a conceptual model, the results of this study indicate that graduate students' satisfaction. Data were estimated by Excel, SPSS 21 and Smart PLS 3.0 statistic programs.

Keywords: University of Internal Affairs, Mongolia, graduate student satisfaction, teachers'' attitude and training environment.

INTRODUCTION

Mongolian states that the goal of Mongolian higher education is to educate learners in acquiring political and moral qualities endeavor to serve the people. Educational organization is one of the most important institutional organizations of a nation. Specifically, higher education plays an important role of socio-economic development of a country. The literature looking at factors influencing student experience and/or satisfaction in higher education goes back several decades. Over the years, while the interest in examining student satisfaction has been maintained, the rationale for conducting such studies now relate to quality assurance. The theoretical underpinnings of models examining student satisfaction were drawn from the literature examining job satisfaction (Lan W.Li and David R.Carrol 2017). There are many scholars studied about students' satisfaction. Some of them are more clarified and defined positive results on students' satisfaction. On the other hands, 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. There are some researchers argued that quality assurance is more importance in the higher education sector. Also, some investigators agree to correlated relationships between students' satisfaction, knowledge, cultures, training environment and teachers' skills.
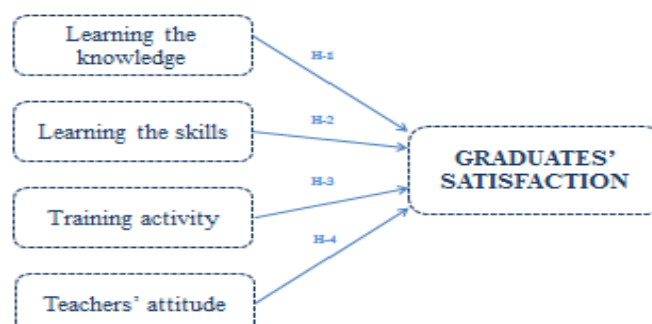
CONCEPTUAL FRAMEWORK AND HYPOTHESIS

DETERMINANTS OF STUDENT SATISFACTION

Lenton (2015), using the National Student Survey for UK universities, found that student satisfaction differed by the field of study. Importantly, resource measures such as staff-to-student ratios were found to have substantial impact on student satisfaction, while other

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broader measures of resources, such as total expenditure at the university level or academic staff remuneration were not found to impact on student satisfaction. Zineldin *et al.,* (2011) identified the quality of university infrastructure as an important determinant of student satisfaction in Turkey. Specifically, this related to factors such as physical appearance and cleanliness of classrooms, as well as the quality of equipment such as computers. Student satisfaction is a complex concept consisting of several dimensions (Marzo-Navarro, Iglesias, & Torres, 2005; Richardson, 2005). Student satisfaction in higher education is influenced by a number of variables. Several past studies show that there were related factors influencing student satisfaction namely the quality of courses (Arif, Ilyas, and Hameed, 2013; Wilkins and Balakrishnan, 2013), effectiveness of instructional process (Elliot and Healy, 2001; Helgesen and Nesset, 2007), course organization (Navarro, Iglesias, and Torres, 2005), interaction with students (O'Driscoll, 2012), the focus on student's needs (Elliot and Healy, 2001) and campus climate (Sojkin, Bartkowiak, and Skuza, 2012; Sultan and Wong, 2012). According to DiBiase (2004) and Garcia-Aracil (2009), student satisfaction is a complex yet poorly articulated notion. According to the literature review, in our study, it was hypothesized as below:

FIGURE 2.1. CONCEPTUAL MODELS ON GRADUATE STUDENTS' SATISFACTION

Source: Own design

LEARNING THE KNOWLEDGE

Knowledge is a vital and important resource, which provides organizations with a sustainable competitive advantage in our highly competitive economy (Noe and Wang, 2010). Successful distribution of the organizational knowledge resources would ensure that the required knowledge, at specific time, would be available to right people to take the right decision, and therefore enhance the quality of the decisions taken by an organization (Holsapple, 2001). According to Cardoso *et al.,* (2008), the links between Knowledge managements and human related issues are not well understood. According to Lahaie (2005) knowledge loss or knowledge gap is most felt with the exit of knowledgeable, skilled, and experienced students. Organizations try to address the issue of maintaining critical knowledge within their boundaries through the implementation of Knowledge management systems and practices. A key factor to the success of knowledge management system is students' satisfaction. Knowledge management plays an important role in converting learning ability and basic competencies into competitive advantage (Adams and Lamont, 2003). Lee and Chang (2007) state that the most important stages in the knowledge management process are the transfer of the knowledge and its sharing. In this respect, in the questionnaire used in the study, knowledge transfer and knowledge sharing elements supporting information production and sharing are taken into consideration.

