

2nd International Ege Congress on Social Sciences & Humanities

ÜNİVERSİTE ÖĞRENCİLERİNİN İDARİ BİRİMLERDEN MEMNUNİYET DÜZEYLERİNİN BELİRLENMESİ: BİR ÖLÇEK ÖNERİSİ

DETERMINING THE SATISFACTION LEVEL OF UNIVERSITY STUDENTS WITH ADMINISTRATIVE UNITS: A SCALE PROPOSAL

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ÖZET

Üniversiteler akademik hizmetlerin yanında idari hizmetler de sunmaktadırlar. Başta öğrenciler olmak üzere bütün paydaşlar da sunulan hizmetlerin tamamına yönelik bütünlük bir değerlendirme yapmaktadırlar. Zira bir üniversite kültürel aktiviteden yoksun, bilgi işlem alt yapısı sorunlu veya kütüphane imkânlarından mahrum bir hizmet sunmaya kalktığında bir takım sorunlar da beraberinde gelecektir. Bu sebeple idari birimlerin ürettiği hizmetlere yönelik tüketici algısının ölçülmesi de kritik önemdedir. Araştırmada bu amaca yönelik olarak 35 soru ve 3 boyuttan müteşekkil, yüksek güvenilirliğe ve yapı geçerliliğine sahip bir ölçme aracı, tüketici davranışları disiplini bakış açısıyla geliştirilmiştir.

Anahtar kelimeler: Üniversite, İdari Birim, Memnuniyet, Ölçek, Tüketici Davranışları, Hizmet Pazarlaması.

ABSTRACT

Universities provide administrative services as well as academic services. Therefore, all stakeholders, especially students, make an integrated evaluation of all the services offered. Because when a university tries to provide a service deprived of cultural activities, has an insufficient IT infrastructure, or lacks library facilities, some problems will come along. For this reason, measuring consumer perception of the services produced by administrative units is also critical. For this purpose, a measurement tool consisting of 35 questions and three dimensions, with high reliability and construct validity, was developed within the scope of the consumer behavior and services marketing perspective in the research.

Keywords: University, Administrative Unit, Satisfaction, Scale, Consumer Behavior, Services Marketing

INTRODUCTION

Students begin their university life with great expectations. Among these expectations, there may be academic concerns such as gaining competence in a field and academic success, as well as different factors such as the library, sports facilities, and social activities. When these expectations of the students are met, their quality perception levels will also increase. In this context, one of the critical components of the services offered by universities is produced by administrative units. Therefore, to understand the students' satisfaction levels with the administrative units, it is necessary to use a valid and reliable measurement tool so that they can convey their opinions about these units.

This research aims to create a valid and reliable questionnaire that can be used to measure the students' evaluations of the services they receive from the administrative units of the universities. The created questionnaire can be used in academic studies and institutional evaluation processes.

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LITERATURE REVIEW

Consumer satisfaction is one of the critical topics of marketing that has been widely discussed in the literature. Consumer satisfaction is a judgment the consumer determines due to the comparison made by taking a reference point at the end of a particular consumption behavior (Oliver, 1997). This evaluation can occur positively or negatively according to the consumption experience of the individual.

The concept of satisfaction also has an important place in consumer behavior research. Satisfaction with the service can be defined as meeting the needs and expectations of a particular service and the perception of the quality of that service (Shanahan & Gerber, 2004). Universities are also systems that produce services in this context. The primary consumer and significant element of this service produced are students. Although students are not considered customers by the system, they tend to see themselves as a customer of the university (Kaysi & Aydemir, 2019). Therefore, it is not wrong to say that students desire to meet their expectations for the service they receive. The level of meeting the expectations of the students from the university does not only affect their satisfaction. In addition, it also determines their success and level of corporate belonging (Şahin et al., 2011; Tayyar & Dilşeker, 2012).

Parasurman et al. (1988) argue that service has five dimensions. These are reliability, responsiveness, assurance, the ability of the organization to put itself in the customer's shoes (empathy), and physical assets (Parasuraman et al., 1988). Therefore, universities are also responsible for satisfying the service-consuming parties for all these dimensions. The concept of student satisfaction in higher education is the key to successful service. In this sense, today, higher education sector stakeholders and service providers have begun to understand that the institutions they manage are similar to service businesses in the commercial environment and to focus on activities to meet the needs of students (Chairy et al., 2019).

