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Factors Affecting Student Satisfaction and Dissatisfaction in an Higher Education Institute

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Abstract

In the current competitive environment, one of the most critical issues that organizations deal with is awareness of customer satisfaction and their opinions regarding the organization's performance, products, and services. Organizations that focus their primary activities on customer satisfaction have a competitive advantage. According to systems thinking, academic institutions are also among the organizations whose survival is closely tied to the satisfaction of their students (customers), and therefore, satisfaction is a factor that must be given greater attention than ever before. The main goal of this research is to identify the factors affecting the satisfaction and dissatisfaction of students at a higher education institute, which is examined in three dimensions: the teaching staff, the administrative staff, and the management staff of the institution. Based on interviews conducted with students, the results indicate a significant level of dissatisfaction with the educational dimension and the teaching methods of the professors. Additionally, in the administrative dimension, dissatisfaction is more concentrated in the areas of welfare services and university facilities. In the administrative dimension, failure to fulfil responsibilities correctly has led to student dissatisfaction.

Keywords: Customer satisfaction, Students satisfaction, Higher education institute, Service quality.

1 | Introduction

In today's dynamic and highly uncertain competitive environment, continuous activity and maintaining organizational superiority have become challenging [1]. On the other hand, crises have affected most of the world's major companies, and Iran country has also been significantly impacted [2]. Organizations find themselves in a fiercely competitive market where they must strive to ensure their survival [3]. In recent years, the challenges arising from the competitive landscape have made organizations face conditions where customer satisfaction and their opinions regarding the organization's performance have gained special importance, as customer satisfaction significantly affects the success of organizations [4].

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Today, organizations place their primary focus on customer satisfaction [5]. Customers of an organization are always its highest priority as the reason for its existence and sustainability [6]. Managers of organizations understand that customer satisfaction is the guarantee of their survival [7]. Management experts have emphasized that the most important goal and duty of organizations is to achieve customer satisfaction and that continuous commitment to satisfying customers is the main prerequisite for success in the competitive market [8]. Suppose an organization's services meet customer expectations. In that case, it leads to customer satisfaction and encourages them to introduce business to others and word-of-mouth referrals, ultimately contributing to the organization's survival [9]. Furthermore, if the level of service falls short of customer expectations, customer dissatisfaction will occur, resulting in negative publicity, a decrease in demand for services, and, ultimately, the organization's closure. In general, every service provider organization must continually consider customer feedback as feedback to identify shortcomings and develop plans based on it.

Higher education institutions are no exception to this rule. One of the fundamental challenges in this field is attracting and retaining students due to the overproliferation of educational institutions and the decrease in the student population. Thus, the importance of student loyalty to educational institutions is increasing day by day, and student satisfaction is one of the most crucial factors [10]. A satisfied student may exhibit behaviours that indicate a loyalty to the institution. Behaviours such as establishing positive personal connections with other potential customers lead to word-of-mouth advertising and attracting more students. From a systemic perspective, educational institutions are a type of economic system, and their primary and most important customer is the students. These students will play a role in maintaining and sustaining this economic system. The market for university services has never been as competitive as it is today [11]. The increase in the capacity of public universities, non-profit institutions, open universities, and online and distance learning courses in all regions of the country, along with changes in the population pyramid towards an increase in the elderly population and a decrease in the young population, as well as a decline in the number of applicants for higher education, has posed new challenges to educational institutions. Worldwide, universities and educational institutions are trying to gain a competitive advantage by providing unique benefits and a variety of services compared to their competitors, which results in the attraction and retention of students. Increasing student satisfaction is the focus for all educational organizations, as satisfied students are more likely to choose the same institution for further education, and this leads to repeat business and loyalty [12]. Additionally, satisfied students become effective word-of-mouth promoters, increasing the institution's reputation and credibility. In essence, this role leads to an increase in the institution's recognition and reputation [13].

Given the importance and relevance of the research topic and considering Herzberg's two-factor theory, which states that the factors that motivate individual satisfaction are not necessarily the same as those that lead to dissatisfaction, this article aims to identify and categorize the factors that have led to student dissatisfaction and satisfaction at a higher education institute.

2 | Research Background

Until today, numerous studies have been conducted in the field of service quality and customer satisfaction, both within and outside the country. In the following, several research efforts are highlighted that investigate customer satisfaction and service quality.