LEARNING THE SKILLS

A skill is the ability to carry out a task with determined results often within a given amount of time, energy, or both. S Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used. People need a broad range of skills to contribute to a modern economy. Learning is the process of acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences. The ability to learn is possessed by humans, animals, and some machines; there is also evidence for learning in some plants (Karban, R 2015). Some learning is immediate, induced by a single event (e.g. being burned by a hot stove), but much skill and knowledge accumulates from repeated experiences. The changes induced by learning often last a lifetime, and it is hard to distinguish learned material that seems to be "lost" from that which cannot be retrieved (Gagliano 2014). Active learning occurs when a person takes control of his/her learning experience. Since understanding information is the key aspect of learning, it is important for learners to recognize what they understand and what they do not. By doing so, they can monitor their own mastery of subjects. Active learning encourages learners to have an internal dialogue in which they verbalize understandings. This and other meta-cognitive strategies can be taught to a child over time. Studies within met cognition have proven the value in active learning, claiming that the learning is usually at a stronger level as a result.

TRAINING ACTIVITY

Training is teaching, or developing in oneself or others, any skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, productivity, and performance. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (also known as technical colleges or polytechnics). In addition to the basic training required for a trade, occupation or profession, observers of the labor-market recognize as of 2008 the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development (Rampel

2013). Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators and learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy (Buhler 2012). Refresher/Retraining is the process of learning a new or the same old skill or trade for the same group of personnel. Refresher/Retraining is required to be provided on regular basis to avoid personnel obsolescence due to technological changes & the individual's memory capacity. Retraining (repetition of a training conducted earlier) shall also be conducted for an employee, when the employee is rated as 'not qualified' for a skill or knowledge, as determined based on the assessment of answers in the training questionnaire of the employee (Wisman J.D 2010).

TEACHERS' ATTITUTE

G.W. Allport, "Attitude is a mental and neutral state of readiness organized through experience, exerting a directive or dynamic influence upon individual's response to all objects and situations with which it is related." Krech and Crutchfield defined "attitude as an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual's world". According to Katz and Scotland, "Attitude is a tendency or predisposition to evaluate an object or symbol of that object in a certain way". 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 and 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.

RESEARCH METHODOLOGY

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, M. D., P. A. Basford *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. 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 in March 2022.
- The questionnaires were able to gather data in a short period of time.

In our study, Likert scales were easy to use and understand. Bass and 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.

DATA ANALYSIS METHODS

Data collection for this study was gathered from survey questionnaires administered to 76 graduate students. After checking the precision of data entry and making codes for data analysis with the statistical analysis program, SPSS version 21.0, SmartPLS-3.0 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

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 Smart PLS 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 56 respondents who are graduates at University of Internal affairs, Mongolia. There are 6 female, 50 male graduates participated in our study. The following is a study of the SPSS-21.0 program with the more detailed method of sex education of masters participating in the survey.

