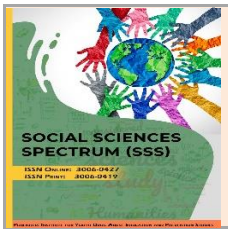

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Student Satisfaction with the Teaching and Learning Process at LUAWMS: An Analytical Study

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Abstract

This study aimed to identify the factors affecting students' satisfaction with the teaching-learning process and services provision at Lasbela University of Agriculture, Water, and Marine Sciences (LUAWMS), Uthal. The SERVQUAL model was used to identify influential factors that hinder students. Data was collected through a self-administered questionnaire to 500 students, including both male and female students. The study found that students were dissatisfied with tangible aspects of services provision, such as campus facilities, library services, and learning resources. However, they were satisfied with intangible aspects, such as content delivery, teacher communication, staff courtesy, and support for individual needs. The findings suggest that the university administration should maintain and enhance the quality of teaching-learning processes and classroom environments, extend library operating hours to better cater to student needs, and invest in essential learning resources to create a conducive academic environment. The study provides valuable insights into the factors influencing students' satisfaction at LUAWMS and offers recommendations for improvement.

Keywords: Students Satisfaction, Teaching Method, Service Provision, Teaching-Learning, LUAWMS.

Introduction

"Education is the bridge that connects determination and resilience, empowering us to overcome any obstacle on our path to success." -Jane Smith

Effective teaching strategies and quality services are crucial for unlocking universities' potential, driving enrolment rates, and prospering the environment. Both tangible and intangible factors, such as library, transportation, teaching quality, and administrative behavioral factors, play a vital role in students' satisfaction at university. Satisfaction is experienced when expectations are met through performance or outcomes, and it impacts mental and behavioral mechanisms when evaluating a service (Kotler & Clarke, 1987). In the higher educational sector, learners' satisfaction with institutional services is measured by their achievement. The satisfaction of students in an educational institution depends on the educational experiences and facilitation they encounter during their learning duration. The satisfaction levels of learners vary based on the type of institution they are enrolled in (Elliott et al., 2002). Student satisfaction, is influenced by the level of expectations and opinions of people (Petruzzellis, 2006). It is an anticipated result of a task that develops self-esteem, voluntary achievement, and the academic's effective administrative and educational performance. Satisfaction plays a crucial role in determining the quality and effectiveness of educational systems, as it contributes to students' skill development, course knowledge, and mindset (Borden et al., 1995). Educational institutions have increasingly focused on concepts such as service quality and learner satisfaction. In Pakistani universities, several tangible and intangible factors, such as teaching style, administrative factors, transportation facilities, classroom facilities, library, and laboratory, significantly influence students' satisfaction (Abbasi et al., (2011).

Student satisfaction in universities is influenced by various factors, including classroom environment, teacher feedback, student-student relationships, course content, administration materials, library services, and other equipment. Different cultures and procedures also influence attitudes towards education at universities. Institutional factors include academic aspects like quality of education and communication with instructors, teaching materials, and administration. Non-curricular factors include communal, health, racial, and sports activities, transportation, and expectations of students' choices and wills (Garcia-Aracil et al., 2009). Fortino (2014) suggests that the primary vision of higher education is to cultivate well-organized thinkers, leading to a shift in perspective. Institutions now view higher education as a service industry, emphasizing understanding and fulfilling the desires and requirements of their student body. The expansion of universities and changes in student population have compelled institutions to reconsider the importance of student satisfaction for their survival. To differentiate themselves in the competitive educational market, universities are adopting a market orientation strategy, focusing on understanding the needs of their target market, the student population. By assessing these needs, adapting offerings, and enhancing customer satisfaction, universities aim to stand out from the competition. Seymour (1993) argues that prioritizing customer satisfaction, whether it be students, parents, or employers, should be a primary objective of higher education. The satisfaction of university students has become a vital component of assessing the quality of tertiary education.

To achieve global competitiveness, institutions need strong leadership, knowledgeable teachers, and an appropriate curriculum. These factors contribute to producing graduates who excel as entrepreneurs and contribute positively to society (Sidin, 2000). Effective leadership is crucial for achieving strategic objectives. High-caliber instructors are essential in educating students to the highest standards. When choosing a college, students should consider the quality of teaching and learning, as it significantly impacts their satisfaction. Improving the standard of teaching and

learning is pivotal to the institution's progress. Assessing an institution's approach to goal attainment is a fundamental criterion for assessing the caliber of teaching and learning (Greiner, 2000).