A paper titled "service quality and student satisfaction in higher education institutions: the competitive dimensions of Malaysian Universities" identified the quality of higher education as one of the crucial factors in national competitiveness. The primary goal of this paper is to evaluate student satisfaction with the services provided by higher education institutions. In particular, this study found a significant relationship between five dimensions of service quality (tangibles, reliability, responsiveness, assurance, and empathy) or SERVQUAL and student satisfaction. Out of 1000 questionnaires sent to respondents, 360 questionnaires were completed. The overall results indicate that the majority of students are satisfied with the facilities offered by universities [14].

Researchers focused on predicting student satisfaction through service quality in higher education. This study examined factors that predict student satisfaction with the university by analyzing certain criteria used by students. Specifically, three research questions were investigated: Is there a gap in students' perception of service quality? Are gender differences effective in student satisfaction? What are the factors that predict service quality and student satisfaction? A questionnaire was completed by a random sample of 299 students from three universities in South Africa and Eswatini. The findings showed that students perceive significant gaps between the importance of service quality and their experience, with a lower experience. Significant gender-based differences in overall satisfaction were found. Furthermore, the results indicated that the most important predictors of student satisfaction are the intention to leave, trust in management, and readiness for change. In addition to gender, cultural differences may also play a role in the students' experience [15].

Researchers indicated that this study aimed to improve quality and, consequently, performance by focusing on factors that affect student satisfaction. For this research, four predictor variables and one criterion variable were selected. To follow the research path, the predictor variables included student-teacher relationship, teacher preparedness, student experiences, university services and amenities, and the criterion variable was student satisfaction. The study was conducted on a sample of 200 individuals from educational institutions. Data were analyzed using descriptive analysis, regression, and correlation analysis. These analyses confirmed a strong relationship between the variables, with this model providing the best fit. Furthermore, it demonstrated that the student-teacher relationship, teacher preparedness, student experiences, and campus support services and amenities are fundamentally related to student satisfaction. The higher the level of satisfaction with these facilities and services, the higher the students' satisfaction and happiness. Ultimately, this research showed that the student-teacher relationship, student experiences, campus support services and amenities, and teacher preparedness contribute to student satisfaction [16].

A study identified four variables that had a direct impact on customer loyalty, namely reliability, responsiveness, price, and customer satisfaction. Additionally, the variables of convenience and price had a direct impact on customer satisfaction. Simultaneously, these variables created indirect effects on customer loyalty. The research was conducted using a cross-sectional survey of 288 respondents. The collected data were analyzed using reliability analysis, factor analysis, correlation analysis, and regression analysis. The empirical results of this study showed that reliability, responsiveness, price, and customer satisfaction directly influence customer loyalty [17].

Researchers mentioned that the quality of education and life experiences, as well as support, affect student satisfaction. They used valid survey responses from 873 international students representing 69 different countries studying at 62 Korean universities. An exploratory factor analysis was employed to extract a set of significant factors from various variables. Subsequently, logistic regression was used to identify the factors influencing overall student satisfaction. The study identified various areas of intervention and recommendations, from learning experiences to life and support services. This study also confirmed the hypothesis that international students from East Asian cultural backgrounds, compared to those with greater cultural differences with the host population, achieve higher satisfaction [18].

A paper emphasized the importance of service quality for higher education institutions to remain competitive and grow. Ensuring student satisfaction with the university is a necessity. This study aims to contribute to improving the quality of services in educational institutions. Data and information were collected from higher education institutions in Pakistan using a convenience sampling method and a survey questionnaire. The findings showed that with the moderating effects of university culture, university reputation, and university price, higher education institutions can significantly attract student satisfaction. University culture positively reinforces service quality for achieving and maintaining student satisfaction, while university price and reputation negatively affect the relationship. These moderating factors are essential [19].

Researchers investigated the influence of service quality on student satisfaction and loyalty in higher education institutions in the Riau province. They employed Structural Equation Modelling (SEM) and Analysis of Variance (ANOVA) with SPSS 21 and AMOS 21 for data analysis. The results showed a significant positive

effect of service quality on student satisfaction and a significant positive impact on student loyalty. However, the findings indicated that there is no significant positive impact on the relationship between service quality and student loyalty [20].

