

Relationship between Motivation, Empowerment and level of Satisfaction

Ebadollah Ahmadi

Abstract— This study aims to the relationship between motivation, empowerment with students' level of satisfaction In constructing the questionnaire for this study, the researchers referred to the questionnaire constructed by Tang Swee Mei and Lim Kong Teong (2002) 100 questionnaires had been distributed to students in two college of Islamic azad university shiraz branch. The data collected was analyzed using the SPSS software version 17.0. The analysis showed that there is a significant relationship between the dimensions of motivation, empowerment with students' level of satisfaction. These three dimensions contributed .16% towards students' level of satisfaction.

Keywords—: Motivation, empowerment, students' level of satisfaction

I. INTRODUCTION

A few studies which had been conducted focused on the relationship between education quality and student satisfaction; for example, the study completed by Ainon Jauhariah Abu Samah and Poh Ju Peng (2006). As such, there is a need for a study which focuses on the relationship between motivation, empowerment students' satisfaction.

Helen Khoo Chooi Sim and Rozhan Idrus (2003) conducted a study which measured students' satisfaction level with the customer-based student support system in a distance learning programme. The researchers discovered that 16 of the students' support system dimensions, which included Intensive Courses, Printed Teaching Material, Academic Planner and Teletutorial helped the students to learn effectively. Additionally, continuous quality improvement should be done for the Teletutorial which was in the 'try-to-improve' zone. According to Fornell (1992), Boulding (1993) and Tan Swee Mei and Lim Kong Teong (2002), customer satisfaction could be measured after the first utilisation of service or after the subsequent utilisation of service or product. As stated by Tan Swee Mei and Lim Kong Teong (2002), teachers or lecturers would be able to measure the students' satisfaction the first time using the survey method after the end of the teaching period. The teachers and lecturers could also measure the students' cumulative satisfaction level using the same method after the completion of the classes or at the end of the semester. Oliver, (1997) in Tan Swee Mei and Lim Kong Teong (2002) stated that there

is a difference between the quality factor and the students' satisfaction, as quality could be attributed to the product specification whereas satisfaction would be based on the quality factor and external factors which may be out of the management's control. On the other hand, as stated by Rowley, (1996) in Tan Swee Mei and Lim Kong Teong (2002), students' satisfaction with the academic programmes could also be influenced by other aspects such as the study environment, the facilities provided, opportunities for students' self-improvement, services and other aspects.

Bogler and Somech (2004) conducted a study about the effects of teacher empowerment on three dependent variables which were organizational commitment, professional commitment, and organizational citizenship behaviour. The study was conducted on the three variables based on the six components in teacher empowerment as stated by Short and Rinehart (1992) like decision making, professional development, status, self-efficacy, efficacy and impact..

A study conducted by Teresa Hurley and Stephen Weibelzahl (2007) looked into the use of the Mozart method to support teachers in providing motivation to students who were studying on-line. The Mozart method had been invented based on the Social Cognitive Theory and it focused on the motivational aspect. Another study by Ruhizan Mohd Yassin et al., (2001) investigated the cognitive processes of excellent students and mediocre students. They looked into the relationship between the students' learning strategies based on analysis of four factors: achievement motivation, operational learning, memorisation and global approach towards student achievement.

The objectives of this study are to investigate the relationship between motivation, empowerment and with the students' satisfaction level.

II. METHOD

The students in this study were sampled from a random sample of college students of Islamic azad university. The sample consisted of 100 students of Islamic azad university in 2 college . 78 percent were female and 22 percent was male.

the researchers referred to the questionnaire constructed by Tang Swee Mei and Lim Kong Teong (2002). There were three sections for this study's questionnaire which were Section A – the sub-area for lecturer motivation (M1-M5), empowerment (E1-E5), Section B in the questionnaire focused on students' satisfaction regarding motivation,

Assistant professor in educational administration, faculty of educational science and psychology, marvdasht branch, Islamic azad university marvdasht, iran

empowerment. The Cronbach Alpha value for the students' satisfaction dimension was recorded at 0.844. The Cronbach Alpha value for the motivation dimension had been recorded at 0.822, empowerment at 0.717.

III. RESULTS

Table 1 shows the results from the Pearson's correlation of motivation, empowerment with students' satisfaction. The Pearson's correlation had been used to fulfil the study's second objective: to investigate the relationship between lecturers' motivation, empowerment with students' satisfaction level. As such, the Pearson's correlation value in table 1 would indicate that all the variable mean values like motivation, empowerment shared a significant relationship at a level of significance of 0.01.

TABLE I

<i>variables</i>	<i>students' satisfaction</i>	<i>level of significance</i>
<i>motivation</i>	<i>0.46</i>	<i>0.01</i>
<i>empowerment</i>	<i>0.53</i>	<i>0.01</i>

A linear regression analysis was conducted to identify the relationship between dependent variable i.e. students' satisfaction with independent variable i.e. motivation, empowerment.

It was found that the regression model formed had an R square value (R^2) of 0.16 which was significant at a level of 0.01.

The study findings would indicate that the students' perception of lecturers' motivation, empowerment had a positive relationship with students' satisfaction. The results also showed that the two variables like motivation, empowerment contributed 16% towards the students' satisfaction. Indeed, there are other aspects which the lecturers could pay attention to in order to improve the students' satisfaction.

IV. DISCUSSION AND CONCLUSION

based on the results of the students' perception of lecturers' motivation, empowerment suitable corrective measure could be applied for further improvement. From the findings we could observe that the students gave the lowest rating to the statement regarding the empowerment, especially the statement which described the lecturers as always available and accessible to give guidance out of lecture hours. This would mean that lecturers should be able to provide their guidance after the classes have ended. As such, perhaps the lecturers could provide the students with clear consultation hours or by asking the students to contact them by e-mail or mobile number if they had any problems.

As the motivation, empowerment aspects had only contributed to 16% of the students' satisfaction, perhaps the next suggestion for future researchers is to investigate the

relationship between students' satisfaction with other aspects. As stated by Rowley, 1996 (Tan Swee Mei & Lim Kong Teong, 2002), students' satisfaction could also be influenced by aspects such as the environment, facilities provided, opportunities for students' self-development, educational services and others.

A study which focuses on the relationship between lecturers' motivation, empowerment with students' satisfaction such as this one should be viewed by the responsible parties as relevant for further improvement. This study may prove to be a handy tool in helping to achieve the nation's educational objectives.

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