Universities with higher quality are considered to have better student satisfaction and engagement in teaching and learning. The measurement of lecturer quality often relies on "professor satisfaction," but not all institutions consider teaching quality (Harvey & Green, 1993). Effective instruction can lead to optimal learning, cognitive growth, and long-term personal development. Institutions are increasingly incorporating professor accountability and improvement into their teaching evaluations (Young & Shaw, 2014). Studies show a direct link between teaching effectiveness, learning outcomes, and teaching quality (Devlin & Samarawickrema, 2010). Many institutions use student feedback to evaluate instruction, but the assessment of education remains a topic of debate. Some authors argue that the student perspective is just one aspect of teaching competency, and conflicts of interest or purpose may make students unreliable sources of knowledge (Apodaka & Grad, 2002).

A good teacher is classified into three main categories: pedagogical competences, generic competencies, and disciplinary competences. These competencies are crucial for the quality of instruction and are reflected in the assessment of students in higher education (Jeréz et al 2016). Student satisfaction is essential for enrollment management, addressing attrition and retention issues, and making informed decisions regarding student affairs. Positive perceptions of service quality contribute to student satisfaction, leading to continued enrollment in advanced courses and attracting new students through positive word of mouth (Beltyukova & Fox, 2002). Improving the quality of teaching and providing teacher training can positively affect students' satisfaction with universities. Research has shown that quality in university services, increased governmental support, and friendliness in classrooms can improve graduate students' satisfaction (Eckel, 2008). However, factors influencing students' satisfaction with teaching-learning and services provision in LUAWMS, Uthal, remain uncovered. This research study aims to identify the factors that influence students' satisfaction levels with the teaching-learning process and services provision at Lasbela University, Uthal, and Balochistan. By addressing these factors, universities can better address their students' needs and ensure their satisfaction with their education.

Objectives of the Study

To analyse the key pedagogical factors that influence student satisfaction with the teaching-learning process at LUAWMS, Uthal, and Balochistan.

To evaluate the impact of service provision quality on student satisfaction levels at LUAWMS, Uthal, and Balochistan and recommend strategies for improvement.

Literature Review

Education is a vital factor in shaping our world and influencing culture. It fosters a global perspective among young people and ensures excellence in educational institutions for social and economic transformation (Poliandri et al., 2013). The educational system is essential for societal stability, providing equitable access to high-quality education. Active cooperation within the educational system is crucial for its continued success. Professors play a key role in defining research and educational advancements, enabling colleges to address challenges in the twenty-first century (Calderón-Garrido et al., 2019). Universities are working towards satisfying students to increase their future revenue streams. Quality of service is crucial in the service-based education

industry, as it attracts more students and increases profits. Understanding and meeting students' needs is essential, but managing service quality poses a challenge. Improved service quality leads to higher satisfaction levels, attracting more students and generating greater profits (Gounaris, 2010).

Student satisfaction is a critical factor in attracting students to higher education institutions worldwide (Hong-Van Thi Dinh, 2021). Universities must understand this to retain and attract the best students, as dissatisfaction can lead to negative consequences such as academic underperformance, dropout, or transfer. In higher education, satisfaction is influenced by loyalty, word of mouth, and complaints. In today's competitive academic landscape, universities face increasing pressure to produce highly capable graduates. Quality of higher education is crucial for achieving excellent learning standards. Students' opinions and perceptions of an institution's reputation and teaching quality hold significant weight. If students perceive the institution's reputation and standards as subpar, they are less likely to have a positive experience and more inclined to seek alternatives (Razinkina et al., 2018). Dissatisfaction affects loyalty and retention, prompting them to explore other educational institutions. To effectively manage the increasing student population and remain competitive, educational institutions must consider students' demands and satisfaction, addressing any shortcomings through continuous monitoring and assessment of services (Al-Rahimy, 2013). Satisfaction levels vary among different fields of study, with Australian science and agriculture students reporting the highest satisfaction levels (Garcia-Aracil et al., 2009).