On the other hand, students also share their thoughts about the service they have received with their social circles as candidate students. If a university's satisfaction level is high, its competitiveness against other universities in acquiring the best candidate students increases (Tayyar & Dilşeker, 2012). Therefore, students' satisfaction levels should be considered essential data for the university's self-assessment practices and quality systems.

Expectation Disapproval Theory proposes that people compare the performance of a service with their expectations of that service. According to this theory, satisfaction occurs when perceived performance meets or exceeds expectations (Zhang et al., 2021). Furthermore, according to the theory, the individual's satisfaction level is based not only on the performance he perceives from the service but also on his previous experiences and expectations (Filtenborg et al., 2017, p. 1236).

Finally, although different satisfaction factors have been identified in different studies, university students' satisfaction with administrative units likely has different dimensions. For this reason, creating a valid and reliable measurement tool in Turkish becomes a more critical issue to eliminate the deficiencies of the administrative system in universities and make it more sustainable, effective, and efficient.

METHOD

The population of the research is university students studying in Turkey. According to Turkish Higher Education Institution (YÖK) data, as of 24.08.2022, 8,269,959 students are studying at universities in Turkey (YÖK, 2023). Krejcie and Morgan (1970) state that 384 valid data should be collected from the participants in populations over a million units for a significance level of 0.05. For this reason, this limit was determined as the minimum sample size for this research.

When the administrative structures of universities are examined, it is seen that there are many different administrative units. However, when a common intersection cluster is formed in general, it is seen that the IT department, student affairs, health, culture and sports department, and library departments draw attention as structures that serve students in all universities. For this reason, the questions asked in the

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research were asked through these units. The questions were asked using a five-point Likert scale as 1-Strongly Disagree / 5-Strongly Agree. In addition, data was collected in a digital environment via Google Forms. The convenience sampling method is applied during the process.

Skewness and Kurtosis values were considered to evaluate the compliance of the obtained data with parametric tests. To determine the reliability of the question set, Cr. Alpha value is examined. Following this, exploratory factor analysis was performed. Exploratory factor analysis provides reliable information for determining the question set's dimensions and measuring performance. Finally, the Structural Equation Modeling method is applied to test the construct validity for the question set.

SPSS 24.0 and AMOS package programs were used for the analyzes.

FINDINGS

As a result of the data collection process, 599 valid forms were obtained. Skewness and Kurtosis values were calculated to determine the suitability of the data set for analysis which is recommended to apply before the parametric tests (George & Mallery, 2010; Hair et al., 2013; Tabachnick & Fidell, 2013). S-K test values should be between the -2 to +2 range (Kalaycı, 2009; George & Mallery, 2010). The obtained Skewness and Kurtosis values vary between -0.971 and 0.199, and it can be said that the data is appropriate to analyze statistically with parametric tests.

After determining that the Skewness and Kurtosis values of the data set were appropriate, exploratory factor analysis was applied to test the competence of the question set to explain the concept and to reveal its dimensions. For item factor loads to be significant, the factor load of the relevant item should be 0.5 or higher (Hair et al., 2010). Therefore, that rule was taken into account when applying the factor analysis.