Figure 3.1. Results of Structure Analysis of graduates' satisfaction
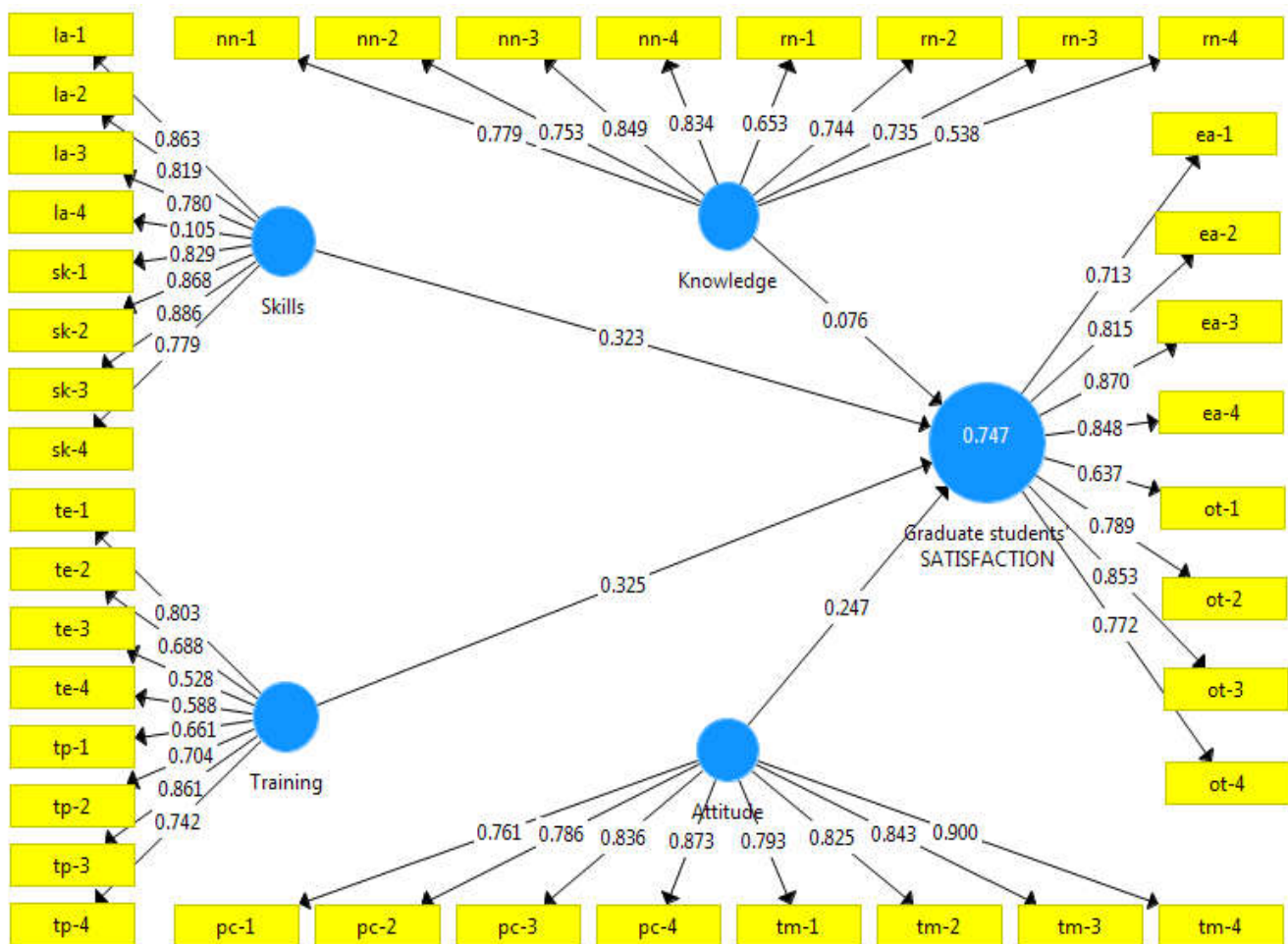
Notes: nn - new knowledge, **rn** - certified knowledge, **la** - foreign language, **sk** - skills, **te** - training environment, **tp** - training program
pc - professional consultant, **tm** - teaching method, **ea** - evaluation, **ot** - out activity of training

Table 1. List of Items for each Construct of Students

Factor loading		Original Sample	Cronbach's Alpha	Rho_A	Composite Reliability	AVE
Learning the knowledge	nn-1	0.779	**0.879**	**0.889**	**0.906**	**0.550**
	nn-2	0.753				
	nn-3	0.849				
	nn-4	0.834				
	rn-1	0.653				
	rn-2	0.744				
	rn-3	0.735				
	rn-4	0.538				
Learning the skills	la-1	0.863	**0.891**	**0.935**	**0.918**	**0.609**
	la-2	0.819				
	la-3	0.780				
	la-4	0.105				
	sk-1	0.829				
	sk-2	0.868				
	sk-3	0.886				
	sk-4	0.779				
Training activity	te-1	0.803	**0.851**	**0.877**	**0.885**	**0.496**
	te-2	0.688				
	te-3	0.528				
	te-4	0.588				
	tp-1	0.661				
	tp-2	0.704				
	tp-3	0.861				
	tp-4	0.742				
Teachers' attitude	pc-1	0.761	**0.934**	**0.938**	**0.946**	**0.686**
	pc-2	0.786				
	pc-3	0.836				
	pc-4	0.873				
	tm-1	0.793				
	tm-2	0.825				
	tm-3	0.843				
	tm-4	0.900				
GRADUATES' SATISFACTION.	ea-1	0.713	**0.912**	**0.914**	**0.930**	**0.625**
	ea-2	0.815				
	ea-3	0.870				
	ea-4	0.848				
	ot-1	0.637				
	ot-2	0.789				
	ot-3	0.853				
	ot-4	0.772				

Notes: nn - new knowledge, **rn** - certified knowledge, **la** - foreign language, **sk** - skills, **te** - training environment, **tp** - training program **pc** - professional consultant, **tm** - teaching method, **ea** - evaluation, **ot** - out activity of training

The results from the students' satisfaction survey are as follows. The results of the structure analysis (Table 3.3.), (Figure 3.1), and student satisfaction indicators all had a great impact on each other.