Satisfaction with students is a key factor in determining the quality of services provided by educational institutions. Students' attitudes and orientations directly impact their satisfaction, and unmet expectations can lead to student withdrawals. The quality of teaching is a deciding factor for students when choosing a university. Understanding student satisfaction is crucial for educational institutions to fulfill their obligations and ensure student retention. Personal and institutional factors, such as age, gender, learning patterns, and pedagogical quality, also influence satisfaction. Factors such as lecturers' pedagogical styles, learning environment, and technology utilization also impact satisfaction (Milian et al., 2016).

Accordingly, Encabo (2011) categorized teaching style quality into three groups: proficiency of services management administration, supply of facilities, and the situation and setting in which services are provided. The quality of services, particularly in higher education, is determined by student satisfaction. Studies have shown that factors such as instructional effectiveness, campus climate, and student-centeredness strongly influence student satisfaction. Faculty performance and classes play a crucial role in determining the quality of the college experience, ultimately influencing student satisfaction. In European education, students' satisfaction levels with their institution and all services provided remain fairly consistent. Factors such as interaction with peers, course content, learning resources, library availability, quality of instruction, and educational supportive aids have a significant impact on students' satisfaction (Deshields et al. 2005). Quality management in educational institutions is crucial for attracting talented students and ensuring progress (Kelly, 2012). Service-learning enhances educational quality by allowing students to construct their own learning based on real needs, facilitating skill acquisition, and fostering a relationship with society. According to Anantha et al. (2012) Identifying students' learning profiles and focusing on quality control improves student satisfaction, which includes interactions with non-academic staff, physical infrastructure, and extra-curricular activities. Educational space refers to the physical environment provided by institutions for various programs and teaching methods. It includes social, physical, and virtual settings for student engagement. In

the digital age, modernizing learning spaces with cutting-edge technologies is crucial. Creating active learning spaces can enhance learning outcomes and student satisfaction (Elliot & Shin, 2002).

Libraries are essential institutions providing services to learners, providing reading materials, documents, and technological resources. They are central to universities' core mission of teaching, research, and service. Academic libraries are non-profit institutions that offer satisfying services to users, ensuring satisfaction and competitiveness in the digital environment (Hossain, 2010). They help students acquire a wide range of information, support effective research programs, and contribute to the mission of colleges and institutions. According to a study conducted by Seneviratne in 2006, users often express dissatisfaction with the currency of materials available at libraries, and studies have shown a negative correlation between library services and student satisfaction. Quality educational services in higher education are crucial, especially in areas heavily reliant on public transportation. Bus drivers' attitude, location, and staff friendliness significantly impact student satisfaction (Harvey & Green, 2012). Key factors influencing satisfaction include system, design, staff, safety, and availability. Studies have found that factors such as travel time, fare level, and design of public transport can enhance student satisfaction (Elliott and Shin, 2002). Prioritizing the facilities provided by buses is essential for ensuring student satisfaction and promoting economic benefits.

Conceptual Framework

The study uses the service quality (SERVQUAL) model to assess university services, including physical environment, staff expertise, and overall service quality. It identifies strengths and weaknesses in university services and provides insights for improvement. The model's dimensions include tangibles, reliability, empathy, responsiveness, and assurance. The model has been used in previous studies to evaluate students' satisfaction with university services in Bangladesh and Tanzania (Rouf, Rahman and Uddin 2016). This study aims to understand students' satisfaction with teaching and learning facilities.

Research Methodology

The study used a quantitative research method, involving numerical data collection and analysis, to explain a phenomenon (Creswell 2014). A survey questionnaire with 59 questions was developed, with respondents randomly sampled for validity. The study based on a positivism paradigm, aiming to uncover universal truth through experimental observations, rather than constructivism, ensuring equal probability of selection (Pakr, Kinge & Artino, 2020). Research design is a strategy used to achieve desired results and gather accurate data. Researchers choose designs based on the research phenomenon being studied. In this study, a descriptive survey design was used, allowing for detailed descriptions of multiple variables. Standardized questionnaires were used to ensure consistency and validity. This method was preferred over interviews for data collection, as it allowed for more participants and reliable results. Borg et al. (2003) identified the target population for this study, consisting of BS and MS students at the University of Agriculture, Water and Marine Sciences in Lasbela, Balochistan. Moreover, in this study 500 students were selected through purposive sampling as sample size including both genders male and female. However, 493 well-filled responses have been analyzed among which 131 were female and 362 were male.