Table 1 Factor Analysis and Reliability Test

| Rotated Component Matrix^a | | | | | |
|------------------------------------------------------------|----------|------|----------|---------------------------|----------|
| Component | | | | | |
| # | Factor-1 | # | Factor-2 | # | Factor-3 |
| Q-1 | 0,697 | Q-28 | 0,649 | Q-20 | 0,649 |
| Q-2 | 0,747 | Q-29 | 0,69 | Q-21 | 0,71 |
| Q-3 | 0,766 | Q-30 | 0,693 | Q-22 | 0,626 |
| Q-4 | 0,69 | Q-31 | 0,613 | Q-23 | 0,655 |
| Q-5 | 0,772 | Q-33 | 0,653 | Q-24 | 0,783 |
| Q-6 | 0,75 | Q-34 | 0,607 | Q-25 | 0,803 |
| Q-7 | 0,749 | Q-35 | 0,862 | Q-26 | 0,691 |
| Q-8 | 0,742 | Q-36 | 0,853 | Q-27 | 0,758 |
| Q-9 | 0,759 | Q-37 | 0,814 | | |
| Q-10 | 0,651 | Q-38 | 0,542 | | |
| Q-11 | 0,696 | Q-40 | 0,519 | N | 599 |
| Q-12 | 0,654 | | | Total Var. Exp. | 73,10% |
| Q-14 | 0,596 | | | KMO | 0,976493 |
| Q-15 | 0,651 | | | Bartlett Test Sig. | 0 |
| Q-16 | 0,643 | | | App. Chi Sq. | 24031,8 |
| Q-39 | 0,516 | | | Cr. Alpha | 0,983 |
| Extraction Method: Principal Component Analysis. | | | | | |
| Rotation Method: Varimax with Kaiser Normalization. | | | | | |
| a. Rotation converged in 6 iterations. | | | | | |

Kaiser-Meyer-Olkin is a test demonstrating the validity of factor analysis which is desired to be above 60% (Nakip, 2006). The suitability of the data set for factor analysis can be determined when the KMO value is closer to 1. As a result of the analysis, the KMO value for the applied question set was 0.976. Since the value is greater than 60% and close to 1, it is accepted as sufficient. Sig. The Bartlett Test of Sphericity value is 0.000, indicating that the data may be suitable for factor analysis. The fact that the Chi-Square test statistic obtained from the Bartlett test is significant indicates that the data come from a multivariate normal distribution ($\chi^2=24031.8$; $p<0.05$).

As a result of the factor analysis carried out, it was deemed appropriate to delete five questions due to the burden on more than one factor. After the deleted questions, a question set consisting of 3 dimensions and 73.1% of the total variance explained was obtained. Büyüköztürk (2002) recommends that the total variance explained should be greater than 66%. In addition, the reliability coefficient (Cr. Alpha) of the obtained question set was found to be 0.983. The Cr. Alpha value is recommended to be 0.60 and above (Hair et al., 2010). Therefore, the obtained value shows that the question set is quite reliable.

Following the exploratory factor analysis, confirmatory factor analysis was applied to test the construct validity of the model obtained (Figure-1).

