博士学位论文

巴基斯坦大学生满意度的实证研究

An Empirical Research on Student Learning Satisfaction of Higher Education Institutions in Pakistan

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Abstract

In the field of higher education, traditional concept of teaching-learning process and old assessment methods greatly have been changed into the concept of talent development as well as innovative self-assessment techniques. Scholars, educational researchers and practitioners believe that student satisfaction survey provides best tool to evaluate the quality of education and it also plays a vital role in student learning and talent development. The focus on student learning and innovative self-assessment techniques through satisfaction surveys in Pakistan is somewhat new concept. Student self-reported learning gains exemplify clear picture how students believe they have conquered their educational goals and personal development. Present study has linked student satisfaction with other two major concepts namely student involvement and self-reported learning gains to explore how students are investing their time and energies in meeting their educational goals and to what degree they are satisfied, by applying the theory of student involvement developed by Astin (1985) that primarily focuses on student personal development, and learning satisfaction. The core problem considered in this study was the lack of reported studies on student learning satisfaction in Pakistan. The I-E-O Model (Astin, 1991) was proposed to guide the research.

This study is intended to address the factors of student learning satisfaction, overall situation, differences based on students and institutional characteristics, relationship among student experiences, involvement, self-reported learning gains and learning satisfaction, and finally to develop the empirical model for student learning satisfaction. The study applied mixed-method approach. To find out the research question “what”, quantitative research was used and to understand the real in-depth situation of student learning satisfaction, qualitative research was also applied to resolve the research question “how”.

Data was collected from undergraduate students studying at nineteen public sector universities located in all regions of Pakistan through modified questionnaire by National College Student Survey (NCSS), Xiamen University. Total 8,961 usable samples were obtained. Qualitative data was collected through semi-structured interviews with 25 students, 14 teachers and 13 administrators, in total 52. Qualitative data was analyzed through factor analysis, descriptive statistics, T-Test, ANOVA, multiple regression, and path analysis while content analysis was used for interview analysis.
Four key conclusions were drawn. First, there are seven dominant factors namely, teaching, university policies and facilities, guidance and counseling services, library resources and study environment, accommodation, administrative services, and peer relationship. Second, students were generally satisfied with peer relationship, teaching, and library resources and study environment. Students were moderately satisfied with administrative services and accommodation. Students were dissatisfied with university policies and facilities, and guidance and counseling services. Generally, students are taking part in academic and nonacademic activities but their interaction with teachers after the class is lacking. Majority of students gained the required knowledge, skills and abilities but the area of advanced knowledge of the major field is lacking to some extent. Third, differences based on demographic and institutional variables existed on each satisfaction factor, overall learning satisfaction, involvement, and self-reported learning gains. Fourth, demographic variable i.e., higher secondary school grade performance is a predictor of only self-reported learning gains. Institutional variables i.e., university geographical location and control is a predictor of both involvement and learning satisfaction while university grade performance is a predictor of both involvement and self-reported learning gains. Student experiences variables i.e., student experiences with teaching, university policies and facilities, guidance and counseling services, administrative services, library resources and study environment, peer relationship and accommodation, all are significant predictors of learning satisfaction. These variables are also significant predictors of self-reported learning gains except guidance and counseling services, and university policies and facilities and six similar variables are also significant predictors of involvement except accommodation. Self-reported learning gains are significant predictor of learning satisfaction while involvement is a dominant predictor of self-reported learning gains.

A set of recommendations are formulated based on the conclusions of the study. Policymakers need to pay attention to improve the above seven factors, which facilitates institutions to accomplish three major tasks i.e., more involvement, more learning gains and higher learning satisfaction. They also put greater emphasis on students’ needs and expectations addressing their backgrounds and individual differences as well as institutional differences satisfying the requirements of regional universities and departments. There is also need to organize professional development programs for all stakeholders and rethink the existing accountability mechanism.