To measure the frequencies and percentages of each questionnaire and determine the extent of student satisfaction with their education, the data was transferred into the Statistical Package for Social Sciences (SPSS) software Version 23. SPSS is capable of handling large datasets with

multiple associated variables, which is a significant advantage (Jasrai, 2020). Therefore, the collected data of this study has been analyzed by using SPSS to know the students' satisfaction with service quality in the university.

Table 3.1: *Frequency Statistic Regarding Participants' Demographic Information*

Demographics	Frequency	Percentage
Gender		
Male	362	73.4%
Female	131	26.6%
Age		
21-23 years	393	79.7%
24-26 years	76	15.4%
27-29 years	16	3.2%
30 or above years	8	1.6%
Field of Study		
Agriculture	162	32.9%
Social Sciences	69	14.0%
Information & CT	59	12.0%
Language & Literature	48	9.7%
Veterinary	46	9.3%
Marie Sciences	45	9.1%
Education	37	7.5%
Civil Engineering	27	5.5%
Degree		
BS	393	79.7%
MS	100	20.3%

Table 3.1 shows the Demographic Information of the Participants. Both Genders the Male (73.4%) and female (26.6%) are participants of this study. The age of the participants were 21-23 years (79.7%), 24-26 years (15.4%), 27-29 (3.2 %), and 30 years or above (1.6%). The respondents belong to different fields of the study including, Agriculture (32.9%), Social Sciences (14.0%), Information & CT (12.0%), Language & Literature (9.7%), Veterinary (9.3%), Marine Sciences (9.1%), Education (7.5%), and Civil Engineering (5.5%). 79.7 % of the participants were from the BS program and (20.3%) belonged to the MS program.

Result and Discussion

Table 4.1 shows that 15% of students strongly agreed and 43.6% agreed that the syllabus is completely covered in the class, and 7.9% have a neutral opinion. In addition, 18.1% and 15.4% reported disagreement and strong disagreement respectively with the complete syllabus covered in the class. The results reveal that a significant portion of the students either agreed or strongly

agreed with the syllabus covered in the class, suggesting that students believe the syllabus is successfully covered in the class. However, a significant minority disagreed or strongly disagreed, suggesting that students feel the syllabus is not sufficiently covered in class.

Table 4.1 shows that 13.2% of students strongly agree, while 29.8% agree that teachers are well-prepared for the class. While 24.9% were neutral in their responses. On the other hand, 23.5% reported disagreement and 8.5% strongly showed disagreement with teachers' class preparation. The results reveal that a significant portion of the students either agreed or strongly agreed with the teachers' preparation for the class, suggesting that students believe the syllabus is successfully covered in the class. The results of the study show that 11.2% of students strongly agreed and 28.2% agreed that teachers have good teaching approaches, and 17.8% have neutral opinions in their responses. In addition, 42.8% reported disagreement with the statement. The results indicate that a significant portion of the students disagreed with teachers' teaching approaches, suggesting that students believe there is some level of agreement that teaching approaches could be improved.

Table 4.1: *Frequency Statistics Regarding Teachers' Teaching Approaches.*

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The syllabus is completely covered in the class	74 (15%)	215 (43.6%)	39 (7.9%)	89 (18.1%)	76 (15.4%)
Teachers are well-prepared for the class	65 (13.2%)	147 (29.8%)	123 (24.9%)	116 (23.5%)	42 (8.5%)
Teachers are good at communication	75 (15.2%)	131 (26.6%)	75 (15.2%)	134 (27.2%)	78 (15.8%)
Teachers have good teaching approaches	55 (11.2%)	139 (28.2%)	88 (17.8%)	211 (42.8%)	0 (0%)
Teachers give feedback on time	52 (10.5%)	166 (33.7%)	89 (18.1%)	106 (21.5%)	80 (16.2%)

Table 4.2 displays that only 9.9% of the students strongly agreed that teachers illustrate complicated concepts through easy examples and applications, while 37.9% agree. Conversely, a significant percentage of the students, 22.7%, disagreed and 11.4% strongly disagreed, 18.1% of the students remained neutral in their responses. The results suggest that a relatively high percentage of students agreed that teachers use easy examples and applications to explain complicated concepts.