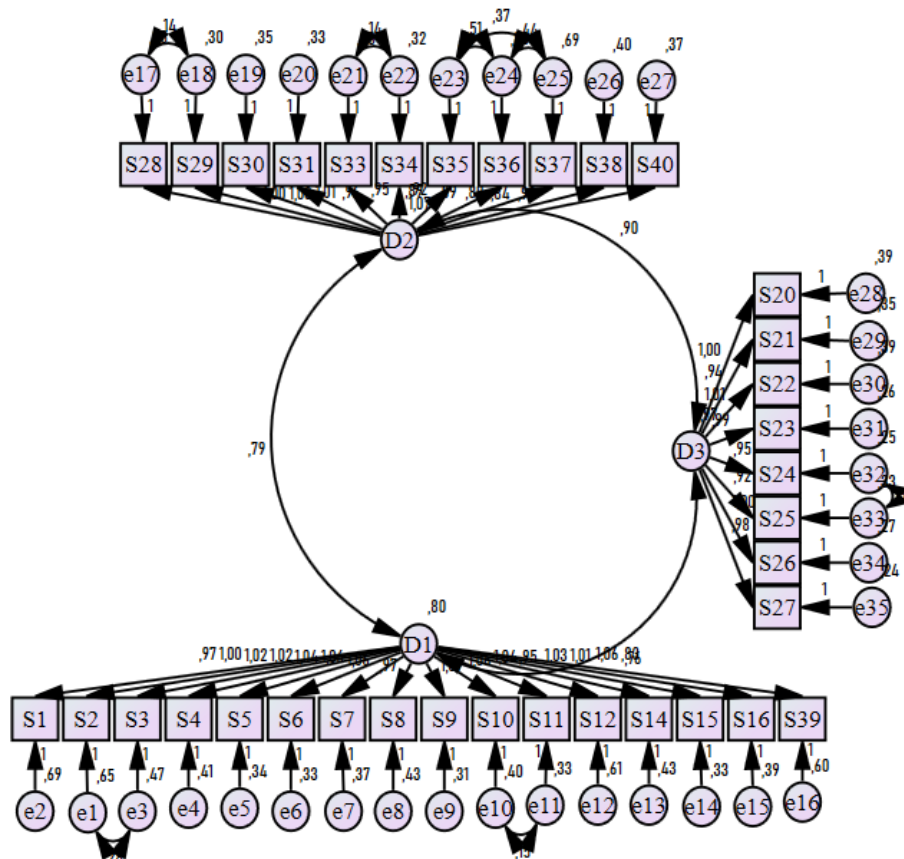


Figure 1 Confirmatory Factor Analysis

In confirmatory factor analysis, fit indices were used to evaluate the adequacy of the model. CMIN/DF, GFI, CFI, and RMSEA fit indices were considered for this study.

Table 2 Fit indices and acceptable fit indices limits

| Fit Indice | Test Result | Acceptable Limits | Reference |
|------------|-------------|------------------------------------|--------------------------------------|
| CMIN/DF | 4,535 | $2 \leq \text{CMIN/DF} \leq 5$ | (Marsh & Hocevar, 1985; Awang, 2012) |
| CFI | 0,848 | $0,90 \leq \text{CFI}$ | (Noudoostbeni et al., 2008) |
| GFI | 0,789 | $0,80 \leq \text{GFI}$ | (Chan & Sun, 2019) |
| RMSEA | 0,077 | $0,05 \leq \text{RMSEA} \leq 0,08$ | (Noudoostbeni et al., 2008) |

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The value ranges considered for the fit indices are given in the table. The values obtained as a result of the analysis are within acceptable limits. Therefore, it can be said that the CMIN/DF (4.535), RMSEA (0.077), CFI (0.848), and GFI (0.789) fit index values obtained as a result of confirmatory factor analysis give an acceptable level of fit.

DISCUSSION AND CONCLUSION

As a result of the research, a measurement tool consisting of 3 dimensions and 35 items with construct validity and high reliability was reached. The highest score that can be obtained from the scale is 175, and the lowest score is 35. The following table can be used to interpret the scale.

Table 3 Interpretation of the scale

| Score | Level |
|---------|------------------------|
| 35-63 | Very Low Satisfaction |
| 64-92 | Low Satisfaction |
| 93-121 | Moderate Satisfaction |
| 122-150 | High Satisfaction |
| 151-175 | Very High Satisfaction |

It is evaluated that the obtained question set can be used easily in institutional quality and feedback processes for practitioners. Theorists, on the other hand, can contribute to the literature on whether the values of scale items differ according to demographic variables or whether they provide a statistically significant interaction in studies modeled with different scales in future studies.

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APPENDIX-1: STUDENT'S SATISFACTION SCALE FOR UNIVERSITY ADMINISTRATIVE UNITS QUESTIONNAIRE

Please answer the following questions by ticking the option closest to you as 1-Strongly disagree/2-disagree/3-Partly Agree/4-Agree/5-Strongly agree.