A study aimed to identify the factors that may impact user satisfaction and loyalty in Digital Libraries (DLs) by integrating the Information System Success theory, Technology Acceptance Model, and Relationship theory. They collected valid survey responses from a total of 426 questionnaires. They used SEM to test the research model and hypotheses. The results revealed that information quality, system quality, and service quality significantly influence perceived ease of use, perceived usefulness, and user satisfaction with DLs. They also found that user differences, including age, gender, and education level, significantly impact user satisfaction and loyalty [21].

Researchers aimed to explain the critical factors influencing the level of student satisfaction with selected state universities in Sri Lanka. A conceptual framework was developed based on a review of the literature. The study was conducted in four state universities at the undergraduate level and used factor analysis and correlation and regression analysis for data analysis. The findings provided evidence of the structural validity and reliability of all survey scales measuring key variables related to the quality of faculty, university facilities, academic programs, administrative staff, campus environment, and the university's image. It showed that the quality of faculty, university facilities, academic programs, administrative staff, university location, and the university's image are significantly correlated with student satisfaction. The satisfaction levels were measured as 0.45, 0.47, 0.51, 0.31, 0.39, and 0.66, respectively. Significant predictors include the quality of university facilities, the quality of academic programs, and the university's image, with the university's image emerging as the strongest predictor [22].

A study conducted a 10-year case study on the changing determinants of student satisfaction in English universities. They used data from the National Student Survey (NSS) in the UK, collecting responses from 2.3 million full-time students from 2007 to 2016. The results of this study showed that the best predictors of overall satisfaction were "teaching quality" and "organization and management" [23].

Researchers conducted a study examining the relationships between e-learning service quality characteristics, overall e-learning service quality, student satisfaction with e-learning, and student loyalty to e-learning in Vietnam. Data collected from 1232 students were analyzed using exploratory factor analysis, confirmatory factor analysis, and SEM with SPSS 25 and SmartPLS 3.0. The results indicated that e-learning service quality forms a second-order structure comprising three factors: e-learning system quality, instructor and course content quality in e-learning, and administrative and support services quality in e-learning. E-learning system quality was the most critical dimension influencing overall e-learning service quality, followed by instructor and course content quality in e-learning and administrative and support services quality in e-learning. Additionally, overall e-learning service quality had a positive relationship with student satisfaction, which, in turn, had a positive impact on student loyalty to e-learning. Overall, e-learning service quality directly influences student loyalty [24].

A paper collected data from 793 students at one of the largest universities in Georgia. They conducted an exploratory factor analysis and regression analysis to find that administrative factors were crucial and positively affected student satisfaction. There was a positive relationship between academic programs and student satisfaction [25].

Experts analyzed the influence of website design, reliability, time-saving, product variety, and delivery performance on customer satisfaction in the e-commerce industry. Data were collected through questionnaires, with 185 usable samples for analysis. The data were analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method. The results of this study indicated that reliability, time-saving, product variety, and delivery performance had a significant and positive impact on customer satisfaction. Among these factors, product variety had the most substantial influence on customer satisfaction [26].

A study aimed to evaluate the level of student satisfaction with the services provided by public universities in Bangladesh, specifically focusing on accommodation facilities, transportation services, and recreational and sports facilities. Data were collected through a standard questionnaire distributed to 500 randomly selected students from six public universities. Data analysis involved various statistical tools, including reliability analysis, descriptive statistics, correlation analysis, and multiple regression analysis. The findings revealed that recreational and sports facilities had the most substantial impact on student satisfaction within the community. Additionally, transportation facilities had a positive and significant influence on student satisfaction. The study provides valuable insights into student satisfaction that can help university officials design policies and services beneficial for students [27].

Researchers conducted a study in 2021 titled "Factors Affecting Customer Satisfaction with Service Quality in Vietnam Bank" to explore the factors influencing customer satisfaction with service quality in Ho Chi Minh City. The study involved 347 valid questionnaires and employed exploratory factor analysis and hypothesis testing with linear regression analysis. The results indicated that factors such as reliability, system, assurance, interest rate and cost, and tangibles (facilities and forms) had a positive impact on customer satisfaction. Of these, the importance of interest rates, service fees, and systems in enhancing customer satisfaction and, consequently, increasing customer loyalty to the bank was emphasized. Customer Relationship Management (CRM) was identified as a suitable business strategy for identifying the most profitable and potential customers for the bank. Therefore, CRM in a bank is considered one of the prerequisites for achieving the desired goals [28].