Table 4.2: *Frequency Statistics Regarding Teachers' Teaching Approaches.*

The analysis in Table 4.3 presents that the majority of the students 8.5% and 35.7% respectively reported agreement that teachers contribute to keeping them engaged and participating in productive dialogue, while 21.1% of the students neutrally responded. Furthermore, a relatively high percentage of students 23.9% and 10.8% (in total 34.7%) either disagreed or strongly disagreed. Moreover, the statistical inferences show that only a small percentage of students (12.2%) strongly agreed, while a larger percentage (31.4%) agreed that teachers help maintain the course participants on the task in a way that helps them to learn. Furthermore, students regarding teachers' encouragement of course participant students to explore new concepts in the course,

8.7% strongly agreed, 31.2% agreed, and 19.9% were neutral.

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teachers illustrate complicated concepts through easy examples and applications (6)	49 (9.9%)	187 (37.9%)	89 (18.1%)	112 (22.7%)	56 (11.4%)
Teachers identify students' strengths through different activities (7)	50 (10.1%)	166 (33.7%)	92 (18.7%)	118 (23.9%)	67 (13.6%)
Teachers identify your weaknesses and help you to overcome them (8)	42 (8.5%)	165 (33.5%)	104 (21.1%)	113 (22.9%)	69 (14%)
Teachers use centric method to enhance better learning (9)	39 (7.9%)	161 (32.7%)	103 (20.9%)	123 (24.9%)	67 (13.6%)
Teachers encourage students for extracurricular activities (10)	38 (7.7%)	159 (32.3%)	103 (20.9%)	122 (24.7%)	71 (14.4%)

Table 4.3: *Frequency Statistic Regarding Teachers' Teaching Approaches*

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The teachers help guide the class toward understanding course subjects in a way that helps me clarify my thinking (31)	45 (9.1%)	165 (33.5%)	116 (23.5%)	114 (23.1%)	53 (10.8%)
The teacher contributes to keeping course participants engaged and participating in the productive dialogue (32)	42 (8.5%)	176 (35.7%)	104 (21.1%)	118 (23.9%)	53 (10.8%)
The teacher helps maintain the course participants on the task in a way that helps them to learn (33)	60 (12.2%)	155 (31.4%)	222 (45%)	56 (11.4%)	0 (0%)
The teacher encourages course participants to explore new concepts in this course (34)	43 (8.7%)	154 (31.2%)	98 (19.9%)	135 (27.4%)	63 (12.8%)

As indicated in Table 4.4, 44% of students reported that their teachers provide useful illustrations that help make the course content more understandable to them. As indicated in Table 4.4, in total 47.9% of students reported that their teachers present helpful examples that allow them to better understand the content of the course.

Table 4.4: *Frequency Statistic Regarding Teachers' Teaching Approaches*

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My teacher provides useful illustrations that help make the course content more understandable to me (35)	49 (9.9%)	168 (34.1%)	102 (20.7%)	115 (23.3%)	59 (12%)
My teacher presents helpful examples that help me to better understand the content of the course (36)	66 (13.4%)	170 (34.5%)	93 (18.9%)	109 (22.1%)	55 (11.2%)
My teachers provide clarifying explanations that help me to better understand the content of the course (37)	51 (10.3%)	185 (37.5%)	90 (18.3%)	103 (20.9%)	64 (13%)

Table 4.5 displays that 9.9% of the students reported strong agreement and 30.4% agreed that their institution promotes student internship and exchange programs, while 22.9% neutralized. Nonetheless, 22.5% reported disagreement and 14.4% reported strong disagreement. Therefore, the results suggest that a relatively low percentage of the learners (40.3%) have a positive perception regarding the university's promotion of student internship and exchange programs. Table 4.5 shows a significant percentage of the students 8.7% and 34.3% believe that their university promotes students' field visits/trips and study tours. However, a substantial proportion (24.1% disagree and 15% strongly disagree) believe that their university does not promote students' field visits/trips and study tours. Moreover, a significant proportion (55.8% in total) perceive that their university does not have a good evaluation process to improve the quality of education.