| | |
|----|----------------------------------------------------------------------------------------------------------------------|
| # | Dimension-1 |
| 1 | The information infrastructure and internet facilities offered to students are sufficient. |
| 2 | The wireless network services are sufficient. |
| 3 | The wired network services are sufficient. |
| 4 | E-mail services are sufficient. |
| 5 | The information on the university's web page and the units are sufficient. |
| 6 | The announcements and information on the web page are made on time. |
| 7 | Instructional technology (projection, computer hardware, etc.) is sufficient. |
| 8 | The quality of the university's distance education system is sufficient. |
| 9 | Student information systems are useful and sufficient. |
| 10 | IT Department personnel are within reach. |
| 11 | The behavior of the IT Department staff towards students is positive and solution-oriented. |
| 12 | I am satisfied with the online exam system. |
| 13 | The information about the students is processed in the Student Information System correctly and on time. |
| 14 | International student services are sufficient. |
| 15 | The services offered by student affairs (student certificate, transcript, etc.) are sufficient. |
| 16 | The cleaning services are satisfactory. |
| | Dimension-2 |
| 17 | The library resources are sufficient. |
| 18 | The library borrowing system is appropriate. |
| 19 | The working hours of the library are sufficient. |
| 20 | Electronic resources are easy to access. |
| 21 | The library staff is within reach. |
| 22 | The behavior of the library staff towards students is positive and solution-oriented. |
| 23 | The physical conditions of the library (heating, ventilation, lighting) are sufficient. |
| 24 | The services of the Library and Documentation Department are satisfactory. |
| | Dimension-3 |
| 25 | There are club activities suitable to my interests and abilities. |
| 26 | Cultural and artistic activities are sufficient. |
| 27 | Sports activities are sufficient. |
| 28 | Health services are adequate. |
| 29 | The Sports, Culture, and Health Department staff is within reach. |
| 30 | The behavior of the Sports, Culture, and Health Department staff towards students is positive and solution-oriented. |
| 31 | The cafeteria/canteen services are sufficient. |
| 32 | The prices of the products sold in the cafeteria/canteen are reasonable. |
| 33 | The physical conditions of the cafeteria/canteen (heating, ventilation, lighting) are sufficient. |
| 34 | The physical conditions of the classrooms (heating, ventilation, lighting) are sufficient. |
| 35 | The Department of Health, Culture, and Sports services are satisfactory. |

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APPENDIX-2: ÜNİVERSİTE ÖĞRENCİLERİ İÇİN İDARİ BİRİM MEMNUNİYET ANKETİ TÜRKÇE GENİŞLETİLMİŞ ÖZET

Üniversitelerin idari yapıları incelendiğinde pek çok farklı idari birimin bulunduğu görülmektedir. Fakat genel itibariyle bir ortak kesişim kümesi oluşturulduğunda bilgi işlem dairesi, öğrenci işleri, sağlık kültür ve spor dairesi ile kütüphane daire başkanlıklarının bütün üniversitelerde öğrencilere hizmet veren yapılar olarak dikkat çektiği görülmektedir. Bu sebeple araştırmada sorulan sorular bu birimler üzerinden sorulmuştur. Veriler beşli Likert ölçeği kullanılarak 1-Kesinlikle Katılmıyorum / 5-Kesinlikle Katılıyorum olacak şekilde Google Formlar üzerinden toplanmıştır.