It can be concluded that although the minimum score for each indicator is effective, it is likely to be concluded that the low performance of the indicators is weak. Rho_A is rated Rho_A (**0.877-0.938**) with the coefficient of reliability. The average mean value of AVE **(0.496-0.686)** indicates that the mean variation of the training activity is 0.496 which is not satisfactory. Composite Reliability (**0.885-0.946**) were expressed that estimates are reliable variables that affect graduates' satisfaction.

From the results of the survey, reliability values, mean values, and reliability values were all positive. It can be concluded that the hidden variables or indicators are understandable and understandable to participants in the study. The main concern for dependency analysis on the Smart PLS 3.0 software, the number of participants must be 30 or older. This is the result of the actual outcome. The number of our graduates was **56** to be considered in this program become more realistic and precise analysis than the other survey results of 300-time turn-judgment against scores. We conclude that there are a number of indicators that need to be taken into account for the lower variables below **0.7** for behavioral and performance indicators.

Table 2. The results of correlation analysis

Factors		Teachers' attitude	Graduates' satisfaction	Learning the knowledge	Learning the skills	Training activity
Teachers' Attitude		**0.828**				
Graduates' satisfaction		0.734	**0.791**			
Learning knowledge	the	0.546	0.676	**0.742**		
Learning the Skills		0.579	0.770	0.763	**0.780**	
Training]activity		0.792	0.816	0.669	0.752	**0.704**

Source: Result of study.

From the results of the above analysis, the Learning knowledge -0.546, the Learning skills - 0.579 which meant that graduates did not relate the variables to satisfaction. In other words, lower than 0.607 to 0.85, it can be concluded that the difference between the measure of measurement and the self-esteem of the measured is valid, and therefore all other disclosures are relevant. Using the P value of statistical hypothesis testing is common in research in various fields. P-value for the hypothesis statistical tests to help determine the significance of the results. P-value is the number between 0 and is interpreted as follows: P-value is ≤0.05, if the hypothesis is strong or the hypothesis is confirmed.

Table 3. The result of path analysis

Hypothesis	Original sample	Sample Mean	Standard Deviation	T statistics	P Values	RESULT
H1: Learning the knowledge will have a positive impact on graduates' satisfaction.	0.274	0.256	0.14	1.774	0.077	**Non supported**
H2: Learning the skills will have a positive impact on graduates' satisfaction.	0.076	0.079	0.139	0.548	0.584	**Non supported**
H3: Training activity will have a positive impact on graduates' satisfaction.	0.323	0.319	0.108	2.995	**0.003**	**supported**
H4: Teachers' attitude will have a positive impact on graduates' satisfaction.	0.325	0.321	0.121	2.698	**0.007**	**supported**

Source: Result of study.

Result of the study:

H1: Learning the knowledge will have a positive impact on graduates' satisfaction. - The hypothesis is not valid. For: P-value - 0.077.

H2: Learning the skills will have a positive impact on graduates' satisfaction. The hypothesis is not valid. For: P-value - 0.584.

H3: Training activity will have a positive impact on graduates' satisfaction. The hypothesis is valid. For: P-value - 0.003.

H4: Teachers' attitude will have a positive impact on graduates' satisfaction. The hypothesis is valid. For: P-value - 0.007.

CONCLUISION

We studied for achieving the purpose of this study, academic staff has been studying the satisfaction of students each year, and the results of the survey are being used in the quality assurance of training activities. We have developed a questionnaire based on many models and assumptions that have been studied by international scholars and researchers. It is assumed that the study was carried out by graduates in the 2018-2019 academic years. In this study, we used the data from 56 graduates. Information can be used as a database for the respondents and can be used as a source of further research. This satisfaction survey from graduates has several advantages over previous studies. These include:

- Representatives of professional graduates participated in the survey.
- Many variables were used as indicators for their research.
- Study the processing of the results of analysis of several factors using SPSS-21 and Smart PLS 3.0 software.
- Training activities of our graduates have been able to study hypothesis expressed their satisfaction.
- Teachers' attitude activities of our graduates have been able to study hypothesis expressed their satisfaction.
- The respondents' information was documented as a unified database. These include:
- Research report - Research on Factors Affecting Student Satisfaction
- Conducting a comprehensive consultation on the information needed for quality implementation of the training process
- Develop a model that reflects the possible improvement in the next research model.

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