Table 4.5 *Frequency Statistic Regarding Institutional Service Provision*

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The institution provides multiple opportunities for the learning and development of the students (38)	63 (12.8%)	160 (32.5%)	90 (18.3%)	102 (20.7)	78 (15.8%)
The institute promotes student internship and exchange programs (39)	49 (9.9%)	150 (30.4%)	113 (22.9%)	111 (22.5%)	70 (14.2%)
The institute promotes students' field visits/trips and study tours (40)	43 (8.7%)	169 (34.3%)	88 (17.8%)	119 (24.1%)	74 (15%)
The institution has a good evaluation process to improve quality education (41)	43 (8.7%)	175 (35.5%)	101 (20.5%)	104 (21.1%)	70 (14.2%)
Co-curricular and Extra-curricular activities are organized by the institution (42)	169 (34.3%)	92 (18.7%)	104 (21.1%)	128 (26%)	0 (0%)

Table 4.5 demonstrates that female participants rated the quality of study chairs and tables in the library significantly lower (M = 2.76) as compared to male participants (M = 3.19), the difference is statistically significant ($p < 0.05$), suggesting that female participants perceived the facilities as less satisfactory than male participants did. Moreover, female participants rated the quality of online services lower (M = 2.78) as compared to male participants (M = 3.11), statistically significant ($p < 0.05$), suggesting that female participants found the online services less satisfactory than male participants did. The results revealed that there is no significant difference in perceptions of male and female participants regarding administrative support.

Table 4.6: *Differences in Views of Female and Male Participants Regarding Service*

Statements	Gender	Mean	Std. Deviation	Mean Difference	T	*p*
Study chairs and tables are up to the marks of the library (52)	Female	2.76	1.103	-.435	-3.562	.000
	Male	3.19	1.230			
The online services are good (53)	Female	2.78	1.172	-.332	-2.688	.007
	Male	3.11	1.225			
The infrastructural facilities (labs, equipment, classrooms, auditoriums, health center) are available at my university (54)	Female	2.74	1.154	-.467	-3.854	.000
	Male	3.21	1.200			
The administrative support is satisfactory at my university (55)	Female	2.30	.990	-.161	-1.430	.153
	Male	2.46	1.141			

Table 4.7 showed that there were no significant differences in BS and MS participants' views on most service provisions including hostel facilities (p = .857), internet access (p = .956), and library hours (p = .913). However, there is a significant difference in perceptions of sports and gym facilities (p = .027), BS students rated them more favorably than MS participants.

Table 4.7: *Differences in Views of BS and MS Participants Regarding Service Provision*

Statements	Degree	Mean	Std. Deviation	Mean Difference	T	*P*
Hostel facilities are good (48)	BS	3.13	1.251	-.025	-.180	.857
	MS	3.16	1.220			
Internet facility is available, and speed is good (49)	BS	3.12	1.280	-.008	-.056	.956
	MS	3.13	1.195			
Sports and Gym facilities are available at my university (50)	BS	3.47	1.178	.291	2.214	.027
	MS	3.18	1.149			
The library is open twenty-four hours at my university (51)	BS	2.99	1.227	.015	.109	.913
	MS	2.98	1.189			

Discussion of the Findings

Satisfaction of the students is an important factor in assessing the quality of services provided by the university. Students' attitudes and orientations towards their institution impact their satisfaction levels. To meet students' needs and expectations is vital for universities to attract students. Contrary to this, unmet expectations lead students leaving universities and consequently destructs higher education quality.

This study was aimed to identify the factors influencing students' level of satisfaction with teaching-learning process and provision of service quality in LUAWMS, Uthal, Balochistan. The identification of the factors influencing students' level of satisfaction helps higher education sector to improve and fill these gaps to increase enrollment by removal of the dissatisfactions so that university be gotten sustained. This study used the SERVQUAL model to identify factors influencing student satisfaction with teaching-learning process and services provision. Analyzing 493 students' responses, the study found that students were dissatisfied with tangible services like campus facilities, library services, and learning resources, but satisfied with intangible aspects like content delivery, teachers and students' communication, staff courtesy, and support for individual needs.