| Öğrencilerin Üniversite İdari Birimlerinden Memnuniyeti Ölçeği Soru Formu | |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Boyut-1 | |
| 1 | Öğrencilere sunulan bilişim altyapıları ve internet olanaklarının yeterli olduğunu düşünüyorum. |
| 2 | Kablosuz ağ hizmetlerini yeterli buluyorum. |
| 3 | Kablolu ağ hizmetlerini yeterli buluyorum. |
| 4 | E-Posta hizmetlerini yeterli buluyorum. |
| 5 | Üniversitenin ve birimlerin web sayfasındaki bilgilendirmelerin yeterli olduğunu düşünüyorum. |
| 6 | Web sayfasındaki duyuru ve ilanlar zamanında yapıldığını düşünüyorum. |
| 7 | Öğretim teknolojisi (projeksiyon, bilgisayar donanımı vb.) yeterli olduğunu düşünüyorum. |
| 8 | Üniversitenin uzaktan eğitim sistemlerinin kalitesini yeterli buluyorum. |
| 9 | Öğrenci bilgi sistemlerinin kullanışlı ve yeterli olduğunu düşünüyorum. |
| 10 | Bilgi İşlem Daire Başkanlığı personeline kolayca ulaşabiliyorum. |
| 11 | Bilgi İşlem Dairesi Başkanlığı personelinin öğrencilere karşı davranışlarının olumlu ve çözüm odaklı olduğunu düşünüyorum. |
| 12 | Çevrim içi (online) sınav sisteminden memnunum. |
| 13 | Öğrenciler ile ilgili bilgilerin ÖBS sistemine doğru ve zamanında işlendiğini düşünüyorum. |
| 14 | Uluslararası öğrenci hizmetlerinin yeterli olduğunu düşünüyorum. |
| 15 | Öğrenci işlerince sunulan hizmetleri (öğrenci belgesi, transkript vs.) yeterli buluyorum. |
| 16 | Genel olarak temizlik hizmetlerinden memnunum. |
| Boyut-2 | |
| 17 | Kütüphane kaynaklarını yeterli buluyorum. |
| 18 | Ödünç kitap alma sisteminin uygun olduğunu düşünüyorum. |
| 19 | Kütüphanenin çalışma saatlerini yeterli buluyorum. |
| 20 | Elektronik kaynaklara kolayca erişebiliyorum. |
| 21 | Kütüphane personeline kolayca ulaşabiliyorum. |
| 22 | Kütüphane personelinin öğrencilere karşı davranışlarının olumlu ve çözüm odaklı olduğunu düşünüyorum. |
| 23 | Kütüphanenin fiziksel koşullarını (ısınma, havalandırma, aydınlatma) yeterli buluyorum. |
| 24 | Kütüphane ve Dokümantasyon Daire Başkanlığı'nın hizmetlerinden genel olarak memnunum. |
| Boyut-3 | |
| 25 | İlgi ve yeteneklerime uygun kulüp etkinliklerinin bulunduğunu düşünüyorum. |
| 26 | Kültür ve sanat etkinliklerini yeterli buluyorum. |
| 27 | Spor etkinliklerini yeterli buluyorum. |
| 28 | Sağlık hizmetlerini yeterli buluyorum. |
| 29 | Spor, Kültür ve Sağlık Dairesi Başkanlığı personeline kolayca ulaşabiliyorum. |
| 30 | Spor, Kültür ve Sağlık Dairesi personelinin öğrencilere karşı davranışlarının olumlu ve çözüm odaklı olduğunu düşünüyorum. |
| 31 | Yemekhane / Kantin hizmetlerini yeterli buluyorum. |
| 32 | Yemekhane / Kantinde satılan ürünlerin fiyatlarını uygun buluyorum. |
| 33 | Yemekhane / Kantinin fiziksel koşullarını (ısınma, havalandırma, aydınlatma) yeterli buluyorum. |
| 34 | Dersliklerin fiziksel koşullarını (ısınma, havalandırma, aydınlatma) yeterli buluyorum. |
| 35 | Sağlık, Kültür ve Spor Daire Başkanlığı'nın hizmetlerinden genel olarak memnunum. |

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Temel Test Değerleri

| |
|--------------------------------------|
| N: 599 |
| Açıklanan Toplam Varyans (%): 73,1 |
| KMO: 0,976493 |
| Bartlett Küresellik Testi Sig.: ,000 |
| Tahmini Ki-Kare: 24031,8 |
| Cr. Alfa: 0,983 |

Elde edilen veriler analiz edildiğinde 35 madde ve 3 boyuttan oluşan, geçerli ve güvenilir bir soru setine ulaşılmıştır. Yapı geçerliliğine sahip nihai soru seti toplam varyansın %73,1'ini açıklayabilmektedir. Ayrıca güvenilirlik katsayısının 0,983 hesaplandığı dikkate alındığında oldukça güvenilir bir araç olduğunu söylemek yerinde olacaktır.

Ölçekten elde edilebilecek en yüksek puan 175, en düşük puan ise 35'tir. Ölçeğin yorumlanmasında aşağıdaki tablodan faydalanılabilir.

Ölçeğin Yorumlanması

| Puan | Düzy |
|---------|------------------------|
| 35-63 | Çok Düşük Memnuniyet |
| 64-92 | Düşük Memnuniyet |
| 93-121 | Orta Seviye Memnuniyet |
| 122-150 | Yüksek Memnuniyet |
| 151-175 | Çok Yüksek Memnuniyet |

Elde edilen soru setinin uygulayıcılar için kurumsal kalite ve geri bildirim süreçlerinde rahatlıkla kullanılacağı değerlendirilmektedir. Teorisyenler ise ilerleyen çalışmalarda ölçek maddelerinin değerlerinin demografik değişkenlere göre farklılık gösterip göstermediği yahut farklı ölçeklerle modellenen çalışmalarda istatistiksel olarak anlamlı etkileşim sağlayıp sağlamadığı üzerine literatüre katkı verebilirler.