3 | Methodology

This particular type of investigation was conducted for the first time in the country at a higher education Institution. The current study is considered applied research in terms of its objective, descriptive research in terms of data collection method, and qualitative research in terms of the nature of the research data. The research population included postgraduate students majoring in accounting, law, psychology, and architecture, which amounted to a total of 256 students. Due to the unavailability of some students and other factors, a total of 183 interviews were conducted. Data for the research were collected by making telephone contact with postgraduate students in the fields of accounting, law, psychology, and architecture who had been studying for at least one year. The open-ended questions in this section included the following:

I. What factors have caused your dissatisfaction (if any) with the institution?

- *The quality of teaching by professors.*
- *Professors' conduct and interaction.*
- *Responsiveness and availability of professors.*
- *The conduct of the administrative staff.*
- *Timeliness in handling your requests.*
- *The quality of the institution's hardware.*
- *Other undisclosed factors.*

II. What factors (if any) could have led to your satisfaction with the institution?

In this research, a stakeholder analysis approach was used for data evaluation. This analysis is a type of research approach that is applicable to management research and studies. It illustrates that each subject of study has stakeholders who influence and are influenced by each other. To effectively manage stakeholders, they need to be properly identified and analyzed. Only through this approach can risks be reduced and successful program execution be anticipated. For this reason, the responses and points raised by the students have been labelled and categorized in a manner that allows for appropriate answers to the research questions.

4 | Results

As mentioned earlier, in this article, we intend to identify and categorize the factors that lead to the satisfaction and dissatisfaction of students in the center for distance education at the institution of advanced education, taking into account Herzberg's two-factor theory. According to Herzberg's theory, there are a set of hygiene and motivation factors that contribute to the satisfaction and dissatisfaction of individuals. The absence of hygiene factors leads to dissatisfaction, but their presence does not necessarily lead to satisfaction. On the other hand, the presence of motivational factors leads to satisfaction, but the absence of these factors does not necessarily result in dissatisfaction.

In this research, two fundamental questions have been posed: the factors of dissatisfaction, which are essentially the same as the deficiency of hygiene factors, and the satisfaction of students, which are the motivational factors mentioned in Herzberg's theory, are examined in the educational, administrative, and managerial dimensions. The results obtained from the interviews with the participants are segregated into satisfaction and dissatisfaction factors and are separately reported in *Tables 1* and *2*. The results obtained from interviewing the students and questioning them regarding the factors influencing dissatisfaction with the higher education institute are specifically reported in *Table 1*.

Table 1. Dissatisfaction factors.

Administrative Dimension	Managerial Dimension	Educational Dimension
• Inappropriate class scheduling • Frequent changes in the timing of classes throughout the semester • Inadequate responsiveness from the educational administration • Lack of proper guidance in the defence process • Unresponsiveness of the administrative staff to phone calls • Incorrect communication regarding changes in class schedules and class cancellations • Failure to provide accurate course information during course selection • Lack of distribution of courses in compensatory or prerequisite order • Absence of tuition discounts for high-achieving students • Students' lack of access to student facilities • Inadequate responsiveness from the administrative staff • Mandatory article submission for defence • Inadequate responsiveness from the research and guidance staff regarding the thesis writing process • Inappropriate response from educational authorities to students and disregard for student protests	• Lack of proper parking • Absence of suitable heating and cooling systems • Lack of video projectors in all classrooms • University president's absence from ceremonies • Lack of responsibility among group managers • Students' inability to access university Wi-Fi on campus • Compulsory completion of extra credit hours • Lack of smart classrooms • Outdated university library • Inappropriate geographical location of the university and lack of nearby welfare facilities • Poor quality cafeteria food • Inadequate cafeteria space • Imposing the advisor's choice on students • Inappropriate and non-intelligent classrooms • Delegating responsibilities to individuals lacking the necessary capabilities • Lack of accommodation for commuting students during in-person classes • Issues with forms on the university website • Absence of suitable relaxation areas on campus • Inappropriate study halls • Unsuitable water fountains	• Excessive requests for class projects from students • Lack of interaction between some professors and students • Professors' lack of supervision over educational syllabi • Research-oriented classes with low-quality and repetitive research topics • Professors' disregard for the quality of students' research content • Subjective grading by professors • Teaching topics outside the course framework • Mandatory selection of thesis topics by professors for students • Professors' lack of attention to online classes • Professors' time inconsistency for class attendance • Discrimination among students • Low-quality content in the teaching of some professors • Dry and education-focused classes without student participation • Unclear educational resources and exam syllabi • Frequent cancellation of classes by professors • Lengthening the grading process during exams • Weak responsiveness of professors in the thesis process

Table 1. Continued.