The results of some foregoing studies have both consistency and contradictions to the findings of this study. The results of existing study revealed that the majority of the students were satisfied that tangibles such as syllabus is covered in the class. This finding is in line with the previous study conducted in Turkish universities by Aldemir and Gulcan (2004). The study discovered that tangible factors such as books and content completion were very crucial factors for students' satisfaction. Furthermore, according to the results of the study, most of the students showed satisfaction with examples and concepts provided to students by the teacher to make them understand the complicated concepts in the class. Moreover, majority of the students showed satisfaction with teachers' identification of students' strengths with different activities. In addition,

most of the students showed satisfaction that teachers identify students' weaknesses and help them to overcome their difficulties. Addition, a significant number among the respondents showed satisfaction of teachers using centric method.

Moreover, regarding the effectiveness of teachers' skills and performance, a greater number of students showed satisfaction with teachers' effective skills and performance in the classroom. In addition, the majority of the respondents showed satisfaction that teachers welcome questions of the students and encourage their questions in the class. These findings indicate that students are satisfied with teachers' performance, ability and teaching process in the classroom. These findings are consistent with some previous studies. For instance, Gruber (2010) in a study found some factors which influence students' satisfaction. By him, German students were surveyed to assess their satisfaction with university services. The findings revealed that the quality of teaching had a significant impact on student satisfaction. Similarly, Navarro et al (2005) surveyed Spanish students' satisfaction in higher education sector to examine their satisfaction with the services provided by institutions. The study identified that teaching strategies are the main sources of students' satisfaction. Similar to this, Deshields et al. (2005) in a study explored the determinants of students' satisfaction with education. Their findings highlighted that faculty teaching style played a crucial role in determining students' satisfaction. Accordingly, Hoshower (2003) in a study found that students showed satisfaction with teaching quality.

Moreover, most of the students demonstrated that the teachers' content delivery is satisfactory. These results highlighted that the teaching process is satisfactory in the perspective of the topic presentation. This finding is in line with the foregoing study conducted by Elliott and Shin (2002). They found that effective teachers with excellent teaching styles are the cause of students' satisfaction in higher education landscapes. In addition, Spooren et al. (2007) identified specificity in setting objects, flow of content, teachers' skills and abilities as the significant factors satisfying the students in universities. Moreover, the majority of the respondents showed satisfaction with that teacher use demonstration method while teaching process which is satisfactory to the students. The results of the study also showed that teachers are knowledgeable experts in their subject matter. These findings are contradictory to some foregoing findings. For example, Martirosyan (2015) in a study determined American students' satisfaction in universities. This study examined that there is a negative correlation between students' satisfaction and teachers' content delivery in the class.

Furthermore, the results of the study discovered that most of the participants stated dissatisfaction, as they were disagreeing or neutral about the statement, that teaching method provides opportunities to students to ask questions in the classroom. This finding of the study is in line with previous study conducted in India (Malik et al., 2010) which reported that students' satisfaction levels were aided by institutional administrative staff, their kindness and responses to the students in the classroom to provide them more learning opportunities.

The results of the study also showed that students are dissatisfied that they are not provided with all types of tangible facilities in the university. This result is in line with previous study conducted by Alridge and Rowley (2001). Their study reported that students are more likely to remain interested in their educational institution when they perceive a standardized learning environment, knowledgeable faculty, and satisfactory learning facilities in the institution. However, regarding the university's physical environmental cleanliness, most of the students showed satisfaction. These results are consistent with previous results of the study conducted by Han and Ryu's (2009). They found that an effective environment keeps students satisfied and improves their perceptions and develops their learning. Similarly, a study conducted by Kok et al. (2011), found that students'

satisfaction in campuses is affected by several factors such as, social and physical environment to convey understandable message, size and design of classroom, technological equipment, and teaching facilities. In addition, research by Coles (2002) revealed that larger class sizes lead to decreased satisfaction among business students. However, Cheng (2011) discovered that class size did not affect the satisfaction of psychology students, despite psychology having some of the largest class sizes. Yang et al. (2013) suggested that optimizing classroom design can contribute to creating an ideal learning environment.