Key Words: Student Experiences; Learning Satisfaction; Involvement; Self-Reported Learning Gains; Student and Institutional Characteristics
摘要

在高等教育领域，传统的教学过程概念和评价方式已经被终身学习和人才发展等概念以及自我评价技术所取代。教育的研究者和实践者们都认为学生满意度调查是评价教育质量的最佳工具，并且在学生发展方面起到了十分重要的作用。因此，通过满意度调查关注巴基斯坦学生的终身学习和创新的自我评价技术在某种程度上是一种全新的理念。在梳理文献中发现，学生自我报告的学习收获是描绘学生对取得教育目标和个人发展是如何认识的最好例证。不少学者将学生满意度和另外两个主要概念即学生参与和自我报告的学习收获联系起来旨在探索学生如何投入时间和经历来达成他们的教育目标，同时运用奥斯汀（1985）提出来的以关注学生个体发展为主的参与者理论来探索他们的满意程度。由于巴基斯坦尚缺少学生满意度方面的研究，因此本研究将在奥斯汀（1985& 1991）的学生参与理论和I-E-O 模型的理论指导下，重点考察学生满意度的情况。

本研究旨在探索学生学习满意度的因素、总体情况、基于学生个体特征和院校特征的差异、学生的体验与参与以及自我评价的学习收获和学习满意度之间的关系，最后形成关于学生满意度的实证模型。本研究采用的是定量与定性相结合的混合型研究方法。定量的研究方法主要用于解答“是什么”的研究问题，了解学生学习满意度的真实情况；而定性的研究方法主要用于解决“怎么办”的研究问题。本研究的理论基础主要是学生参与理论（奥斯汀，1985）和I-E-O 模型（奥斯汀，1991）。

数据主要来源于分布在巴基斯坦各区域的19所公立高校的在校大学生，问卷采用的是厦门大学《国家大学生学习情况调查问卷》的修订版，共回收了8961份有效问卷。质性研究则是采用半结构式的访谈，对25名大学生、14名教师和13名管理者，共计52名对象进行了访谈。通过因素分析法、描述统计、T 检验、单因素方差分析、多元回归以及路径分析等方法对实证数据进行了统计分析，而访谈的数据则采用的是内容分析法。

基于数据分析，本研究主要得出四个关键性的结论。首先，学生满意度一共有七个主要的因素，即教学，大学政策和设施，指导和咨询服务，图书馆资源和学习环境，住宿，行政服务，同伴关系。其次，学生普遍对同伴关系、教学、图书馆资源和学习环境感到满意；对行政服务和住宿感到适度满意；对大学政策和设施、指导和咨询服务感到不满意。一般而言，学生会广泛地参与学术和非学术的活动，但
他们在课后与教师的互动不足。大多数学生知识获得所需的知识，技能和能力，但在一定程度上对主要领域的先进知识的涉猎广度不够。第三，基于人口统计学和院校特征变量的差异存在于每个满意度的因素，也存在于学习满意度、学生参与和自我报告的学习收获。第四，人口统计学变量即高中的成绩表现是自我报告的学习收获的唯一一个预测变量；院校特征变量即大学的地理位置和调控是学生参与和学习满意度的预测变量，而大学的成绩表现则是学习参与和自我报告的学习收获的预测变量；学生的体验即学生对教学、大学政策与设施、指导与咨询服务、行政服务、图书馆资源与学习环境、同伴关系和住宿等方面的体验，全都对学习满意度具有显著的预测力，这些变量除了指导与咨询服务和大学政策与设施以外都对自我报告的学习收获具有显著的预测力，对学生参与具有显著预测力的则是除了住宿以外的其他六个变量。此外，自我报告的学习收获对学习满意度具有显著的预测力，而学生参与则是自我报告的学习收获的主要预测变量。

基于以上结论，本研究提出以下建议：于政策制定者而言，应注意改善学习满意度的所有七个因素，这有利于机构完成直接或间接的三大任务，即更多的参与，更多的学习收获和更高的学习满意度。他们还应更加重视学生的需求和期望，解决他们因背景和个体以及院校等方面而产生的差异以满足不同地区的大学和部门的要求。同时，还需要为所有的利益相关者组织专业发展项目，并重新思考已经存在的问责机制。

**关键词：** 学生体验；学习满意度；学生参与；自我报告的学习收获；个体与院校特征
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