Administrative Dimension	Managerial Dimension	Educational Dimension
• Lack of collaboration between the educational administration and students in solving their problems • Failure to inform professors about the online classes • Delay in processing financial requests by the financial staff • Inappropriate mechanism for selecting students for tuition discounts • Prolonging the thesis process with illogical administrative regulations • Lack of follow-up and proper communication with students in the thesis writing process • Financial and educational staff's unresponsiveness to students' needs, non-response to student calls • Inappropriate responsiveness from the financial staff	• Unpleasant university surroundings • Lack of transportation services for students • Insufficient attention and explanation from group managers regarding compensatory units	• Inefficiency of professors in terms of expression and teaching methods • Professors' misuse of students for their own goals • Lack of alignment between exam questions and the content taught in some courses • Mandatory translation of multiple articles for end-of-term exams • Teaching by students with poor and repetitive content • Non-holding of classes and lack of communication with students

The results obtained from interviewing the students and questioning them regarding the factors influencing satisfaction with the higher education institute are specifically reported in *Table 2*.

Table 2. Satisfaction factors.

Administrative Dimension	Managerial Dimension	Educational Dimension
• Free counselling by the educational staff for students to choose their majors • Conducting online classes for working and remote students • Tuition discounts for outstanding students • Informing students on how to benefit from tuition discounts • Timely and accurate financial information to facilitate student loan processes • Improving communication channels and utilizing multiple social networks for easy access to institutional news by students • Compassionate guidance from the educational staff in course selection for students • Administrative staff guidance to enhance students' access to university facilities • Providing interest-free loans and financial assistance to students in need • Issuing brochures as guides for better student understanding of administrative hierarchies	• Efforts to attract renowned and experienced professors • Equipping and updating laboratories for existing fields of study • Establishing innovation hubs for entrepreneurship and industry collaboration, a systems management office, a virtual education office, and a student laboratory association • Hosting various scientific conferences • Efforts to update informational resources for students • Providing conditions for free access to reputable informational websites • Organizing ceremonies to encourage top-performing students and foster motivation for scientific competition • Conducting student surveys to increase satisfaction levels • Offering various training courses to create job opportunities for students • Management's efforts to enhance university welfare facilities	• Teachers' empathy and guidance with students • Understanding the challenging conditions of working students • Encouragement and guidance from professors to continue education • Professors' guidance on the job market for students' academic field and future career prospects • Organizing collaborative sessions between students and professors to improve teaching performance and discuss future plans • Professors' assistance and encouragement for students to conduct scientific research • Introducing articles and scientific databases to increase students' awareness • Utilizing innovative and engaging teaching methods to cultivate students' interest in course content • Conducting extracurricular classes, such as article writing • Delivering engaging and practical teachings, providing the necessary groundwork for students' future careers

Table 2. Continued.

Administrative Dimension	Managerial Dimension	Educational Dimension
• Providing guide brochures for student familiarity with the registration and graduation process • Offering guides to explain the rules of thesis and article writing • Conducting educational classes by the research unit to assist students in thesis writing	• Management's efforts to beautify the university • Hosting various free webinars for students • Considering special discounts for students to participate in university-affiliated courses, such as language schools • Organizing various scientific expeditions for practical experience • Management's efforts to introduce job opportunities to students • Conducting educational workshops • Holding sessions with students to discuss student issues	• Professors' assistance and collaboration in the process of translation, article writing, and scientific research • Teaching practical concepts in the job market and preparing students for entry into the workforce • Placing greater emphasis on classroom activities compared to end-of-term exams and assessing students' learning through class participation

The frequency results obtained from interviewing the students and questioning them regarding the factors influencing dissatisfaction with the institution are reported specifically in *Figs. 1 to 3* and *Table 3*.