Also, regarding institutional service provision, most of the participants showed satisfaction that institution provides satisfactory opportunities for learning and development of the students in the university. This finding is consistent with the study conducted by Hameed, A., & Amjad, S. (2011) in Malaysia. By using SERVQUAL model as framework, study found that students are satisfied with the services provided by the universities. Students showed satisfaction with overall the dimensions (tangibles, reliability, empathy, responsiveness and assurance) of SERVQUAL model. However, this finding is contrary to the previous findings of the study conducted in Bangladesh by Rahman (2020) aiming to examine the relationship between students' satisfaction and the services provided to them in universities. The study showed negative impacts of services on students' satisfaction. Similarly, in this study, the majority of the respondents expressed that they were satisfied with institutional internship and exchange programs in the university. In this way, regarding institutional field trips and visits, most of the participants showed satisfaction with institutional services of evaluation process to improve quality education. In a similar way, most of the students showed satisfaction with institutional service provision of co-curricular and extra-curricular activities. They indicated that the institution organizes co-curricular and extra-curricular activities for students that have a positive impact on student development. These perceptions of respondents have previously been supported by Anantha et al. (2012) that students' satisfaction encompasses more than just classroom lectures and guidance from tutors. It also includes interactions with non-academic staff, the physical infrastructure, and extra-curricular activities.

Additionally, study results reported students' satisfaction with the admission process of the university. Students expressed that the admission process is followed at the university. However, most of the participants showed dissatisfaction with the canteen services of the university. They expressed that canteen services are not standardized at the university. Relatively, there are many previous studies regarding students' satisfaction with administration quality. Such as, in the UK, a study conducted by Galloway (1998) to examine administration's role and responsibilities. The study found that it has a direct impact on students' satisfaction. The administrative quality influenced overall satisfaction of the students in the university.

In this way, regarding the university's library timing of operation, the majority of the students showed dissatisfaction. The students also articulated that the physical services in the library such as tables and chairs are not up to the marks. Hence, it is examined that the operation timing of the library and library's physical services are not satisfactory to the students' perception. In addition, they are dissatisfied with internet access.

A significant percentage of students either disagreed (23.5%), strongly disagreed (33.1%), or neutralized (20.5%) in their views regarding the standard of study chairs and tables of the library. Only a small percentage strongly agreed (8.5%) or agreed (14.4%) that the library's study chairs and tables are up to the mark. The results suggest that a majority of the students found that the standard of study chairs and tables in the library is not up to the mark

These findings are consistent with previous studies conducted in different countries. Such as, in Nigeria, a survey conducted by to explore students' level of satisfaction with library services and staff. The study identified a negative correlation. Another study conducted in a Nigerian Agricultural research institution to determine students' satisfaction with library's services. The result revealed that students were not satisfied with availed resources. Similarly, a study conducted by Seneviratne in 2006, as a result, users expressed dissatisfaction with the standard of materials available at the library. Contrary to this, a study in Tanzania, used SERVQUAL model, found that students' satisfied with higher education provided services. Study results showed that students in Tanzanian universities are satisfied with the tangible resources.

In brief, based on the conceptual framework, participants are dissatisfied with tangibles. However, participants showed satisfaction with reliability, responsiveness, assurance and empathy dimension of the SERVQUAL model. The participants showed satisfaction with the relationship between teachers and students. They encouraged teachers' empathy and responsiveness in the classroom. In addition, they showed strongly satisfaction with reliability and assurance of the administration and admission process in the university.

Conclusion

This study contributed to identifying students' level of satisfaction regarding the teaching and learning process, by using the SERVQUAL model as a framework, at LUAWMS, Uthal. The aim of this study was to identify the factors influence students' level of satisfaction with teaching-learning process and services provision in the university. The results of the study categorized all the dimensions of the SERVQUAL model and reflected findings mirroring to these dimensions. The participants are dissatisfied with tangibles which include campus facilities, library services and quality and learning resources. Contrary to this dimension, respondents showed satisfaction with reliability such as content delivery in the classroom. Similar to this, participants were satisfied with responsiveness dimension of the model that is the communication between teachers and students and teachers' guidance and counselling with students in the university. In this way, participants showed satisfaction with assurance dimension of the model as they were satisfied with the courtesy and politeness of the staff and with the ability of their guidance. Like this, participants were also satisfied empathy dimension of the model. They perceived that staff understand needs of the individuals and provide solution to their problems not only in the classroom but also outside of the classroom. To sum, the study found that students showed no satisfaction with tangible aspects of university services, including campus facilities, library services, and learning resources. However, they are satisfied with intangible aspects, such as content delivery, teacher communication and guidance, courtesy and politeness of staff, and support for individual needs.

Conflict of Interest

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