Table 3. Frequencies of factors affecting dissatisfaction.

Dimension	Factor	Quantity
Educational	Teaching	128
	Ethics	75
Managerial	Institute	76
	Department	40
Administrative	Education unit	42
	Finance unit	20
	Research unit	15

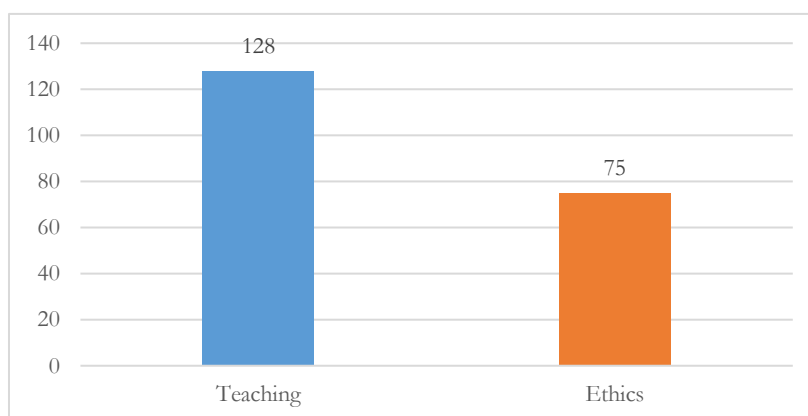


Fig. 1. Dissatisfaction in the educational dimension.

According to *Table 3* and *Fig. 1*, the highest level of overall dissatisfaction is related to the educational dimension. Within the educational dimension, there are various and numerous dissatisfactions. The educational dimension itself consists of two parts: teaching by professors and the ethics of professors, with the highest level of dissatisfaction related to teaching by professors.

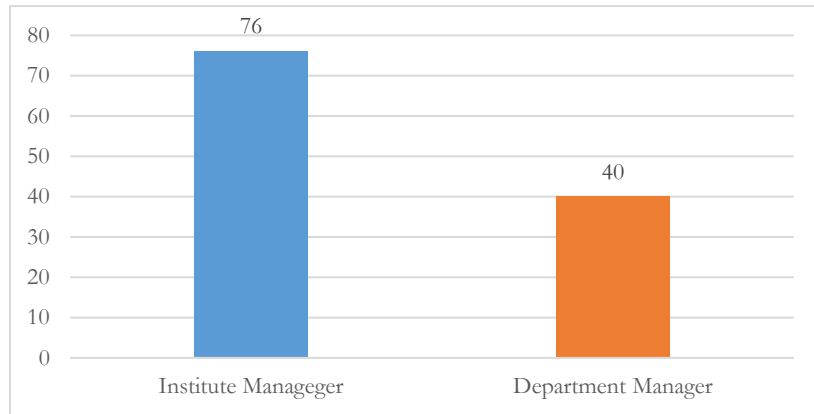


Fig. 2. Dissatisfaction in the managerial dimension.

Based on *Table 3* and *Fig. 2*, it can be concluded that the highest level of dissatisfaction is in the management dimension. The management dimension itself consists of two subcategories (institutional management and department management), with the highest level of dissatisfaction related to institutional management. Many students expressed dissatisfaction with the lack of smart classrooms, inadequate library facilities, inadequate cafeterias, and overall university amenities.

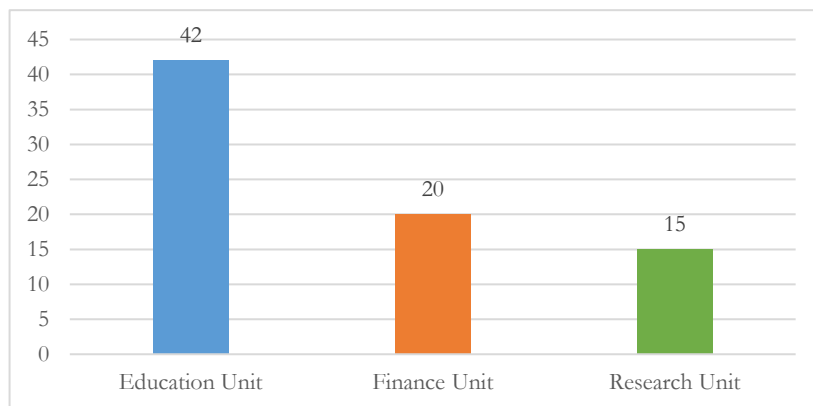


Fig. 3. Dissatisfaction in the administrative dimension.

According to *Table 3* and *Fig. 3*, the administrative dimension has the lowest level of dissatisfaction compared to the educational and managerial dimensions. The administrative dimension includes three subcategories: educational unit, research unit, and financial unit. It can be stated that there is minimal dissatisfaction with the university's administrative staff. However, among these, the highest level of dissatisfaction is related to the educational unit.

On the other hand, the results obtained from interviews with students and questioning them about the factors affecting their satisfaction with the higher education institute are reported in detail in *Figs. 4 to 6*, as well as *Table 4*.

Table 4. Frequencies of factors affecting satisfaction.

Dimension	Factor	Quantity
Educational	Teaching	35
	Ethics	29
Managerial	Institute	22
	Department	23
Administrative	Education unit	16
	Finance unit	26
	Research unit	32

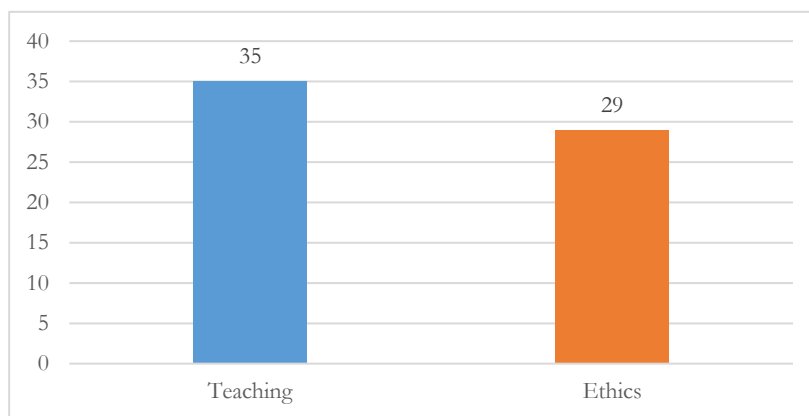


Fig. 4. Satisfaction in the educational dimension.

According to the results obtained from *Table 4* and *Fig. 4*, it can be concluded that in terms of satisfaction with the educational aspect, considering the statistical population, a few students were satisfied with the teaching methods and innovative approaches employed by some professors, as well as constructive interaction and attention to students' requests. It is noteworthy that most of the students' comments are related to factors of satisfaction and dissatisfaction with the educational aspect. Therefore, articulating this level of satisfaction indicates very limited satisfaction among the students with the educational aspect of the institute.



Fig. 5. Satisfaction in the managerial dimension.

Regarding satisfaction with the management aspect, based on *Table 4* and *Fig. 5*, it appears that some students were satisfied with the progressive performance and respectful behaviour of the institute's manager and department heads.

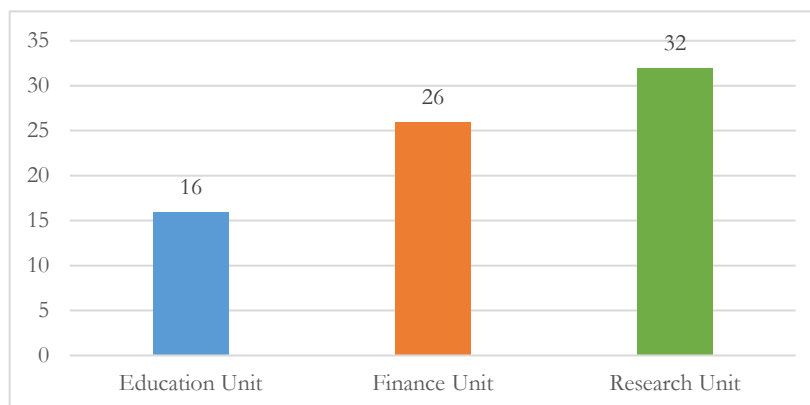


Fig. 6. Satisfaction in the administrative dimension.

Satisfaction with the administrative aspect, as evident from *Table 4* and *Fig. 6*, is clear. Many students were satisfied with the ethical behaviour, conduct, and responsibility of the research staff, which is in contrast to the lower satisfaction levels of students with the education and financial units.

We compared the number of satisfied and dissatisfied students in each dimension:

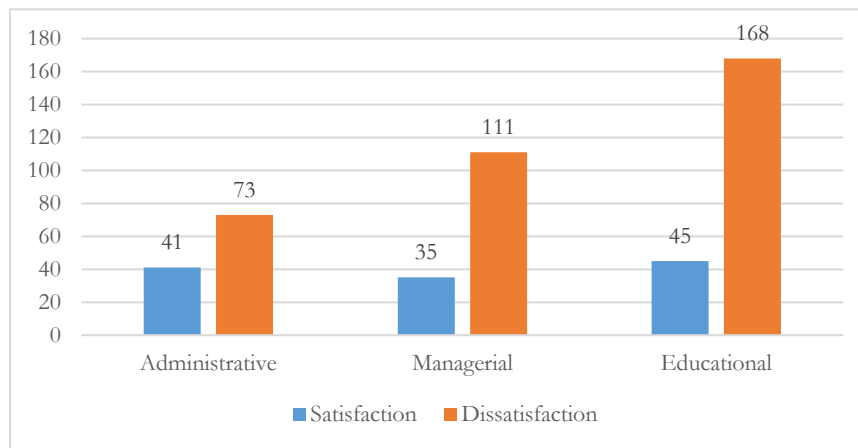


Fig. 7. Comparison of the number of satisfied and dissatisfied students.

Based on *Fig. 7*, the highest number of dissatisfied students is related to the educational dimension, followed by the managerial dimension, and finally, the administrative dimension. Conversely, the highest number of satisfied students is related to the educational dimension, followed by the administrative dimension and the managerial dimension. As mentioned earlier, since most of the students' statements are related to factors of satisfaction and dissatisfaction regarding the educational dimension, the satisfaction in the educational dimension has slightly higher numbers compared to other dimensions. However, the value of this satisfaction in the spiritual dimension is lower compared to other satisfaction dimensions.

5 | Conclusion

The results of this study show that deficiencies exist in all dimensions of university services. Therefore, planning to reduce or eliminate the existing shortcomings, assessing and reviewing existing processes, and providing the necessary facilities to improve the quality of university services are of utmost importance. On the other hand, considering the significant role that student satisfaction plays in the organization's sustainability as its primary customer, continuous efforts should be made to seek their feedback, and comprehensive planning should be carried out based on their opinions. It is necessary to provide services offered by the university more satisfactorily to have a desirable university and attract student satisfaction. University managers and staff should pay more attention to the quality of service delivery. In light of the previous discussions, the research results can be summarized as follows:

- I. In the educational dimension of the university, which includes the sub-dimensions of teaching methods and the ethics of professors, relative dissatisfaction is observed. In this dimension, the way professors teach, especially research-oriented teaching methods, and, on the other hand, the low quality of research conducted by students, laziness and lack of supervision of research work, and repetitive content have the highest dissatisfaction rates. Cancellation of classes repeatedly is the second highest source of dissatisfaction. Therefore, the university needs to take measures to improve these aspects to enhance student satisfaction.
- II. In the management dimension, student dissatisfaction is also noticeable. The most significant problems include the lack of smart classrooms, inadequate university internet, inappropriate canteens, parking shortages, and an inadequate library, which leads to overall dissatisfaction with the university's amenities. Student dissatisfaction with the department head includes issues related to the thesis process, mandatory selection of advisors, and the complex and challenging stages of completing a thesis. Therefore, the university must address these management issues to improve the overall student experience.

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- III. In the administrative dimension, dissatisfaction is initially more related to the academic and financial staff. The reasons for this dissatisfaction include staff negligence and inattention to student requests. However, the research staff has garnered satisfaction from many students. The reasons for student satisfaction with the research staff include adequate interaction with students, addressing student requests, follow-ups on thesis completion, and more. In this regard, it is expected that these two areas will have more appropriate interactions with students and spend more time addressing student issues constructively.

As evident from the results, the greatest sources of student dissatisfaction correspond to health-related factors and deficiencies in this area. Therefore, the university should first attempt to address these health-related deficiencies, which have caused student dissatisfaction, and then create motivational factors to facilitate student satisfaction.

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